



LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

Pay Policy

Lux Mundi Catholic Academy Trust

Status Public
2025

APPROVED BY THE LOCAL GOVERNING BODY ON:

SIGNATURE:.....

Lux Mundi Catholic Academy Trust Mission/Vision Statement

- To be united as an outstanding Catholic educating and worshipping community, promoting spiritual, academic and moral growth.
- To enable all pupils and the wider community to learn so that they fulfil their potential and aspirations, growing and flourishing together as God has called us to do.
- To be a place of harmony, working in partnership to promote justice, respect, service, inclusiveness and collaboration as a community where all are equally valued and loved.
- To work together utilising our resources to ensure high quality teaching and learning and an ambitious, engaging, enriching and rewarding curriculum.

Purpose

This document describes the Trust Pay Policy. Refer to the table of contents, below, for a full list of topics covered.

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Introduction

This document sets out the basis on which the Trust will determine all school employees' pay. It also establishes the procedures for determining appeals.

When taking pay decisions, Governing Bodies, schools and the Trust must have regard to both the Pay Policy and to the particular post within the staffing structure.

The Trust Pay Policy and the staffing and pay structure should be reviewed annually and in consultation with LGB's and Headteacher, or whenever significant changes in national and local agreements on pay and conditions necessitate a review.

Policy Statement

The Trust will adopt a 'whole Trust' approach to pay decisions. Pay decisions will be taken in the context of full consideration of the resources available to a school and Trust. This means that pay decisions relating to any given group of staff will not be taken in isolation, and that all pay decisions will be taken in the context of the Trust as a whole.

This policy aims to ensure fair and equitable treatment for both teaching and support staff. These procedures for determining pay are consistent with the principles of public life and will ensure objectivity, openness and accountability.

The overall objective of this policy is to ensure that all teaching and support staff are valued, treated fairly and receive recognition for their work and their contribution to school life.

When advertising all posts the school will provide job applicants with the appropriate salary details and these must be aligned to the format agreed with the Trust.

All information on which pay decisions are based will be treated with strict confidentiality.

Equal Opportunities

The Trust is committed to promoting equality, inclusion and anti-racism in all areas of employment and to challenging discrimination and bias.

The Trust aims to secure equality of opportunity in all its activities and in this respect all staff should demonstrate a positive approach towards equality in employment.

The Trust seeks to use this Pay Policy to maintain and promote equal opportunities within the Trust and ensure that no member of staff is discriminated against for any reason.

The Trust and Schools must carry out any appraisal and pay review processes in line with the Equality Act 2010. Advice for schools on how the Equality Act affects them and how to fulfil their duties under the Act can also be found on [GOV.UK](https://www.gov.uk).

The Trust and schools will also ensure that staff are not disadvantaged on the grounds of ethnicity, gender, age, disability, sexual orientation, belief, pregnancy and maternity, gender reassignment, marriage and civil partnership. These are protected characteristics under the Equality Act 2010.

The Trust and schools will provide appropriate support to all staff and will give them sufficient opportunity to have their training and development needs reviewed regularly as part of the performance management review arrangements.

The Trust and schools will make every effort to address the needs of those with disabilities or physical or mental health conditions, and will make any reasonable adjustments necessary to overcome any barriers to access.

All schools are expected to give the Trust equalities monitoring data, including information related to pay, on their staff returns.

For further information please refer to the government guidance:

- [The Equality Act 2010 and schools](#)
- [Managing Teachers' and Leaders' Pay Advice for maintained schools, MATs, academies and local authorities: The Equality Act 2010.](#)

Please also refer to the Key Legislation section.

Access to Salary Records

The Trust and schools holds personal files for all staff. Staff may have access to their salary records by making a written request to the Senior Administrative Officer or the School Business Manager.

The member of staff should make an appointment two days in advance with the Senior Administrative Officer or the School Business Manager. Two days written notice, using the Request to Access Employee's Personnel File Form, should be given by anyone who is authorised to consult a specific personal file. (See the [Human Resources Record Policy](#).)

When the Pay and Remuneration Committee makes a reasonable request for salary information this should be extracted from the employee's personal file and supplied. All salary information is held and processed in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

Key Legislation

This Pay Policy ensures the schools compliance with The Employment Rights Act 2025, The Working Time Regulations 1998, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Act 2002, The Agency Workers Regulations 2010, The Equality Act 2010 The Education (School Teachers' Appraisal) (England) Regulations 2012, The School Teacher Appraisal (Wales) Regulations 2011, The Flexible Working Regulations 2024 which cover the following:

- Age discrimination.
- Disability discrimination.
- Equal pay.
- Fixed-term employees.
- Gender reassignment.
- Rehabilitation of offenders.
- Marriage and civil partnership.
- Part-time employees.
- Pregnancy and maternity.
- Race discrimination.
- Religion or belief.
- Sex discrimination.
- Sexual orientation.
- Trade union membership.

In implementing this policy the Trust will work within the national and local agreements on pay and conditions of service and the accompanying statutory and non-statutory guidance. LGB, Staff and union representatives will be consulted on any changes to this document. It will be reviewed each year, or when other changes occur to the *School Teachers' Pay and Conditions Document*/Burgundy Book and/or changes to support staff pay and conditions of employment.

1. Principles - All School Staff

1.1 The Relevant Pay Committee

The Trust is responsible for agreeing the Pay Policy annually and to approving membership and the terms of reference for committees. This is delegated to LGB for individual schools with any recommendation for change to the Trust Pay and Remuneration Committee. The membership of committees may change from time to time subject to full Trust approval. The Pay and Remuneration Committee will include Directors and LGB pay committees include non-staff governors.

It is recommended that membership of the Relevant Pay Committee consists of a quorum of at least three. The CEO/CFO will provide advice to the relevant committee.

1.1.1. Terms of Reference for the Relevant Pay Committee (Trust or LGB)

- To implement the Pay Policy with reference to staffing and financial budget plans.
- To achieve the aims of the Pay Policy in a fair and equitable manner and within statutory and contractual obligations.
- To apply the criteria of the Pay Policy consistently in determining the pay for each member of staff in the annual review.
- To recommend the size of the leadership group; and set an Indicative Pay Range (IPR) for the Headteacher Leadership Pay Range and for other staff on the Leadership Pay Spine and decide where leadership group members should be placed on these, for Trust approval.
- To consider difficult and discretionary pay issues, such as the use of recruitment and retention incentives, seeking Trust approval.

