



Pay Policy (Schools) 2025/2026

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Introduction

The Governing Body/Board has adopted a whole school pay policy to provide a clear framework for exercising its discretionary powers in relation to the pay of individual members of staff. Any pay-related decisions will take account of the specific needs of the school and the flexibility specified within:

- The School Teachers' Pay and Conditions Document (STPCD).
- The National Conditions of Service for NJC Local Government Employees (Green Book); and
- Locally agreed conditions of service.

Decisions will also comply with relevant employment and equality in employment legislation and, for support staff, in line with locally determined gradings in accordance with the job evaluation scheme.

Maintained schools – The Governing Body of maintained schools must consider any advice provided through the Local Authority's representative as per regulation 14 of The School Staffing (England) Regulations 2009 ("Staffing Regulations") and the views expressed, through local consultation mechanisms, by recognised teachers' professional associations and teaching and support staff trade unions.

Non-Maintained schools – The Governing Body/Board may also take account of the advice of Wigan Local Authority (LA) and the views expressed, through local consultation mechanisms, by recognised teachers' professional associations and teaching and support staff trade unions.

The majority of this policy refers to the discretionary elements of teachers' pay which do not currently exist to the same extent for support staff.

However, the Governing Body/Board recognises the need to consider staffing as a whole and to be mindful of all job descriptions and the associated pay implications.

The policy, therefore, equally addresses the management of pay issues for support staff as for teachers.

The provisions of the policy apply to part-time employees, where appropriate, on a pro rata basis.

The policy complies with statutory requirements and also incorporates locally agreed provisions and pay ranges which have been the subject of consultation with local trade unions.

Principles

In adopting and applying this policy, the Governing Body/Board seeks to:

- Meet its statutory duty to promote high standards of achievement amongst all pupils.
- Support the aims/mission statement of the school and the implementation of the School Development Plan.
- Ensure that each employee is valued and receives proper recognition for their work and contribution towards the school.
- Ensure fair, objective and open treatment of all staff within the school regardless of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, or gender reassignment.
- Enhance and maintain staff morale through an awareness of the impact of decisions; and
- Use appropriate flexibility within the national and local pay and conditions of service, positively and constructively within the resources available and accordingly to the criteria within the policy.

September 2025 Key Changes

Key changes to the STPCD 2025, make provision for:

- The September 2025 pay award introduced a 4% increase which is applied to all pay, allowance ranges, and advisory points for both teachers and leaders, effective from 1 September 2025.
- A change to the calculation of TLRs 1 and 2.
- Additional information relating to flexible working.
- The 2024 STPCD removed the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders. As a result, pay decisions for 2025/26 will now follow the updated guidance, with progression through pay ranges expected unless an individual is subject to formal capability procedures or are applying to progress to the upper pay range. The application process is explained on page 18.

Job Descriptions & Job Evaluation

The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Governing Body/Board.

Job descriptions may be reviewed from time to time in consultation with the individual employee concerned based on the changing needs of the school.

Where the Job Family Framework for school support staff has been adopted and implemented within the school, support roles will be matched to appropriate role profiles within the framework, which have been formally evaluated for pay purposes.

In respect of unique support roles, which do not fit with the role profiles, and in schools where the Framework has not been adopted, each job/post will be evaluated for pay purposes on the basis of the job description and staffing structure using objective criteria set by the school, such as accountability and responsibility.

Pay

From the 2024/25 academic year the requirement for objectives and the appraisal process to lead to performance related pay outcomes for teachers was removed. The statutory requirement to make a pay decision following the appraisal process still remains in place. The Governing Body needs to be clear about the circumstances in which an increase may or may not be awarded.

The relevant body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination.

In accordance with the School Teachers' Pay and Conditions Document (STPCD), this pay policy adopts the following position:

Performance-related pay is not retained. Therefore, pay progression on **all pay ranges** will be awarded annually unless a teacher is subject to formal capability proceedings at the time of the pay determination.

The provision in the STPCD that allows relevant bodies who retain performance-related pay to withhold progression for reasons related to poor performance is not adopted in this policy.

Performance

Reviewing Performance – all teachers

On an annual basis, the overall performance of all teachers including Leadership and Leading Practitioners will be assessed by the Appraiser(s). The purpose of the review is to support the development of the individual

within the context of the school's plan for improving educational provision, performance, and the standards expected of teachers.

The process for assessing these factors is contained in the School's Appraisal Policy.

There is no obligation to increase the pay of any teacher, member of the leadership team or leading practitioner where they are under formal capability proceedings.

Before deciding to withhold pay progression on capability grounds, the Governing Body/Board must be satisfied that the member of staff has been made aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the member of staff has had appropriate support from the school to improve.

The Headteacher will make recommendations to the Pay committee on pay, where this relates to an application to move to the Upper pay range. In the instances where the Headteacher is not the appraiser, a discussion will take place with the appraiser before the Headteacher makes a recommendation on pay to the Pay Committee. In the event of an appeal the Pay Committee will be able to justify its decision's on why the individual's pay was not increased.

Qualified Teacher Learning & Skills Status

With effect from 1 April 2012, teachers with QTLS status are able to teach in schools as fully qualified teachers. Headteachers have the freedom to decide which standards they assess the performance of QTLS holders against. They can either assess QTLS holders' performance against the Teachers' Standards or against any other set of standards relating to teacher performance issued by the Secretary of State or against any other professional standards that are relevant to their performance or against any combination of those three.

Early Career Teacher (ECTs)

In the case of early careers teachers, Headteachers will determine the teacher's performance by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

From September 2025 the Early Career Framework (ECF) will be replaced by the new Initial Teacher Training and Early Career Framework (ITTECF). Schools must deliver a training and support programme based on the ITTECF and the Appropriate bodies are

responsible for checking that such a programme is in place. Along with other changes Neonatal Care Leave has also been added to the list of statutory absences that do not count towards automatic extension of the induction period (see para 3.7 of the Induction for early career teachers (England) Statutory guidance). The full updated [statutory guidance](#) can be found here.

ECT's are still able to progress on the pay scale both during and after induction.

School Led-Tutoring

With effect from September 2021, main pay range teachers and upper pay range teachers can be awarded a fixed-term TLR3 to deliver school-led tutoring to address learning disruption because of the pandemic. TLR3 payments are set out on page 19 of this policy.

Policy Review

The Governing Body/Board will undertake an annual review of this policy in light of:

- Any changes to national or local conditions of service which require amendments to the policy.
- Experience of the previous year's implementation of the policy; and
- Changes in the needs of the school.