The Relevant Pay Committee shall also be required to:

- Minute all decisions taken and submit these minutes to the LGB/Trust as required.
- Keep abreast of any relevant developments and advise the LGB/Trust when the Pay Policy needs updating.
- Observe all statutory, non-statutory and contractual conditions in respect of pay matters.
- Maintain the strictest confidentiality.
- Recommend to the Finance Committee any budget adjustments needed for annual pay reviews within the budget available.
- Work with the Headteacher to ensure that the LGB and Trust complies with the Education (School Teachers' Appraisal) (England) Regulations 2012.

1.2 The Headteacher

Although the Relevant Pay Committee has overall responsibility for the management of the Pay Policy, it is not always practical for every single pay decision to be referred to it. Therefore the Headteacher has delegated responsibility for the following:

- Setting performance objectives and carrying out performance development reviews as required.
- Ensuring effective appraisal arrangements are in place and that appraisers have the knowledge and skills to apply procedures fairly.
- Approving salary assessments for all staff (except themselves, the Headteacher). Unless these exceed the relevant pay band.

- Ensuring that when pay recommendations are made to the Governing Body that they are provided with sufficient and appropriate evidence and information to make pay decisions.
- Applying pay discretions where these are clear and non-contentious within the scope of the policy.
- Overseeing temporary and supply staff appointments.
- Reviewing, drafting and finalising job descriptions for all staff.
- Ensuring teachers are informed about pay decisions reached, and that records are kept of recommendations and decisions made.
- Salary assessments for Headteachers/Executive Heads must be referred to the board for agreement, where a greater than the single pay progression point within the pay band.

1.3 Pay Appeals Procedure

An employee may raise an appeal of any decision taken in relation to their pay.

The following list includes the usual reasons for seeking a review of a pay determination.

The person or committee by whom the decision was made:

- incorrectly applied any provision of this document;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased, or
- otherwise unlawfully discriminated against the employee.

1.3.1 Procedures

The order of proceedings for managing appeals against pay determinations as outlined in the DfE guidance: [Managing Teachers' and Leaders' Pay](#), is as follows:

Stage one: informal discussion with the appraiser or headteacher prior to confirmation of the pay recommendation

- The employee receives notification of the pay determination and, where applicable, the basis on which the decision was made, prior to it being confirmed by the Relevant Pay Committee.
- If the employee is not satisfied, they should seek to resolve this by discussing the matter informally with the appraiser/Headteacher within 10 working days of the notification.

Stage two: formal appeal to the Relevant Pay Committee

- Where this is not possible or where the employee continues to be dissatisfied, they may follow a formal appeal process.
- The employee should set down their grounds of appeal in writing for disagreeing with the pay decision and send it to the Chair of LGB within 10 working days of being notified of the decision, or, of the outcome of the informal discussion referred to above. This time limit may be extended by either side if good and sufficient reason is given.

Stage three: a formal appeal hearing with an appeals panel of LGB

- Any appeal should be heard by a panel of three non-staff Governors who have not been involved in previous discussions regarding the employee's pay determination. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification and giving the employee at least 10 working days' notice of the date of the appeal hearing.
- For any hearing the employee is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable and must allow both parties to attend and explain their case.
- This procedure performs the function of the grievance procedure and therefore pay decisions should not be reopened under the general grievance procedures.
- In the event of a complaint by the Headteacher, the Chair of the Trust will act as the Review Officer, unless the Chair has been previously involved in the performance review proceedings. In this case another non-staff trustee should act as the Review Officer.
- Following the meeting the panel will meet to make their decisions and the employee will be notified in writing of the decision in writing.

Further guidance on pay panel procedures is available in the DfE Guidance: [Managing Teachers' and Leaders' Pay](#).

2. Basic Pay Determination – All School Staff

2.1 Performance Management

All members of school staff are required to participate in arrangements made for the annual review of their performance. This will be managed in accordance with the Appraisal Policy, which is based on the national revised appraisal arrangements which came into force from 1st September 2012 and revised in March 2019.

Please also refer to the guidance on [Inclusive Staff Development and Career Progression](#).

Relevant information from performance management reviews will be taken into account when taking pay decisions or when advising those responsible for taking pay decisions in relation to the annual pay review process.

The LGB agrees the school budget and will ensure that appropriate funding is allocated for pay progression at all levels.

2.2 Job Descriptions

All members of school staff will be provided with a job description. The task of reviewing, drafting and finalising job descriptions is the responsibility of the Headteacher, with the advice from Trust HR staff.

Job descriptions may be periodically reviewed, in consultation with the employee concerned, in order to make reasonable changes. Any member of staff is entitled to request a review of their existing job description. Any such request will be considered first by the Headteacher and Trust HR.

2.3 Training and Development

All employees will be encouraged and supported in their development through appropriate training. The opportunity will be made available to review their needs with their line manager.

2.4 Capability Action

Being subject to capability action under the Capability Policy may have an impact on the pay review for that or the following academic year.

However, the incremental point may be considered following a further pay review retrospectively, if the employee makes sufficient progress to reach a good level of performance.

The employee concerned should be formally notified of the possibility of not being awarded the forthcoming incremental point as soon as possible. Every effort should be made to provide the employee with the appropriate support and training to help them improve their performance within the context of the capability framework.

3. Teaching Staff

3.1 Pay Reviews

The Relevant Pay Committee will ensure that every teacher's salary is reviewed with between from 1 September and 31 October* (except in the case of the Headteacher for whom the deadline is 31 December) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given within one month after any review and where applicable will give information about the basis on which it was made.

Individual teachers may make a written submission to the Relevant Pay Committee for particular consideration of their salary assessment.

Where a teacher is absent from work for a significant period of time, for example due to maternity or long term sickness absence, the Pay Committee will still undertake performance and pay reviews for that member of staff and ensure the member of staff is not being disadvantaged due to their absence.

Where a teacher is absent from work for a significant period of time, for example due to maternity or long term sickness absence, the Pay Committee will still undertake performance and pay reviews for that member of staff.

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

**This date is dependent on the timeline of the publication of the School teachers' pay and conditions document (STPCD).*

3.2 Classroom Teachers on the main pay range

3.2.1 Appointing teachers on the Main Pay Range

The Governing Body will determine the pay range for a vacancy before advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

The LGB will, if necessary, use its discretion to award a recruitment and incentive benefit to secure the candidate of its choice (this must be time framed). Very clear and specific criteria should be adopted if doing so and documented evidence may be required to verify any experience claimed and advice from the Trust must be sought before offer.

The LGB undertakes that it will not restrict the pay range advertised for the starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.*

The school is committed to the principle of pay portability. On appointment Classroom Teachers moving from one school to another will be placed on the same or higher pay point to ensure their current salary is not reduced.

* In determining the pay range the LGB may take into account a range of factors, including:

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

3.2.1 Pay Determination for existing teachers on the main pay range

The School Teachers' Pay and Conditions Document requires the Pay Committee to set their pay structures within the minimum and maximum of the main pay range for teachers.

Under this Pay Policy, the pay scale for pay progression for teachers on the main pay range are in line with the STPCD's advisory points and set by the Trust - please refer to Appendix A.

Pay progression for main scale teachers

The Relevant Pay Committee will award pay progression for main scale teachers annually following a written pay recommendation from the teacher's appraiser in line with the school's appraisal arrangements and in accordance with the Teacher's Appraisal Regulations 2012.

Teachers on the main pay range will be awarded pay progression unless there are significant concerns about the teacher's standard of performance, which have been raised in writing with the teacher as outlined in Capability Policy during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school. In these cases the appraiser may recommend the teacher should not be awarded pay progression or a decision may be delayed until the performance management intervention has been successfully concluded. (Section 2.4 - Capability Action of this policy will apply).

The Relevant Pay Committee must have regard to the appraiser's recommendation when making pay awards decisions for all teachers on the main pay range in the school.

Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

Further guidance can be found in the Department for Education's document: [Managing Teachers' and Leaders' Pay](#).

Please refer to the [Teacher Standards: Guidance for school leaders, school staff and Governing Bodies](#).

3.3 The Upper Pay Range

The School Teachers' Pay and Conditions Document requires the Pay Committee to set their pay structures within the minimum and maximum of the upper pay range for teachers.

Under this Pay Policy, the pay scale for pay progression for teachers on the upper pay range are in line with the STPCD's advisory points - please refer to Appendix A.

Further guidance can be found in the Department for Education's document: [Managing Teachers' and Leaders' Pay](#).

3.3.1 Moving to the upper pay range

Any teacher who has achieved Qualified Teacher Status can apply to be on the Upper Pay Range. There is no longer the requirement to be at the top of the main pay range; however this would normally be the case. Only one application can be made each year. Separate applications can be made if the teacher works at another school.

It is for the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. Those wishing to apply for performance threshold assessment may do so before 31st October (this is flexible, and only our recommendation). Consideration will be given to accepting late applications dependent on individual circumstances e.g. absence prevents this deadline being met.

A teacher, who wishes to become a post threshold teacher, should advise their reviewer two years in advance. The reviewer should share a copy of the threshold application with the teacher and set threshold targets accordingly to ensure that performance is assessed over the appropriate period. The targets set will assess practice as being highly competent, substantial and sustained.

In order to qualify for threshold, the teacher must provide two consecutive successful performance management reviews, including the threshold targets, where appropriate. It is important to highlight that there may be exceptional circumstances where two cannot be provided e.g. maternity leave, sickness, disability or contingency measures due to COVID-19 these staff should not be disadvantaged and exceptional circumstances should be taken into consideration.

As part of the appraisal process, the appraiser should discuss potential development opportunities for teachers on the main pay scale including applications for the upper pay range.

If a teacher is considering applying to become a post threshold teacher, the appraiser should ensure the teacher is clear on the process and timescales required to apply to the upper pay scale.

The application process

Applications must:

Be submitted to the Headteacher.

- Include two consecutive successful performance management reviews.
- The 2011 and 2012 regulations provide that all applications should include the results of reviews or appraisals, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria - see Upper Pay Range application).
- Be submitted by 31st October each year. Consideration will be given to accepting late applications after the closing date where individual circumstances e.g. absence prevent this deadline being met).

Using the upper pay range application to provide supplementary evidence

The appraisal process would normally be expected to provide sufficient evidence for a teacher's application to the upper pay range. There are certain circumstances where the appraisal process may not be able to provide all the required evidence such as where a teacher below M5 is applying to move to the upper pay range or when a teacher is transferring from a different school.

In these cases, the [Upper Pay Range Application](#) document can be used to record any supplementary evidence.

Criteria

Applications will be assessed against the [School Teachers' Pay and Conditions Document](#). (stated below). For an application to be successful the Headteacher must be satisfied that:

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

Please refer to the [Upper Pay Range Application - with target examples](#) which provides examples of targets that could be used within each section of the [Upper Pay Range Application](#).

Definitions

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

'Substantial': means the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their classroom, or with their groups of children but also using their experience to support the school's identified priorities for improvement in improving the quality of education for pupils. This does not imply that the teachers needs to hold a whole school responsibility).

'Sustained': means the teacher must have two successive appraisal reports and have made good progress towards their objectives during this period (see exceptional circumstances e.g. maternity/sick leave). They will have been expected to have shown they are using their experience to support the school's identified priorities for improvement in improving the quality of education for pupils.

At the point of setting the UPR targets, the reviewer and assessor should agree the success criteria for each target and the evidence that can be used to demonstrate success.

This evidence should normally form part of the appraisal process.

Over the review period the reviewer and teacher should meet regularly to review the progress against the threshold targets. The teacher is entitled to receive clear advice on how they need to develop in order to reach the threshold standards during the assessment period.

If the assessor or the teacher has concerns that the teacher is not on course to meet or able to provide evidence that they meet the targets, this must be raised at the earliest opportunity and a meeting between both should be held to identify any additional support that may be needed to help them do so.

Successful applicants will be placed on point 1 of the Upper Pay Range.

Teachers who are unsuccessful in passing the performance threshold assessment should be given written reasons, detailing which standards have been met and those which have not. It is expected that normally any concerns will have already been identified and shared with the teacher during the last 2 years. If they wish to appeal against this decision they should follow the procedures outlined in Pay Appeals Procedure outlined in Section 1.3.

Teachers appointed to the school who have previously become entitled to be paid on the Upper Pay Scale will retain their entitlement to any points already awarded on this scale.