Professional association/trade union representatives will be consulted. HR and OD Services will undertake this exercise on behalf of schools in relation to its recommended policy. Each school may tailor the policy to their needs and status but should consult Professional Associations/Trade Unions if they make any fundamental changes.

By 31 October each year, or as soon as practicable thereafter, the Governing Body will review the salaries of all staff in relation to their job descriptions.

Following the review, each member of staff will be notified in writing of their salary point with effect from September of that year, and how it has been calculated in respect of the relevant pay range. For teachers, Appendices 3a and 3b outline the information required in pay statements. In addition, where a pay point has not been awarded on the grounds of formal capability proceedings this reason will be given in an appendix to the statement.

Financial Resource

The Governing Body/Board will allocate funding annually for staff salaries which will cover all ongoing commitments. The pay committee will ensure all pay progression is budgeted for. The budget allocated will take account of central Government grants and the need to balance the school's aims, as defined within its Development Plan and the school's own resources available to support these aims.

Appeals

Any employee may seek a review of a decision in relation to their pay and other decisions taken that affect their pay. The procedure is attached at **Appendix 4.**

Committee Membership and Withdrawal from Meetings

The Education (School Government) (England) Regulations 2003 require that any Governor who is a person employed to work at the school (other than the Headteacher) must withdraw during any discussion regarding pay.

The Headteacher must withdraw during discussion and determination of his/her own pay and during discussion of the Deputy's pay if a question of differentials between the Deputy and the Headteacher is to be discussed.

The Headteacher will therefore have an advisory role to the school's Pay Committee and Pay Appeal Committee but will not be a member of either Committee.

Responsibilities

The Governing Board/Body

- Establish the School's Pay Policy ensuring its application in practice and review on an annual basis.
- Determine the annual pay budget.
- Establish a Pay Committee with delegated responsibility and authority to implement the policy on its behalf and to hear any representations concerning decisions made, should they be requested.

- Establish a Pay Appeal Committee to hear appeals against decisions of the Pay Committee concerning the pay of individual employees.
- In the case of maintained schools, ensure that the Assistant Director (Education) is consulted about any proposed changes to Headteacher pay, and that any advice provided by the Local Authority is considered.
- Make recommendations on progression to the upper pay range. The initial recommendations will be moderated by the Headteacher to ensure a fair and consistent approach to pay progression within the school before they are submitted to the Pay Committee for them to make pay decisions. The pay committee's role is to have financial oversight of pay progression decisions.

Where the assessor is not the Headteacher, the assessor will make a recommendation on progression to the upper pay range to the Headteacher. The Headteacher will then moderate the initial recommendation to ensure a fair and consistent approach to pay progression across the school before submitting it to the Pay Committee for a final decision.

In cases where the Headteacher is the assessor, they will submit their recommendation directly to the Pay Committee for them to make the final pay decisions.

The Pay Committee is responsible for making pay decisions and providing oversight of the pay progression process.

The Headteacher

- Ensure that the Pay Committee is provided with sufficient information to be satisfied that progression to the individuals pay grade is due.

Pay Ranges

The Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) (where appointed) have substantial strategic responsibilities for school leadership and will be paid on the leadership pay range.

The STPCD 2025 stipulates the minimum and maximum values of each of the eight Headteacher Groups and the leadership pay range and states that it is for schools to decide how to arrange pay within these parameters.

The STPCD requires that there is sufficient scope within an individual's pay range to allow for incremental progress over time. Locally it has been

agreed that this will be achieved by continuing to use a seven-point range for Headteacher posts, and a five-point range for other leadership posts.

Setting Pay for Headteachers Posts

The relevant body must assign a school to a headteacher group (as seen in Appendix 2) and determine the headteacher's pay range whenever it proposes to appoint a new headteacher. It should also re-determine the headteacher's pay range if it becomes necessary to change the headteacher group (including where the headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis). It may also determine the headteacher's pay range at any time if it considers it necessary to reflect a significant change in the responsibilities of the post. The relevant body should not take account of the salary of the serving headteacher if it redetermines the headteacher's pay range for a new appointment.

Where the Local Authority is the employer, the Governing Body must ensure that the Assistant Director (Education) is consulted about any proposed changes to Headteacher pay and that any advice provided by the Local Authority is considered.

The STPCD requires that all permanent responsibilities and the complexity and challenge of the role in the context of the school are considered when setting base pay for the Headteacher and other leadership roles.

Allowances are payable only in respect of temporary responsibilities, such as temporary responsibility for another school.

To comply with this requirement, the steps set out in this section should be followed when setting pay for Headteachers.

The responsibilities and accountabilities of the post, and the required skills and relevant competencies should be defined by the Governing Body/Board and set out in the job description and person specification.

The school must be assigned to a Headteacher Group by calculating the total unit score in accordance with the method set out in the STPCD 2025.

Where a Headteacher is permanently responsible for more than one school, the total unit score of all the schools must be used when assigning the Headteacher group. This process will give the broad pay range for the post.

An individual seven point pay range must then be established for the Headteacher post. The challenge and complexity of the role in the

particular context of the school should be considered at this stage, and a judgement made on the appropriate level of pay.

Examples of the matters to be considered are as follows:

- Context and challenge arising from pupils' needs – e.g. if there is a high level of deprivation in the community, or high numbers of looked after children or children with special needs, or a high level of pupil mobility, and this affects the challenge in improving outcomes.
- The circumstances of the school – e.g. Ofsted's view following an inspection.
- The level of complexity in the role e.g. managing multiple stakeholders, or across dispersed sites; and
- Whether there are recruitment or retention issues relative to the post.

There must be no 'double counting' of considerations, to avoid pay being increased more than once for the same reason. For example, responsibility for more than one school cannot be a reason for increasing base pay if it has been reflected already by using the total unit score of all schools in calculating the Headteacher Group for the school.

There should be no increase in base pay nor payment of an additional allowance for regular local collaboration which is part of the role of all Headteachers. If the arrangement goes beyond this the Setting Executive Headteacher Pay Guidance should be followed which is located on the school's portal.

Account should be taken of pay differentials between the Headteacher role and other leadership roles. The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school. The pay range for a deputy or assistant headteacher should only overlap the head-teacher's pay range in exceptional circumstances.

In most cases the pay range in the appropriate Headteacher Group will provide sufficient breadth within which to allocate an individual pay range which appropriately rewards the Headteacher role. There may be circumstances where the particular responsibilities of the role are such that it is judged that a fair reward for the post goes beyond the top of the Headteacher Group.

In these circumstances, the Governing Body/Board may set the individual pay range with a maximum point of up to 25% above the top of the

Headteacher Group, however, there must be a clear business case for doing so. In wholly exceptional circumstances, it may be possible to go beyond 25%, but external independent advice must be sought in such cases, and should the advice suggest that an additional payment is appropriate, a robust business case must be made and agreed by the full Governing Body/Board.

The provision to set a pay range up to 25% above the top of the Headteacher Group is applicable **only to Headteacher posts** – it does not apply to other posts on the Leadership Pay Range.

In setting a pay range beyond the top of the Headteacher Group, the Governing Body/Board should ensure that the seven-point range corresponds to points on the leadership pay range and that a % allowance is applied. Examples of setting such pay ranges are provided in **Appendix 2b**.

Any permanent features of the Headteacher role must be considered when setting base pay.

The maximum of the Headteacher's individual pay range plus any additional temporary allowances must not exceed the maximum of the Headteacher Group by more than 25%, unless there is a robust business case as outlined in the previous section. The total sum of any temporary payments made to a Headteacher in any school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher (see also page 14 Temporary Discretionary Payments).

Any recruitment and retention considerations should be considered when setting base pay, and so a Headteacher will not be eligible to receive recruitment and retention incentives or benefits as a separate payment.

The only exception to this is reimbursement of reasonably incurred housing or relocation expenses relate solely to the personal circumstances of the Headteacher concerned. In such cases, the amount paid will not count towards the 25% limit.

In wholly exceptional circumstances, the Pay Committee may determine that additional payments be made to Headteachers which do exceed the 25% limit. Agreement from the Governing Body/Board would have to be obtained, who must first seek external independent advice before agreeing to any such payments.

Where there is a new appointment and the individual pay range has been set as above, the Governing Body/Board will need to decide on a starting salary, once they have selected their preferred candidate.

Consideration will need to be given to how well the candidate fits the requirements of the role, whether they bring any particularly valuable skills or experience which will assist the school, and matters such as current salary, which may have a bearing on the starting salary.

It may be the case that the candidate has specific attributes which the Governing Body/Board wishes to secure by making the pay package more attractive. In these circumstances, the Governing Body/Board may wish to consider revising the original pay range and improving it to incentivise the individual concerned to accept the post. If this is to be considered, the top of the revised grade must be within the 25% limit, and there must be no double-counting of the reasons for increasing the pay range.

The Governing Body/Board will formally record all decisions taken in respect of Headteacher's pay, including any temporary allowances, together with the rationale for the decisions.

Appointing to the Wider Leadership Group

Appointments to positions other than the Headteacher post in the wider leadership group require a similar consideration process to that outlined for Headteacher posts – excluding the provision to set a pay range up to 25% beyond the top of the Headteacher Group (this is applicable only to Headteacher posts).

The pay range for a Deputy or Assistant Head post must consist of five consecutive spinal column points on the leadership pay range.

In setting pay for leadership posts, consideration must be given to the duties and responsibilities of the role, the job weight and challenge, and how the role fits within the wider leadership structure of the school.

Pay differentials must be considered to ensure that the maximum of the deputy or assistant headteacher's pay range does not go beyond the top of the Headteacher group for the school. The pay range for a deputy or assistant headteacher should only over-lap the headteacher's pay range in exceptional circumstances.

Any permanent features of the Deputy or Assistant Headteacher role must be considered when setting base pay.

Any temporary responsibilities, such as temporary participation in out-of-school hours activities, must be paid through an allowance rather than being consolidated in base pay.

Any recruitment and retention considerations about the post should be considered when setting base pay. A Deputy or Assistant Headteacher will

not be eligible to receive recruitment and retention initiatives or benefits as a separate payment. The only exception to this is reimbursement of reasonably incurred housing or relocation expenses which relate solely to the personal circumstances of the deputy or assistant Headteacher concerned.

There must be no 'double counting' of considerations, to avoid pay being increased more than once for the same reason.

Where there is a new appointment to a Deputy or Assistant Headteacher post, and the individual pay range has been set in the manner outlined above, the Governing Body will need to decide on a starting salary for the individual, once they have selected their preferred candidate.

Consideration will need to be given to how well the candidate fits the requirements of the role, whether they bring any particular valuable skills or experience which will assist the school, and matters such as current salary, which may have a bearing on the starting salary.

The Governing Body/Board will formally record all decisions taken in respect of the deputy or assistant Headteacher's pay, including any temporary allowances, together with the rationale for the decisions.

Temporary Discretionary Payments to Headteachers

The Pay Committee may determine that additional payments are made to Headteachers for temporary responsibilities or duties that are in addition to the post for which their salary has been determined (e.g. where the Headteacher is appointed as a temporary Headteacher of one or more schools). The reasons for the circumstances must not have been considered when setting the Headteacher's pay range.

The total sum of any temporary payments (other than relocation expenses) made to a headteacher in any school year must not exceed 25% of the annual salary which is otherwise payable.

Only in wholly exceptional circumstances where the payments have been approved by the full Governing Board/Body, and where external independent advice has been sought; may the total of all temporary discretionary payments exceed 25%.

Setting Pay for Executive Headteachers and Academy Chief Executives

Please refer to our separate guidance on Setting Executive Headteacher Pay, which can be located on the schools HR portal.

Temporary Arrangements

The Governing Body will consider paying a teacher who is temporarily carrying out the full duties of an absent Headteacher, Deputy or Assistant Headteacher at an appropriate point within the Headteacher's or Deputy/Assistant Headteacher's individual pay range when the absence extends beyond four weeks (28 calendar days).

The temporary pay point will not necessarily be the same as the point on the leadership pay range of the substantive post holder but will not be less than the minimum point of the established individual pay range. The increase in salary will be backdated from the first day of absence.

In the case of planned prolonged absence of more than four weeks (28 calendar days), an acting pay point within the Headteacher, Deputy or Assistants pay range will be established in advance and paid from the first day of absence.

When the temporary period of acting up ends, the teacher concerned will return to the point on their substantive pay range which would have applied had they not taken up the temporary arrangement.

The Governing Body will consider awarding an additional temporary TLR payment appropriate to the post, to a teacher who is temporarily carrying out the full duties of an absent teacher, when the absence extends beyond four weeks. Where the temporary arrangement is approved, the increased salary will be back dated from the first day of absence.

Supply teachers engaged by the school will be paid at the rate determined by the statutory provisions for calculating short notice teachers' pay within the STPCD.