We recommend that the entitlement of a teacher to be paid on the Upper Pay Scale is retained when moving to another school. Further guidance in applying payment in the Upper Pay Scale is covered by the [School Teachers' Pay and Conditions Document 2023](#).

Any decisions based on progression should be highlighted to the Trust.

3.3.2 Moving up the Upper Pay Range

Progression up the upper pay range should be considered annually through the appraisal process and in line with the STPCD (Section 15.2 and Section 19) and the [Appraisal Policy](#).

The Relevant Pay Committee will consider pay progression for upper pay range teachers annually following a written pay recommendation from the teacher's appraiser in line with the school's appraisal arrangements and in accordance with the Teacher's Appraisal Regulations 2012.

Guidance set out in Section 19.2 of the STPCD outlines how the relevant body will determine pay progression in their school.

Under this Pay Policy, the Relevant Pay Committee will implement and communicate the process and timescales for pay progression through the upper pay range. This can be either through **1) incremental pay progression** or **2) pay progression linked to objectives**.

We recommend schools consult with the Trust HR Director before adopting a process for pay progression through the upper pay range.

Incremental pay progression: Teachers on the upper pay range will be awarded pay progression unless there are significant concerns about the teacher's standard of performance, which have been raised in writing with the teacher as outlined in Capability Policy during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school.

In these cases the appraiser may recommend the teacher should not be awarded pay progression or a decision may be delayed until the performance management intervention has been successfully concluded. (Section 2.4 - Capability Action of this policy will apply).

Pay progression linked to objectives: Teachers on the upper pay range will be awarded pay progression where it has been demonstrated through the appraisal process they have met their objectives set for the relevant stage of the UPR. These objectives must ensure the teacher has been assessed as:

- their achievements and contribution to an educational setting or settings are **substantial** and **sustained**.
- being highly competent in all elements of the relevant standards;

The teacher is entitled to receive clear advice and support on their continued professional development to reach their objectives during the assessment period.

If the assessor or the teacher has concerns that the teacher is not on course to meet or able to provide evidence that they meet the objectives, this must be raised at the earliest opportunity and a meeting between both should be held to identify any additional support that may be required or if the objectives or assessment period needs to be revised.

Where there are significant concerns about the teacher's standard of performance, which have been raised in writing with the teacher as outlined in Section 12 of the Appraisal Policy/Capability Policy during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school. In these cases the appraiser may recommend the teacher should not be awarded pay progression or a decision may be delayed until the performance management intervention has been concluded. (Section 2.4 - Capability Action of this policy will apply).

Please note: Staff need complete an Upper Pay Range application form to move up the Upper Pay Range. At the point of setting the UPR targets, the reviewer and assessor should agree the success criteria for each objective and the evidence that can be used to demonstrate success. This evidence should normally form part of the appraisal process.

The Relevant Pay Committee should have regard to the appraiser's recommendation when making pay awards decisions for all teachers on the upper pay range in the school.

Teachers who are unsuccessful in moving up the upper pay scale and wish to appeal against this decision should follow the procedures outlined in Pay Appeals Procedure outlined in Section 1.3.

3.4 Short Notice Teachers

Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of the *School Teachers' Pay and Conditions Document* (STPCD) 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 should be paid for all the hours they must be on school premises. Allowance should be made for non-contact time.

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 be divided by 195 then divided again by 6.48 (1265/195) or the total length of the school's pupil day to arrive at the hourly rate.

A short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than they would have received had they been in regular employment throughout the period.

3.5 Part-Time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part time. For the purposes of calculating pay for a part time teacher:

- a) "pro rata principle" means that proportion of total remuneration which corresponds to the number of hours that the teacher is employed in that capacity during the course of the school's timetabled teaching week as a proportion of the total number of hours in the school's timetabled teaching week; (and for this purpose "total remuneration" means the remuneration that would be payable to that person if employed in the same post on a full time basis); and
- b) "the school's timetabled teaching week" means the aggregate period of time in the school timetable during which pupils are normally taught.

The LGB will give them a written statement detailing their working time obligations and the mechanism used to determine their pay subject to the provisions of the statutory pay arrangements and in comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

Part-time teachers are entitled to planning, preparation and assessment time pro-rata to full-time teachers. Part-time teachers must be paid in accordance with the pro rata principle. The same principle must be applied to any allowances awarded to the part-time teacher except for TLR3 .

Any additional hours such a teacher may agree to work from time to time at the request of the Headteacher should also be paid at the same rate.

3.6 Supply Teachers

The pay of supply teachers employed via agencies is determined by the agency concerned. After 12 weeks of service, supply teachers are entitled to equal pay rights as those employed direct by the schools/Trust.

3.7 Leading Practitioner Posts

The Leading Practitioner range is for teachers who support the modelling and improvement of teaching skills. Schools can create posts whose primary purpose is the modelling and leading improvement of teaching skills and that are paid above the maximum of the Upper Pay Range. Please refer to Appendix A.

For teachers working in this capacity, additional duties will be set out in the job description which link to developing, implementing and improving school effectiveness and performance of staff, colleagues and pupils.

Pay determination has a minimum and maximum range, and the Pay Committee will be responsible for determining where within that range a post will be placed.

The Pay Committee shall also ensure that there is scope for progress over time within the pay range they set.

The Pay Committee must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and, if so, to what salary within the relevant pay range.

4. Unqualified Teachers

The School Teachers' Pay and Conditions Document requires the Pay Committee to set their pay structures within the minimum and maximum of the unqualified teacher pay range for unqualified teachers.

Under this Pay Policy, the pay range for unqualified teachers are in line with the STPCD's advisory points - please refer to Appendix A.

The Relevant Pay Committee will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

4.1 Qualifications

Unqualified teachers, based on their qualifications, should be awarded the following:

- [***one**] point for a recognised overseas teaching qualification.
- [***one**] point for a recognised post-16 teaching qualification.
- [***one**] point for a first or second class honours degree (or equivalent as determined by the DCSF).
- [***one**] point for a recognised qualification relevant to their subject area.

At the discretion of the Relevant Pay Committee, unqualified teachers who are on one of the employment-based routes into teaching may be paid on the qualified or unqualified teachers' scale as long as they occupy a classroom or support teacher position. Overseas trained teachers will be paid on the unqualified teachers' pay scale, with an allowance to take them up to the qualified rate of pay at the equivalent spine point.