Safeguarding

In accordance with statutory provisions, all teachers and members of the leadership group who will or may have their substantive salaries reduced as a result of an internal reorganisation of the staffing structure or otherwise, are subject to time limiting salary safeguarding of a maximum of three years. Written notification must be provided within one month of

taking the decision, the effect of which is that the safeguarding sum is payable.

Pay on Appointment

Qualified classroom teachers who have not yet applied to be paid on the upper pay range will be paid on the main pay range for Qualified Teachers.

Whilst there is no longer any statutory requirement in the STPCD for the relevant body to match teachers' previous salaries when they are appointed to a post, it is free to do so if it chooses. This includes the freedom to pay teachers more than their previous salary from the start of their new employment in a school. The Governing Body/Board, where necessary, may use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

Main Pay Range Classroom Teachers

Main Pay Range for Classroom Teachers 2025	
Point	Annual Salary (£)
M1	32,916
M2	34,823
M3	37,101
M4	39,556
M5	42,057
M6	45,352

Appraisal objectives will be appropriate to this career stage, and teachers will be expected to use their experience and skills, which they have developed over time, to a greater extent as they progress up the main pay range.

Teachers will have the opportunity to progress up the main pay range one point at a time, on an annual basis.

On an annual basis, the overall performance of teachers will be assessed by school leaders. The purpose of the review is to support the development of the individual within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

The process for assessing these factors is contained in the School's Appraisal Policy.

All pay recommendations for teachers on the main pay range will be moderated by the Headteacher.

The Upper Pay Range

Post Threshold

The Governing Body/Board has established the following upper pay range for Teachers who meet the criteria for this range (as set out in this section of the policy):

Upper Pay Range for Classroom Teachers 2025	
Point	Annual Salary (£)
U1	47,472
U2	49,232
U3	51,048

Applications to be paid on the Upper Pay Range

Teachers can apply to be paid on the upper pay range (UPR), once a year. Once a teacher has been successfully assessed and placed on the UPR, pay progression within the range must be considered on an annual basis.

Initial progression to the upper pay range is an employee-led process, and it is the teacher's responsibility to initiate the application. The Headteacher may identify those teachers who are eligible to apply and remind them of the time scale for applications. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on UPR in that specific school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, including any recommendation on pay.

Where such information is not applicable or available (e.g. those returning from maternity or sickness absence), or where existing evidence needs to be supplemented, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be

submitted by the applicant. Where teachers have moved school during the assessment period, the Headteacher should consult with the Headteacher of the previous school to seek evidence as to the teacher's suitability for progression.

In order for the assessment to be robust, transparent and equitable, it will be an evidence-based process. Teachers therefore should ensure they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent for reasons such as, but not limited to sickness, disability, maternity, adoption and neonatal leave may cite written evidence from a 3-year period before the date of application in support of their application.

Process for an Application to progress from the Main Pay Range to the Upper Pay Range

One application may be submitted annually. The closing date will be **31st October**; however, exceptions will be made in particular circumstances, e.g. those teachers who are currently absent for reasons such as maternity leave or sick leave etc (as above). The process for application is:

- The teacher should submit a written application and supporting evidence to the Headteacher by the **31st October**.
- The assessor will assess the application and make a recommendation to the school's Pay Committee.
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor.
- The Pay Committee will make the final decision advised by the Headteacher.
- Teachers will receive written notification of the outcome of their application within one month of the Pay Committee's decision. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy.
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria. Feedback will be documented, where appropriate.

- Successful applicants will move to the minimum of the UPR with effect from the **1st September** of the year they made their application and progress through the upper pay range annually; and
- Unsuccessful applicants have the right to appeal against the decision, in accordance with the appeals process set out in Appendix 4 of this policy.

Assessment Process for UPR Application

For an application to be successful the Governing Body must be satisfied that:

- **The teacher is highly competent in all elements of the relevant standards.**
- **The teacher's achievements and contribution to an educational setting or settings are substantial and sustained.**

The above criteria set out in the STPCD. In this school, this means:

'Relevant standards': These are the Teachers Standards (attached at Appendix 5).

'Highly Competent': the teacher's performance is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

'Substantial': the teacher's achievements and contribution to the school are of real importance, validity and value to the school; plays a critical role in the life of the school; provides a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; takes advantages of appropriate opportunities for professional development and uses the outcomes effectively to improve pupil's learning; and

'Sustained': Headteachers should review on an annual basis although the period is recommended as two consecutive successful appraisals, to ensure substantial and sustained progress towards their objectives is evidenced. Teacher expertise over the relevant period must be consistently good to outstanding (exceptions such as maternity / sick leave etc as listed in the introduction to this]).

The process for assessing teachers against these factors is set out in the school's appraisal policy.

Teaching & Learning Responsibility Payments

The Governing Body may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

The award may be given while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with section 2, part 4, paragraph 20 and section 3, paragraph 47 -55 of the STPCD guidance.

A teacher may not be awarded more than one TLR1 or TLR2 concurrently. Unqualified teachers may not be awarded TLR's.

With the exception of subparagraph (c) and (e), (which do not have to apply to the award of TLR3's), before awarding any TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and:

- a) Is focused on teaching and learning
- b) Requires the exercise of a teacher's professional skill 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. (does not have to apply when awarding a TLR 3)
- d) Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) Involves leading, developing and enhancing the teaching practice of other staff. (does not have to apply when awarding a TLR 3)

Even though the work related to Sub-paragraphs C and E does not have to apply to a TLR 3, it should still constitute and count towards the award of a TLR.

In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of employees.

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 the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility. Where a part-time teacher is taking on the

responsibilities associated with a TLR1 or TLR 2, relevant bodies are no longer mandated to utilise the pro-rata principle (as defined in the 2025 STPCD at paragraph 40.1) when determining the value of the TLR1 or TLR 2 payment. Equally, a part-time TLR may be awarded to a full-time teacher where the responsibilities are being shared with another teacher. For the avoidance of doubt, relevant bodies must act fairly and appropriately when determining the value of a TLR1 or TLR2 payment. Please refer to Section 3, paragraph 50 of the 2025 STPCD for further guidance. 20.7.

From 1st September 2026, it will become a requirement that relevant bodies determine the value of all existing and new TLR1 and TLR 2 payments based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the fulltime equivalent responsibility.

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

TLR1 & TLR2 Payments

The values of TLRs that may be awarded as appropriate in schools are:

TLR2A	3,527	TLR1A	10,174
TLR2B	5,871	TLR1B	12,515
TLR2C	8,215	TLR1C	14,865
TLR2C (max)	8,611	TLR1D	17,216

TLRs will be awarded, in accordance with the statutory criterion and factors.

TLR3 Payments

The Pay Committee may award a fixed term TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in the STPCD.

The annual value of a TLR3 must be no less than £702 and no greater than £3,478

The basis on which the TLR3 has been awarded, the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments, will be set out in writing to the teacher. No safeguarding will apply in relation to an award of a TLR3.

TLR3s should not be awarded consecutively for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic.

The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed term of less than one year then the total value should be determined proportionally to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours the of the individual in receipt of the award as the pro-rata principle does not apply TLR3s.

Special Educational Needs

The relevant body must award an SEN allowance to a classroom teacher:

- a) In any SEN post that requires a mandatory SEN qualification.
- b) In a special school.
- c) Who teaches pupils in one or more designated special classes or units in a school.
- d) 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.

Where a SEN allowance is to be paid, the school must determine which rate should be applied, considering 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 relevant demands of the post.

Schools should continue to use the criteria that they applied to distinguish between the former first and second allowance, in order to decide which level of SEN allowance to apply, there are two payment values that can be assigned as follows:

Value 1 £2,787	Value 2 £5,497
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For example, a school may have an arrangement that provides for the higher SEN allowance to be paid where a teacher has the mandatory qualifications for the post concerned, and in addition has a particular level of expertise or experience in teaching SEN pupils. It is for each school to consider this matter, and they should ensure that any criteria are fair and reasonable, and applied in a consistent manner.

In accordance with page 8 ‘Policy Review’, Governing Bodies undertake an annual review of the Pay Policy, and this will include consideration of the SEN allowances and whether the teachers concerned are on the

appropriate level of allowance. Should decisions be made which result in the withdrawal of or a reduction in value of the allowance, normal safeguarding arrangements will apply to the individuals concerned for a three-year period.

Unqualified Teachers

The Governing Body/Board prefers to recruit qualified teachers. However, where there are recruitment difficulties, it may be necessary, from time to time, to employ unqualified teachers. In such circumstances, the Governing Body/Board will seek to support the teacher, where possible, to become qualified through the Schools Direct scheme or other recognised routes to QTS.

The Governing Body/Board has established the following Pay Range for Unqualified Teachers:

Pay Range for Unqualified Teachers 2025	
Point	Annual Salary (£)
1	22,601
2	25,193
3	27,785
4	30,071
5	32,667
6	35,259

Pay on Appointment

The Governing Body will pay any unqualified teacher in accordance with the above pay range.

The Governing Body will determine where a newly appointed unqualified teacher will enter the pay range, having regard to any qualifications or experience they may have, which they consider to be of value. The Pay Committee will consider whether it wishes to pay an additional allowance, in accordance with section 2, part 3, paragraph 17 of the STPCD.

Unqualified teachers will progress up the unqualified teachers' pay range one point at a time, on an annual basis unless they are subject to formal capability proceedings.

Leading Practitioner Roles

The Role of a Leading Practitioner

If it is determined that a Leading Practitioner role is required in this school; to lead on modelling, and improving teaching skills, then the following will apply:

- The Governing Body/Board will consider the details of the STPCD section 2, part 3, paragraph 16 and paragraph 49 of part 7 and section 3, paragraph 33 -37 and paragraph 88 of the STPCD when determining the role of Leading Practitioner in this school. Additional duties will be set out in the job description of the Leading Practitioner and will include:
- A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement.
- The improvement of teaching skills within school, and (if a requirement of the role) within the wider school community, which impact significantly on pupil progress.
- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas which will be school specific.

Leading Practitioner Range

The Governing Body/Board has established the following Leading Practitioner pay range in the below table:

Leading Practitioner Pay Range 2025					
Point	Annual Salary £	Point	Annual Salary £	Point	Annual Salary £
LP1	52,026	LP8	61,836	LP15	73,465
LP2	53,332	LP9	63,381	LP16	75,419
LP3	54,663	LP10	65,010	LP17	77,150
LP4	56,022	LP11	66,695	LP18	79,092
LP5	57,418	LP12	68,233		
LP6	58,857	LP13	69,937		
LP7	60,443	LP14	71,682		

Pay on Appointment

When appointing to the Leading Practitioner role, the Governing Body/Board will determine a pay range for the post, consisting of five consecutive points within the Leading Practitioner pay range.

In determining the five-point range, the Governing Body/Board should consider the following criteria, together with any other criteria they consider appropriate:

- The nature of the work to be undertaken, including any work with teachers from other schools.
- The degree of challenge of the role.
- How the post will fit into the structure of the school, in terms of internal pay relativities; and
- The status of the grade as an alternative to posts paid on the leadership pay range.

Applicants will normally be expected to be on the upper pay range; or to be at the top of the main pay range and have demonstrated that they meet the criteria to move onto the first point of the upper pay range and would be moved onto that point if they were not appointed as a Leading Practitioner.

Leading Practitioners will be appointed to the lowest point on their specified five-point pay range and will have the opportunity to move up the range one point at a time, on an annual basis.

Recruitment and Retention Incentives

The discretion to award recruitment or retention benefits to classroom teachers or Leading Practitioners will only be considered where there is specific evidence to support one of the following criteria:

- a) It is providing very difficult to recruit to a post, (for example, where, following one or more advertisements, insufficient staff of the right quality apply for the post); or
- b) Where a key member of staff with skills and expertise that are in high demand is likely to seek employment elsewhere in the near future and it has not proven possible to allocate additional responsibilities and award an appropriate grading.

In such circumstances, the recruitment or retention incentives or benefits will be for a fixed period only; the reason for the payment, the value of the incentive, or benefit, the expected duration, and the review date after

which they may be withdrawn will be clearly set out at the start of the fixed period.

The exercise of this discretion will be reviewed annually as part of the annual review of this Pay Policy, in the light of updated information on any recruitment and retention difficulties for the school.

For leadership posts (i.e. Headteachers, and Deputy and Assistant Headteachers) appointed to or reviewed on or after 1 September 2014, any recruitment and retention matters will be considered when setting the base pay for the post, so separate allowances will not be payable.

The only exception to this would be the reimbursement of reasonably incurred housing and relocation costs, which the Governing Body/Board may decide to pay, if appropriate. Any such reimbursement made to a Headteacher will not count towards the 25% limit on allowances.

Any teachers in the leadership group, who were already in receipt of a recruitment/retention payment on 1 September 2014 which was determined in line with the arrangements in place prior to that date, will continue to receive such payment, at its existing value, under those arrangements (as outlined in paragraph 2 of this section) until such time as their pay range is determined under the 2014 arrangement.