4.2 Experience

Unqualified teachers, based on their experience, should be awarded the following:

- One point on the unqualified teachers' scale for each period of [***one**] years of service as an overseas-trained teacher.
- One point on the unqualified teachers' scale for each period of [***one**] years of service teaching in further education, including sixth form colleges.
- One point on the unqualified teachers' scale for each period of [***one**] years of service teaching in higher education.

The Relevant Pay Committee will consider awarding on a case by case basis:

- One point on the unqualified teachers' scale for each period of [***three**] years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people either in a paid or voluntary capacity.

The Relevant Pay Committee will reserve discretion to withhold an experience point where performance has been unsatisfactory.

The Relevant Pay Committee may review this position if, at the conclusion of any formal action, satisfactory performance has been achieved.

The maximum award is three.

4.3 Unqualified Teachers' Allowance

The Relevant Pay Committee may pay an unqualified teachers' allowance to unqualified teachers when they consider in the context of its staffing structure and pay policy that the teacher has:

- a) taken on a sustained additional responsibility which:
 - i. is focused on teaching and learning; and
 - ii. requires the exercise of a teacher's professional skills and judgement; or
- b) qualifications or experience which bring added value to the role being undertaken.

4.4 An unqualified teacher who becomes qualified

Upon obtaining qualified teacher status (QTS), an unqualified teacher must be transferred to a salary within the main pay range for teachers in Section 3.2.1.

Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS the teacher must be paid a salary which is the same as, or higher than, the sum of their QTS salary payable and any allowances payable under Section 4.3 (including any safeguarded sum - Section 6.5), as the relevant body considers to be appropriate.

Further guidance on payments for teachers who achieve QTS retrospectively can be found in the STPC document.

5. Leadership Group

The STPCD made changes to the determination of the Leadership Group Pay (Headteacher, Deputy Head of an Assistant Head) for those appointed on or after 1st September 2014 (or for those whose responsibilities have significantly changed on or after that date). The changes do not mean that a review will need to be undertaken for all staff undertaking leadership roles unless there is a need to maintain consistency.

Please note: any changes to the role and determining group size of the school may mean the indicative pay range and salary will need to be reviewed. Schools must contact their HR Director or Advisor for further information.

Please refer to Appendix A for the Leadership Pay Range.

5.1 Determination of the school's headteacher group

The headteacher group is divided into 8 groups with associated pay ranges (see section 5.3 of the STPCD). The Relevant Pay Committee must assign its school to a headteacher group in accordance with paragraphs 6, 7, 8 and 9 of the STPCD and the agreement of the Trust.

Once the Relevant Pay Committee has assigned the headteacher group for the school, it can determine the leadership pay ranges within the assigned headteacher group (Section 5.2 of this policy).

5.1.1 Executive Headteachers

The Headteacher group for permanent Executive Headteachers is determined by calculating the total unit score for all the pupils across all schools. This may be re-determined at any time if this is considered necessary to retain a Headteacher and requires the agreement of all schools under the leadership of the EHT and the Trust.

5.2 Determination of leadership pay ranges

The Relevant Pay Committee must determine pay ranges for the headteacher and for deputy headteachers and assistant headteachers in accordance with paragraphs 9.2 to 9.4 of the STPCD. In summary the Relevant Pay Committee must consider:

- The permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations.
- Pay ranges for headteachers should not normally exceed the maximum of the headteacher group, unless there are circumstances specific to the role or the candidate. The relevant body must ensure that the maximum of the headteacher's pay range and any temporary payments (see section 10 of the STPCD) does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.
- The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6 to 8. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances

Individual pay ranges for Headteachers and for Deputy and Assistant Headteachers may be of whatever length the Trust deems appropriate and may or may not include fixed scale points. The previous provisions requiring seven and five point pay scales respectively will be removed.

5.3 New appointments - the three stage process

A three stage process will be adopted by Governing Bodies to determine leadership pay for **new appointments** in consultation with the Trust. This provides them with greater flexibility to make pay decisions to attract Headteachers and other members of the leadership team. However, to be an effective tool it is imperative that each stage is well documented.

The three stages are stated below. Further guidance can be found in the DfE document: [Managing Teachers' and Leaders' Pay](#).

1. Defining the role and determining the Headteacher group (calculate the total unit score for the school in accordance with paragraphs 6-8 of the STPCD).
2. Setting the indicative pay range (consider the complexities of the school (internal and external factors) and if it warrants it up to a maximum of 25% uplift can be made).
3. Deciding the starting salary and the individual pay range (taking into consideration relevant skills and attributes, ensuring room for performance related progression as additional allowances are now restricted). See Section 9.2-9.4 of the STPCD.

Adopting this approach will ensure that pay is reflective of the complexities of the school and use of allowances to enhance pay will not apply as these determinations should now be made from the outset and therefore will be inclusive.

5.4 Appraisals

For further guidance, please refer to the [Appraisal Policy](#).

5.4.1 Executive Headteachers and Headteachers

A panel of three Governors will undertake annual performance reviews for an Executive Headteacher or Headteacher and make recommendations to the Relevant Pay Committee with Trust agreement. This panel must not include any Staff Governors. The School Improvement Partner (SIP) or an external advisor will assist with the process.

The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded.

In considering whether performance objectives have been met, account will be taken of whether evidenced unforeseen circumstances may have led to a particular objective not being achieved.

Note: If an Executive Headteacher is responsible for the performance management of a Headteacher, the performance management will be undertaken by the Executive Headteacher alongside Governors.

5.4.2 Associate Headteachers and Heads of School

The Executive Headteacher will undertake delegated annual performance management reviews for Associate Headteacher and Head of School roles in a Federation arrangement. The Executive Headteacher, Associate Headteacher and Head of School must respectively demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to an individual review of performance against performance objectives before any performance points will be awarded.

In considering whether performance objectives have been met, account will be taken of whether unforeseen circumstances may have led to a particular objective not being achieved.

5.4.3 Deputy Headteachers and Assistant Headteachers

The Headteacher is responsible for undertaking annual performance reviews for other leadership group members.

Deputy Headteachers and Assistant Headteachers must demonstrate sustained high quality of performance, in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.

The Relevant Pay Committee will be advised by the Headteacher of the agreed performance objectives and the outcome of the review of these. Deputy Headteachers and Assistant Headteachers will be able to make submissions in the form of a verbal or written statement to the Relevant Pay Committee as part of their annual performance review. They should also be able to make written submissions commenting on the objectives set if these have not been agreed and the Relevant Pay Committee should take these into account during the annual performance review process.