Other Pay Provisions for Teachers

Voluntary Continuing Professional Development Outside Directed Time

Consideration will be given to exercising this discretion in the case of training in respect of major national initiatives supported by external earmarked funding and where training cannot be undertaken on one of the specified teacher training days or in school session time because of difficulties with supply cover. In these instances, classroom teachers will be paid a daily rate of 1/195th of their salary point on the teachers' main pay range to a maximum of point M6. Teachers on Leadership and Leading Practitioner pay ranges will be paid as if at point M6 on the teachers' main pay range.

Initial Teacher Training (ITT) Activities

No specified additional payments will be made to individual teachers involved in school-based ITT activities (such as observing and giving feedback on classroom practice and acting as professional mentors).

However, teachers with significant involvement with ITT may receive pay recognition through TLR payments or their pay ranges on the leadership spine.

Out of School Learning Activities

If it is agreed that teachers are employed to undertake major out of school learning initiatives, teachers will be paid a daily rate of 1/195th of their salary point on the teachers' main pay scale to a maximum of point M6. Teachers on the Leadership or Leading Practitioner pay ranges will be paid as if at point M6 on the teacher's main pay range.

Removal of Discretionary Allowances & Payments

It is advisable to be clear from the outset of awarding a discretionary allowance or payment that the date upon which the allowance or payment will cease is explicitly communicated to the member of staff both verbally and in writing – in such cases that the allowance or payment ceases on the date already specified, there is no requirement to provide notice. In the event that there is a need to end the discretionary allowance or payment early, or where the time period has been extended beyond the date originally communicated, the Headteacher must ensure that member of staff is given proper notice that the allowance or payment will cease.

Flexible Working

The Governing Body recognises the statutory right of all employees to request flexible working. The Governing Body is committed to promoting a strategic and inclusive approach to flexible working and recognises that flexible working arrangements can support staff wellbeing and can enhance the delivery of high-quality education. As such, all requests for flexible working will be considered in accordance with the statutory requirements and the schools adopted Flexible working policy. It is important to note that employees can request flexible working from day one in their role and when applying for flexible working employees can submit two flexible working applications within any 12-month period.

Where flexible working arrangements are agreed, pay decisions (including TLR payments and other allowances) may be based on the proportion of responsibility undertaken, rather than contracted hours, in line with the requirements of the STPCD (this applies to Teachers only), ensuring fairness and transparency. For support staff, pay and allowances will be determined in accordance with the relevant national or local terms and

conditions, ensuring that flexible working arrangements are appropriately reflected in role responsibilities and remuneration.

The school will also ensure that any responsibilities associated with additional payments (e.g. TLRs) are capable of being undertaken within the employee's agreed working hours.

Support Staff

Principles

This policy will be applied in accordance with all relevant National and Local Conditions of Service, details of which can be found on the school's portal.

The policy will also be applied in accordance with the school's equality and diversity statement and practice.

All non-teaching posts must be formally graded in accordance with the Council's Job Evaluation scheme. This will provide objective justification for job grades and at the same time minimises the risk of any equal pay liabilities for either the Council or Governing Body/Board.

(Note: role profiles within the Job Families Framework for support staff have been formally graded in accordance with the Job Evaluation scheme, and so any jobs matched to these profiles comply with this requirement).

Undertaking Additional Duties & Market Enhancement

Within the scope of this policy the governors recognise and approve the pay elements detailed in the following two sections below, which can be applied by the Headteacher on the advice of HR & OD Services. In exercising these discretions, the Headteacher will consult with the HR Business Partner – Schools.

Undertaking Additional Duties (Acting Up)

There are situations where individuals temporarily cover a more senior post. This may be partial or full cover of the more senior post and is normally for a short period of time. Where an employee takes on the full duties of a higher graded post as the request of their manager, it must be for a period of 28 days or more within a six-month period. The employee will be paid the evaluated rate for the post, for the duration of the acting up period.

Where an employee takes on additional responsibilities at the request of their manager for a temporary period, the grade will be determined

through the job evaluation scheme in an objective and consistent manner and comply with equal pay legislation. Where the Job Family Framework for school support staff has been adopted and implemented within the school; it may be possible to match the additional responsibilities to an appropriate role profile within the Framework, which has been formally evaluated for pay purposes.

In respect of additional responsibilities which do not fit with the role profiles, and in schools where the framework has not been adopted, the responsibilities will be evaluated on an individual basis by HR & OD Services, in accordance with the Job Evaluation Maintenance Procedure. Further information can be obtained from the HR Business Partner – Schools.

Market Enhancement Policy

There are occasions where the pay of a job determined by the grading process results in a salary range that fails to attract and retain suitably qualified and experienced staff, possibly because the pay rate is not in line with the “market rate” for the post. Under such circumstances the Headteacher in conjunction with the HR Business Partner – Schools will determine whether it is appropriate for a market enhancement to be applied.

Market enhancements are defined as a temporary addition to the pay of a role and are applicable to ‘all role holders in a post’ where market pressures would otherwise prevent the employer from being able to recruit and/or retain suitably qualified staff at the normal salary for the post.

The process for determining whether a market enhancement should be paid, the rate of any enhancement and the conditions for its payments will be determined through the Market Enhancement Policy. Market enhancements should be made clear at the time of appointment, or at such other time they are applied. Payments made under this policy are temporary and subject to review and may be removed.

Starting Salaries for new Appointments (Permanent & Temporary)

All new appointments will be paid at the minimum of the appropriate grade for the post. However, the Governing Body/Board and Headteacher, advised by the HR Business Partner – Schools, will have discretion to agree a starting salary above the minimum if evidence can be provided that there is an objective justification based on skills and experience.

Where an existing employee is appointed to a new post on a higher grade which overlaps with their previous grade, they will be appointed on the next point above their previous substantive spinal column point.

All decisions relating to the commencing salary must comply with equal pay legislation and be made in an objective and consistent manner.

Incremental Progression

Progression through a grade is by annual increments, paid on the 1 April of each year. To receive an incremental increase on 1 April, the employee must have been employed at the current spinal point for a period of six months prior to receiving the annual increment and must not be at the maximum for their grade or on any pay protection arrangements.

Employees commencing employment after 1 October of any year (up to 31 March) will be considered for an increment after 6 months continuous service.

Further Information

- The contents of this document will be brought to the attention of existing and newly appointed staff on a regular basis
- The document will be available for reference purposes within the copy of Wigan LA's 'Employment Handbook for Schools' retained within the school staff room and on [School Portal](#)
- The application on the policy will be monitored by the Governing Body/Board. STPCD – 2025/2026
- Schools Appraisal Policy
- Schools Capability Procedure
- Teachers Standards
- Market Enhancement Policy
- Terms & Conditions of Employment
- NJC Local Conditions of Service

Appendix 1

Staffing Structure – School to Input

Appendix 2

The chart shows the Headteacher Groups as set out in the STPCD.2025 The full Leadership pay range, is shown in **Appendix 2a**

Group	From point and £ annual salary	To point and £ annual salary
1	L6 58,569	L18A 77,924
2	L8 61,534	L21A 83,860
3	L11 66,368	L24A 90,255
4	L14 71,330	L27A 97,136
5	L18 78,702	L31A 107,131
6	L21 84,699	L35A 118,169
7	L24 91,158	L39A 130,274
8	L28 100,50	L43A 143,796

Appendix 2a

Leadership Pay Range

Points L18, L21, L24, L27, L31, L35, L39, L43 have two values, the second value is marked by the addition of 'A' to relevant point, A indicates the lower values.

The values indicated by 'A' are the maximum salaries for each of the eight Headteacher Group ranges, which are determined by the STPCD 2025 (the table at Appendix 2 shows the Headteacher Groups ranges). The 'A' values apply to those Headteachers/Heads of Schools who are already on, or who are moving onto, the top point of their Individual Salary Range (ISR) with effect from 1 September 2025, where this point coincides with the top of the Group range for their school.

Points L18, L21, L24, L27, L31, L35, L39, L43 not marked A apply to those on the Leadership range who are remaining on or moving onto one of these points with effect from 1 September 2025, where the point concerned is within or at the top of their ISR but does not coincide with the top of the Group range for their school.

The minimum values for the eight Headteacher Groups are determined by the STPCD 2025 and are therefore the minimum salaries applicable to Headteachers/Heads of School who are appointed to the bottom of the Group range for their school. It is worth noting that the minimum values for Groups 5, 6, and 7 are L18, L21 and L24 respectively – see Group values above for details.

Salary Point	01/09/2025 Annual	Salary Point	01/09/2025 Annual
L1	51,773	L24	91,158
L2	53,069	L24 (A)	90,255
L3	54,394	L25	93,424
L4	55,747	L26	95,735
L5	57,137	L27	98,106
L6	58,569	L27 (A)	97,136
L7	60,145	L28	100,540
L8	61,534	L29	103,030
L9	63,070	L30	105,595

L10	64,691	L31	108,202
L11	66,368	L31 (A)	107,131
L12	67,898	L32	110,892
L13	69,596	L33	113,646
L14	71,330	L34	116,456
L15	73,105	L35	119,350
L16	75,049	L35 (A)	118,169
L17	76,772	L36	122,306
L18	78,702	L37	125,345
L18 (A)	77,924	L38	128,447
L19	80,655	L39	131,578
L20	82,654	L39 (A)	130,274
L21	84,699	L40	134,860
L21 (A)	83,860	L41	138,230
L22	86,803	L42	141,693
L23	88,951	L43(A)	143,796

Appendix 2b

Examples to show how the Leadership Pay Range would apply

Retaining the Leadership Pay Range, and the 5- and 7-point ranges, fulfils the fundamental requirement to give sufficient room for progression for those in leadership posts and also build in the required provision to pay up to 25% beyond the top of the Headteacher Groups.

Please see examples below:

Example 1.

The formula for allocating a school to a Headteacher Group result in the Headteacher being in Group 3.

Group 3 runs from £66,368 (L11) to £90,255 (L24A)

Due to the particular challenges of the post, the Governing/Relevant Body decides that it is appropriate for the pay range for the post to go beyond the top of the school group size, and decides that an additional 5% would be appropriate, payable as an individual separate allowance. This allowance equates to £4,513 per annum, resulting in a total value of £94,768 (£90,255 + £4,513). Future national pay awards would be applied to both the annual salary and the individual separate allowance.

Example 2.

A school is in Group 8 – £100,540 (L28) to £143,796 (L43A)

The Governing/Relevant Body consider that due to recent recruitment difficulties to the role, together with the particular complexity of the role, they wish to go beyond the top of the school group size, and decide that an additional 2.5% would be appropriate, payable as an individual separate allowance. This allowance equates to £3,595 per annum, resulting in a total value of £147,391 (£143,796 + £3,595). Future national pay awards would be applied to both the annual salary and the individual separate allowance.

Example 3.

A Federation of two secondary schools is in Group 8 (combining the unit score of each of the schools to arrive at a total unit score).

Group 8 runs from £100,540 (L28) to £143,796 (L43A)

The Governing/Relevant Body considers that due to the accountability for two schools with a very large total number of pupils and the complexities of the schools, they wish to go beyond the top of the school group size, and

decide that an additional 5% would be appropriate, payable as an individual separate allowance. This allowance equates to £7190 per annum, resulting in a total value of £150,986 (£143,796 + £7190). Future national pay awards would be applied to both the annual salary and the individual separate allowance.

Appendix 3a

Annual Assessment of a Classroom Teacher's Salary (September)					
Name:					
School:					
Effective Date:					
Point on Range					
Main Pay Range	Point M =	£			
Upper Pay Range	Point UPR =	£			
Unqualified	Point U =	£			
TLR Payments					
TLR 2	A = £3,527	£	TLR 1	A = £10,174	£
	B = £5,871	£		B = £12,515	£
	C = £8,215	£		C = £14,865	£
	C (max) = £8,611	£		D = £17,216	£
Other Allowances					
Special Needs	SPN =	£			

Fast Track Teacher Allowance	£	
Recruitment & Retention	£	End Date =

Safeguarding & Protection		
Management Allowance Safeguard	£	End Date =
Historical Social Priority Allowance (SPA)	£	End Date =
Historic Pay Assimilation Safeguarding	£	End Date =
Historic Pay Protection (School Closure or Reorganisation) * Unless ceasing earlier under cash safeguarding rules		
Total	£	
Note – Where Pay Progression is not awarded (not because the employee is at the top of their range.). The employee must be informed in writing of the decision, the reasons, and the right to appeal		
Signed:	Date:	(Chair of Committee)

Appendix 3b

Annual Assessment of a Leadership/Leading Practitioner Salary (September)		
Name:		
School:		
Post:		
Effective Date:		
Pay Range and Point on Leadership/Leading Practitioner Pay Range on 31st August		
Leadership Range	L = to L =	£
Leadership Point	L =	£
Leading Practitioner	Range: LP = to LP =	£
Leading Practitioner	Point LP =	£
Pay Range and Point on Leadership/Leading Practitioner Pay Scale on 1st September		
Leadership Range	L = to L =	£
Leadership Point	L =	£
(performance point(s) awarded)		
Leading Practitioner	Range: LP = to LP =	£
Leading Practitioner	Point LP =	£
(performance point(s) awarded)		
Note – Where Pay Progression is not awarded (not because the employee is at the top of their range). The employee must be informed in writing of the decision, the reasons, and the right to appeal		
Signed:	Date:	(Chair of Pay Committee)