In considering whether performance objectives have been met, account will be taken of whether unforeseen circumstances may have led to a particular objective not being achieved.

5.5 Pay Progression on the Leadership Group

Where the STPCD regulations apply the Relevant Pay Committee will consider the award of one point (maximum two for exceptional performance) where performance objectives have been met and there has been a sustained high quality of overall performance.

Save to the extent that a movement up the pay spine is necessary to ensure that the salary equals the minimum of the individual school range, the salary shall not be increased by more than two points in the course of one school year.

The relevant body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and, if so, to what salary within the relevant pay range.

The decision whether or not to award pay progression must be related to the individual's performance, as assessed through the school or authority's appraisal arrangements in accordance with the 2012 regulations in England or the 2011 regulations in Wales.

Pay ranges for Headteachers should not normally exceed the maximum of the Headteacher group. The relevant body must ensure that the maximum of the Headteacher's pay range and any additional payments made does not exceed the maximum of the Headteacher group by more than 25% other than in exceptional circumstances. In such circumstances, the Governing Body must seek external independent advice before providing such agreement and support its decision with a business case.

The maximum of the Deputy Headteacher or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher group for the school, calculated in accordance with the STPCD. The pay range for a Deputy Headteacher or Assistant Headteacher should only overlap the Headteacher's pay range in exceptional circumstances.

5.6 Acting (Leadership) Allowances

The Relevant Pay Committee will consider paying a teacher who is temporarily carrying out the full duties of an absent Headteacher, Deputy Headteacher or Assistant Headteacher at an appropriate point within the Headteacher or Deputy/Assistant Headteacher's pay ranges when the absence extends beyond four weeks. The increase in salary will be backdated to the first day of absence.

In the case of planned prolonged absence, an acting pay point within the applicable pay range should be established in advance and payment made as soon as the duties are taken up.

Except in the case of the Deputy Headteacher, who is contractually obliged to act as the Headteacher in their absence, any member of staff acting up to a higher position should have first agreed to take on the acting duties in question.

Acting up allowances for any position other than a leadership group member (including support staff posts) will be determined by the Headteacher in agreement with the Trust, taking into account the responsibilities of the post, the salary of the person acting up and the post holder's salary.

6. Allowances and other payments

6.1 Additional Payments

The relevant body may make such payments as they see fit to a teacher, including a Headteacher in line with the [School Teachers' Pay and Conditions Document](#). And the existing pay and TLR structure.

6.2 Teaching and Learning Responsibility Payments (TLRs)

The LGB will award TLR payments to teachers who occupy posts of additional responsibility or take on a sustained additional responsibility in accordance with the statutory provisions of the [School Teachers' Pay and Conditions Document](#).

TLRs will be awarded to the holders of the posts indicated in the school's staffing structure. The school may determine whether to award a TLR1 or a TLR2. TLR payments can be awarded on a fixed term basis, this allowance is called TLR3. The factors relating to these payments are stated below in Section 6.1.2 (Criterion and Factors for Award of TLRs). TLR3 must be pre-agreed with the Trust and recruited using appropriate HR processes.

Each school may propose to the Trust its own levels of TLR payments subject to minimum annual values as specified within the [School Teachers' Pay and Conditions Document](#).

TLRs may only be awarded in the context of the school's staffing structure and Pay Policy and budget constraints.

6.2.1 Criterion and Factors for Award of TLRs

A Teaching and Learning Responsibility (TLR1 or TLR2) payment may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable. Temporary or fixed-term TLRs (TLR3) cannot be paid except where a teacher is occupying another post in the temporary absence of the post holder or to support school improvement priorities agreed through the Trust. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post holder.

TLRs awarded to teachers employed under a fixed term contract or whilst they occupy another post in the temporary absence of the post holder will not be safeguarded after the fixed term contract expires or after the date (or circumstance if occurring earlier than that date) as notified to the teacher, which will bring the fixed period or fixed term contract to an end.

A teacher may not hold a TLR1 or TLR2 concurrently; however a teacher in receipt of either allowance may also hold a TLR3 for specific time limited school improvement projects outside of remit of their current allowance or for a one off external driven responsibility (by monthly payment). A TLR is a payment integral to a post in the schools staffing structure and therefore may only be held by two or more people when job sharing that post.

In relation to the TLR3, the headteacher, in agreement with the Governing Body or appropriate committee will be required to set out in writing to the teacher the duration of the fixed term, and the amount of the award to be paid in monthly instalments.

The relevant body should not award consecutive TLR3s for the same responsibility. No safeguarding will apply in relation to an award of a TLR3.

6.2.1.1 Factors

Before awarding a TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

- Is focused on teaching and learning.
- Requires the exercise of a teacher's professional skills and judgement.
- Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum.
- Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.
- Involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes line management responsibility for a significant number of people.

Please refer to Appendix A for the values of TLR1, TLR2 and TLR 3

If the relevant body awards TLRs of different values, they must be fully satisfied that the decision taken is fair. Details of TLRs to be awarded at the school will depend on the outcome of the review of the staffing structure and the timing of its introduction will be in line with the implementation plan.

If a post meets the criterion and all of the factors, this does not mean automatically that the post will be graded as a TLR1.

TLR payments will cease when teachers move to different schools. They can also cease where any teacher refuses to perform the responsibilities, is dismissed from them or where responsibilities are restructured.

TLRs awarded to part-time teachers must be paid pro rata at the same proportion as the teachers' part-time contract.

6.3 Special Educational Needs Allowances

The range for SEN allowances are set out in Section 21 of the STPCD and allowances should be paid in accordance with the following guidance:

The Pay Committee must award a SEN allowance to a classroom teacher:

a) in any SEN post that requires a mandatory SEN qualification* and involves teaching pupils with SEN;

b) in a special school;

c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;

d) in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:

i. involves a substantial element of working directly with children with SEN;

ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and

iii. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or Service.

*Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662).

[The School teacher's pay and conditions document](#) states that where a SEN allowance is to be paid, the relevant body, in consultation with the Trust, must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

a) whether any mandatory qualifications are required for the post;

b) the qualifications or expertise of the teacher relevant to the post; and the Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662). 28

c) the relative demands of the post. The relevant body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities.