Appendix 4

Appeal Procedure to Pay Committee & Pay Appeal Committee

1. An appeal is appropriate if a member of staff is not satisfied with the decision of the Pay Committee concerning their pay and requests that the basis for the decision be reviewed.
2. The employee may wish to seek support from a trade union representative or work colleague when presenting their case. The employee should make their own arrangements for this.
3. After a decision of the Pay Committee has been conveyed to the employee in writing, together, where appropriate, with the specific reasons for the decision a request to review the pay decision may be lodged. The employee must write to the Clerk of the Governing Body/Board within ten school working days of being notified of the Pay Committee's decision, setting down the grounds for wishing the pay decision to be reviewed by the Pay Committee. The employee should include any supporting documentation.
4. The Clerk will arrange a meeting of the Pay Committee which made the decision within ten school working days of receipt of the employee's request for the decision to be reviewed whilst giving the employee an opportunity to make representation in person.
5. Following the meeting with the Pay Committee, the employee will be informed in writing of the decision and the right to give notice to the Clerk to the Governing Body/Board of the intention to appeal within ten school working days.
6. The appeal should be heard by the Appeals Committee of the Governing Body/Board in accordance with the appeals procedure outlined below.
7. A date for the hearing will be arranged as soon as possible, and all parties will normally be given at least ten school working days' notice of the hearing. Part-time employees will normally only be required to attend the hearing on one of their normal contractual days of work.
8. The decision of the Appeal Committee will be given in writing as soon as reasonably practical, where the appeal is rejected, an outcome letter will include a note of the evidence considered and the reasons for the decision.

9. There is no further right to appeal against the decision of the Appeals Committee.

Appeals Procedure

- The Chair invites all parties to enter the room.
- The Chair introduces the parties concerned and outlines the procedure.
- Any questions of clarification relating to the procedure are raised with the Chair by any party.
- The Employee or their companion indicates the reasons why the pay level is not felt to be appropriate, and they can discuss any evidence they feels is necessary.
- Any questions for clarification are raised through the Chair from:
 - Members of the Committee
 - The Headteacher
- The chair of the Pay Committee and/or Headteacher explains the proposed pay level of the employee indicating why the original decision was made by the Pay Committee and submitting any evidence they feel appropriate.
- Any questions for clarification are raised through the Chair from:
 - Members of the Committee
 - The Employee and/or companion
- The Chair of the Pay Committee and/or Headteacher sums up the management case.
- The employee or his/her companion sums up their case.
- All parties leave the room while the Appeal Committee considers the case.
- The Appeal Committee may recall either party to clear points of uncertainty on evidence already given. If a recall is necessary, all parties are to return.
- All parties are recalled indicating the decision of the Appeal Committee.
- The Chair of the Appeal Committee informs all parties that the decision will be confirmed in writing and that there is no further right of appeal.

Appendix 5

Teachers' Standards (England)

The Teachers' Standards (England) are presented in the STPCD 2025 as they underpin the appraisal process and the assessment process for accessing the upper pay range.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and self-critical; forge positive professional relationships; and work with parents in the best interest of their pupils.

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these;
- Guide pupils to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching.
- Encourage pupils to take a reasonable and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupil's ability to learn, and how best to overcome these.
- Demonstrate an awareness of physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupil's progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manager behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanction and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regards to pupil's achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the

behaviour and attitudes which set the required standard of conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain higher standards of ethics and behaviour, within and outside of the school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teachers' professional position.
 - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
 - Showing tolerance and respect for the rights of others.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with faiths and beliefs.
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 6

Framework of Professional Standards for Leading Practitioner Posts

(1) Professional Attributes

Frameworks

LP1. Be willing to take a leading role in developing workplace policies and practice in promoting collective responsibilities for their implementation in their own school, and, if required by their role, in other schools.

Personal professional development

LP2. Research and evaluate innovative circular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

(2) Professional Knowledge and Understanding

Teaching and Learning

LP3. Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

LP4. Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

Subject and curriculum

LP5. Have an extensive and deep knowledge and understanding of their subject/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with the subject/curriculum areas.

Achievement and diversity

LP6. Have an extensive knowledge of matters concerning equality, inclusion and diversity in teaching.

(3) Professional skills

Planning

LP7. Take a lead in planning collaboratively with colleagues in order to promote effective practice. Identify and explore links within and between subjects/curriculum areas in their planning.

Teaching

LP8. Have teaching skills which lead to excellent results and outcomes.

LP9. Demonstrate excellent and innovative pedagogy practice.

Assessing, monitoring and giving feedback

LP10. Demonstrate excellent ability to assess and evaluate.

LP11. Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.

Reviewing teaching and learning

LP12. Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

Team working and collaboration

LP13. Be part of or work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practices that contribute to school improvement

LP14. Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.

LP15. Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies

LP16. Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership.

Appendix 7

Pay Range for Unqualified Teachers 2025			Main Pay Range for Classroom Teachers 2025				Upper Pay Range for Classroom Teachers 2025				
Point	Annual Salary (£)			Point	Annual Salary (£)			Point	Annual Salary (£)		
1	22,601			M1	32,916			U1	47,472		
2	25,193			M2	34,823			U2	49,232		
3	27,785			M3	37,101			U3	51,048		
4	30,071			M4	39,556						
5	32,667			M5	42,057						
6	35,259			M6	45,352						
Allowances 2025				Leading Practitioner Pay Range 2025							
TLR2A	3,527	TLR1A	10,174		Point	Annual Salary £	Point	Annual Salary £	Point	Annual Salary £	
TLR2B	5,871	TLR1B	12,515		LP1	52,026	LP8	61,836	LP15	73,465	
TLR2C	8,215	TLR1C	14,865		LP2	53,332	LP9	63,381	LP16	75,419	
TLR2C (max)	8,611	TLR1D	17,216		LP3	54,663	LP10	65,010	LP17	77,150	
TLR3	Between 702 & 3478				LP4	56,022	LP11	66,695	LP18	79,092	
SEN					LP5	57,418	LP12	68,233			
Minimum		Maximum			LP6	58,857	LP13	69,937			
2,787		5,497			LP7	60,443	LP14	71,682			