The Trust recommends that schools use the following allowances:

- SEN 1 - please refer to Appendix A
- SEN 2 - please refer to appendix A

SEN allowance 1 will be awarded automatically:

- To all classroom teachers in a special school.
- In a mainstream school it may be awarded to all classroom teachers who are engaged wholly or mainly in taking charge of special classes of children who are hearing impaired or visually impaired or who teach pupils with statements of special educational needs in designated special classes.
- To classroom teachers who make a particular contribution to the teaching of pupils with SEN, which is significantly greater than that which would normally be expected of a classroom teacher.

SEN allowance 2 will be awarded to classroom teachers who qualify for SEN allowance 1 and who:

- Hold a recognised special educational needs qualification.
and/or
- Where the Relevant Pay Committee considers that their experience and/or qualifications enhance the value of the work they undertake with special needs pupils.

If the school chooses to use a different approach to the recommended SEN allowances, we recommend that the schools inform the HR Director so they can support the school on pay related employment matters.

SEN allowances may be held at the same time as Teaching and Learning Responsibility Payments (TLR's). However, relevant bodies should, when reviewing their staffing structures and keeping them under review:

- Ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff.
- Consider whether, if teachers have responsibilities that meet the principles for the award of TLR payments, it would not be more appropriate to award a TLR payment **instead of** a discretionary SEN allowance of a lower value.
- Consider whether discretionary SEN payments made by the relevant body under its Pay Policy primarily for the purposes of recruitment and retention might not more appropriately be made using the separate provisions available for these purposes.
- Ensure that any responsibilities are clearly specified in individual teacher's job descriptions, and are clear in the school's published staffing structure.

When considering the award of SEN2, the relevant body should in particular consider what relevant qualifications or experience holders of SEN1 have, and whether these are being used for the benefit of the school or service. SEN2 should be awarded to all whose qualifications or experience is in line with the relevant body's policy.

6.4 Continuing Professional Development (CPD)

The Relevant Pay Committee should decide which CPD activities teachers (including headteachers) may be paid for.

Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full-time teachers; or the appropriate proportion of the 1265 hours of directed time for part-time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed.

6.5 Recruitment and Retention Incentives and Benefits

The Relevant Pay Committee may consider paying recruitment or retention awards in line with the [School Teachers' Pay and Conditions Document](#) in circumstances where they anticipate or encounter recruitment and/or retention difficulties.

Note: This no longer applies to those in the leadership group (Headteachers, Deputy Headteachers and Assistant Headteachers) as this must be taken into account when determining the school's pay range.

This may be awarded as an annual allowance, lump sum payment, periodic payment or some other non-monetary benefit. If the Pay Committee thinks it is relevant to apply this incentive they will clearly state in writing to the employee the amount and review date that the incentive may be withdrawn.

The LGB should specify clearly the basis on which such incentives may be paid (e.g. to all teachers; to those in shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment) and seek approval from the Trust.

Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.

In particular the Relevant Pay Committee will determine:

- Whether the award is for recruitment or retention.
- The nature of the award.
- When/how the award will be paid.
- The start date and duration of the award.
- The basis for any uplift that may be applied.

The Relevant Pay Committee will award such allowances where, in their view:

- The post is considered to be difficult to fill.
- The post holder teaches a subject in which there is a shortage of teachers.

and will ensure that these criteria are consistently applied.

A review of rates will be necessary if the LGB intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the LGB may determine.

Schools should consider making use of existing pay facilities within the *School Teachers' Pay and Conditions Document* – for example to help with the recruitment of teachers of shortage subjects such as mathematics, physics and chemistry. Schools will be expected to meet the costs of any payments from within the budgets they have available and should consult the Trust for advice.

6.6 Initial Teacher Training Activities (ITT)

The Relevant Pay Committee has discretion to make additional payments to all teachers (including Headteacher) for activities related to providing ITT.

The Relevant Pay Committee will consider payments to teachers where it is demonstrated that they are currently engaged in such activities and where it is financially practicable for the school to do so.

Suggested areas include: supervising and observing teaching practice, planning an initial teacher training course; preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.

6.7 Safeguarding

Where pay decisions are taken which lead to a teacher receiving safeguarding, they will be given written notification as soon as possible and no later than one month after the decision.

A safeguarded sum will not be increased during the safeguarding period. The safeguarded sum will be payable for a maximum period of three years in the case of teachers and one year in the case of non-teaching staff.

Teachers entitled to safeguarding in excess of £500 may be required to undertake additional responsibilities commensurate with the safeguarded sum for the period of safeguarding.

There is provision for teachers who occupy another post on a temporary basis to have their safeguarding restored on return to their original post (unless it would otherwise have ceased). For more information, please refer to the *School Teachers' Pay and Conditions Document*.

7. Support Staff

7.1 Pay and Conditions

Support staff pay and conditions will correspond with the scheme of conditions of services prescribed by the National Joint Council for Local Government Services (the 'Green Book') and the Single Status Policy.

7.2 Criteria for Determining Pay

All support staff posts will be advertised on the appropriate Local Government pay grade. The grade used for a specific appointment will be determined in accordance with the *Greater London Provincial Council Job Evaluation Scheme (2015)*.

Newly appointed support staff will normally be paid on the first point of the stated pay range. However, the appointment could be made on any of the points within the range where the Relevant Pay Committee wishes to recognise particular experience and/or qualifications appropriate to the post, or where there are any particular recruitment difficulties.

All new support staff appointments will be subject to the school's probationary requirements.

8. Pay Reviews

Employees who are appointed between 1 April and 30 September will receive their first increment on 1 April of the following year.

Employees appointed between 1 October and 31 March will receive their first increment six months after appointment.

Progression to the maximum of the scale will then be annually on 1 April each year until the maximum of the range has been reached.

The Relevant Pay Committee will reserve the discretion to withhold an increment where performance has been unsatisfactory. However this will only occur where informal or formal action during the review year has been taken under the capability procedure. The Relevant Pay Committee may review this position if, at the conclusion of any informal or formal action, satisfactory performance has been achieved.

Where the employee has reached the maximum of the range, only a cost of living increase will apply.

Where an employee is absent from work for a significant period of time, for example due to maternity or long term sickness absence, the Pay Committee will still undertake performance and pay reviews for that member of staff.

8.1 Honoraria Payments

The Relevant Pay Committee will retain the discretion to award support staff honoraria or additional payments when required. Payments will be made in accordance with advice from the Trust HR Director and any corresponding terms and conditions.

Please note: There is no provision for honoraria payments for teachers.

9. Other Payments – All School Staff

9.1 Out-of-School Learning Activities

The Relevant Pay Committee has discretion to make payments to teachers (including the Headteacher) and support staff who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity and where it is financially practicable for the school to do so.

One possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, e.g. x1.5, x2, etc. to compensate for 'out-of-hours' work. Another possibility would be a flat rate payment in line with the employee's level of responsibility and the size of the commitment.

Possible activities that will attract payment include: breakfast clubs, homework clubs; summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.

With the advent of remodelling the school workforce and the need to ensure downward pressure on teachers' working hours, many schools are now using support staff and other adults to undertake these activities.

9.2 Residential duties

Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

10. Salary Sacrifice Arrangements

A salary sacrifice arrangement refers to any arrangement under which an employee gives up the right to receive part of their gross salary in return for the employer's agreement to provide them with a benefit-in-kind under any of the following schemes:

- a child care voucher or other child care benefit scheme,
- a cycle or cyclist's safety equipment scheme, or
- a mobile telephone scheme, and

that benefit in kind is exempt from income tax.

Where a salary sacrifice arrangement is in operation, the employee may participate in such an arrangement and their gross salary will be reduced accordingly for the duration of their participation in it.

Participation in any salary sacrifice arrangement will have no effect upon the determination of any safeguarded sum to which a teacher may be entitled.

11. Part-Time, Job Share and Supply Staff

The Pay Committee will apply the provision of this policy on a pro rata basis to part-time and job share employees ensuring that no employee receives less favourable treatment by virtue of the fact that they work part time.

12. Further Information

Further information and advice may be obtained from the Trust HR Director

DfE guidance:

- [School teachers' pay and conditions](#)
- [Managing Teachers' and Leaders' Pay Advice for maintained schools, MATs, academies and local authorities](#)
- [Teacher appraisal: Guidance for schools](#)
- [Teacher capability: Guidance for schools when dealing with serious under-performance](#)

School Policies:

[Appraisal Policy for Teaching Staff](#)

[Appraisal Policy for Support Staff](#)

[Trust Capability Policy](#)

Appendix 1 Pay scales

1.1 Main pay scales

The School Teachers' Pay and Conditions Document 2024 requires the Pay Committee to set their pay structures within the minimum and maximum of the main pay range for teachers.

The main pay range for qualified teachers for the academic year 2025/26 is:

Minimum: £40,317 Maximum: £52,300

All pay progressions will be back dated to 1 September 2024.

From 1st September 2023, the advisory pay points within the main pay range are:

	Spine point	Pay	Percentage increase
Minimum	1	£40,317	4%
	2	£42,234	4%
	3	£44,238	4%
	4	£46,339	4%
	5	£48,952	4%
Maximum	6	£52,300	4%

Please note: These advisory points are not mandatory and schools can choose a different approach. The Pay Committee must determine, in accordance with their own pay policy and funding, how to implement pay awards within the main pay range for teachers.

If a school chooses to use a different approach to the advisory points on the main scales, we recommend that the schools must inform their teaching staff and in addition their HR and Payroll provider of the school's pay approach for the main scale each year for September 2025, so HR/Payroll can support the school on pay related employment matters.

1.2 The Upper Pay Range

The upper pay range for the academic year 2025/26 is:

Minimum: £57,632

Maximum: £62,496

From 1st September 2025, we recommend that schools adopt a 3 point range:

	Spine point	Pay	Percentage increase
Minimum	1	£57,632	4%
	2	£60,464	4%
Maximum	3	£62,496	4%

All pay progression will be back dated to 1 September 2025.

Please note: These advisory points are not mandatory and schools can choose a different approach. The Pay Committee must determine, in accordance with their own pay policy and funding, how to implement pay awards within the main pay range for teachers.

If a school chooses to use a different approach to the advisory points on the main scales, we recommend that the schools must inform their teaching staff and in addition their HR and Payroll provider of the school's pay approach for the main scale each year for September 2025, so HR/Payroll can support the school on pay related employment matters.

1.3 Leading practitioners

The leading practitioners pay range for the academic year 2025/26 is:

Minimum: £59,478

Maximum: £85,509

The minimum of the Leading Practitioners Pay Range equates to the minimum of the Leadership Group Range and the maximum equates to Leadership Group Range point L9

Schools wishing to use pay points within the Leading Practitioners Range might therefore decide to use values equal to L1 to L9

1 Minimum	£61,858
2	£63,165
3	£64,502
4	£65,861
5	£67,265
6	£68,698
7	£70,288
8	£71,677
9	£73,218

All pay uplifts will be back dated to 1 September 2025.

1.4 Unqualified teachers

The unqualified teacher pay range for the academic year 2025/26 is:

Minimum: £28,343

Maximum: £40,994

The advisory pay point structure for the unqualified teacher pay range (UTPR) is:

	Spine point	Pay	Percentage increase
Minimum	1	£28,343	4%
	2	£30,935	4%
	3	£33,528	4%
	4	£35,814	4%
	5	£38,402	4%
Maximum	6	£40,994	4%

All pay uplifts will be back dated to 1 September 2025.

Please note: These advisory points are not mandatory and schools can choose a different approach. The Pay Committee must determine, in accordance with their own pay policy and funding, how to implement pay awards within the main pay range for teachers.

If a school chooses to use a different approach to the advisory points on the main scales, we recommend that the schools must inform their teaching staff and in addition their HR and Payroll provider of the school's pay approach for the main scale each year for September 2025, so Trust HR/Payroll can support the school on pay related employment matters.

1.5 Leadership Group

The statutory pay range for members of the leadership group is:

Leadership Group Pay Range 202 – Annual Salary

Minimum £59,186

Maximum £147,586

1.6 TLR values

The values of TLRs must fall within the following ranges. The annual value of a

- TLR1 is £10,174- £16,553
- TLR 2 is £3,527- £8,611
- TLR 3 is £702 - £3,478

1.7 Special Educational Needs Allowances

A SEN allowance of no less than £2,679 and no more than £5,285 per annum is payable to a classroom teacher in accordance with the following guidance:

Hackney Education recommends that schools use the following allowances:

- SEN 1 is £2,787
- SEN 2 is £5,497

Scales for support staff are reported separately