



Whole School Model Pay Policy

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Contents

1. Scope
2. Policy Purpose
3. Determining Pay for Teachers
4. Determining Pay for Support Staff
5. Teachers' Pay Appeals
6. Overpayments and Underpayments of Salary and Allowances
7. Monitoring the Impact of this Policy
8. Review of Policy & Consultation
9. Appendix 1 - Examples of Approaches to Teachers' Pay Progression based on Performance
10. Appendix 2 - Teachers' Annual Salary Review Statement
11. Appendix 3 - Teachers' Pay Ranges and Allowances 2025

Update Information

This model policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

1. Scope

[This Model Pay Policy will need to be adapted based on whether the school has chosen to retain teachers' performance related pay or the school does not use teachers' performance related pay. Schools may choose to base their Pay Policy on the Department for Education (DfE) "Model Policy for Determining Teachers' Pay" detailed in the prevailing "Managing Teachers' and Leaders' Pay" document – if this option has been chosen, the school will still need to incorporate relevant information related to determining pay for support staff in their Pay Policy. Any changes to the Pay Policy should be subject to consultation with staff and the recognised trade unions]

This Model Pay Policy ("the policy") applies to all employees in schools and academies; its provisions predominantly apply to teaching staff and to that extent, this policy seeks to reflect the [School Teachers' Pay and Conditions Document](#) (STPCD) which is updated each year following consultation with the teaching unions, employers, and other relevant interested parties. For support staff, the pay policy should reflect the provisions of the Green Book.

Within this policy, references to the school, Headteacher, Governing Board and the Chair of Governors will, for Academies and Academy Trusts, be taken to mean a reference to the appropriate equivalent within those establishments.

2. Policy Purpose

This policy explains:

- The School's adopted pay framework for Teachers
- The School's adopted pay framework for Support Staff
- The criteria which will be considered when making pay decisions

- The process by which pay determinations / decisions will be made.

This policy recommends a framework for schools to follow in setting pay for its employees and covers the key areas of pay discretion that schools need to consider. It includes text (*in red italics*) which Governing Boards could adopt or insert text to reflect the locally agreed arrangements. Once the areas have been completed this document becomes the School's Pay Policy.

This policy has been developed to enable pay decisions to be made in compliance with the following regulations and legislation as amended from time to time: [The Education \(School Teacher's Appraisal\) \(England\) Regulations 2012](#) - ("the regulations"), the [Employment Rights Act 1996](#), the [Employment Relations Act 1999](#), the [Equality Act 2010](#), [The Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Fixed-term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#).

This policy aims to be consistent with the principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

In adopting this policy, the aim is to:

(Insert your school's aims here). For example:

- *Maximise the quality of teaching and learning at the school*
- *Support the recruitment and retention of a high-quality teaching and support staff workforce*
- *Enable the school to recognise and reward staff appropriately for their contribution to the school*
- *Help to ensure that decisions on pay are managed in a fair, just and transparent way.*

Pay decisions at this school are made by the Governing Board.

(Insert any particular arrangements for your school. For example, decisions may be made by an individual (e.g. a governor or the head) or a pay committee of the Governing Board).

2.1 Teachers

The [School Teachers' Pay and Conditions Document](#) (referred to as "the STPCD" for the purposes of this policy) requires schools to have a pay policy which sets out the basis on which they determine teachers' annual pay review; and the procedures for determining appeals.

Schools must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection).

Academy Trust Boards who choose to follow the STPCD do so under contractual arrangements and should consult with staff and unions if they intend to vary any of the terms or conditions in the STPCD.

It is suggested that schools consider their pay policy alongside their performance appraisal policy for teachers and cross-reference where that is helpful. Both pay and performance appraisal policies should make clear the school's compliance with equalities legislation and the requirements of the STPCD.

This policy has been developed to help Headteachers and Governing Boards ensure their pay policies reflect current legislation. It is based on the Department for Education's (DfE's) model pay policy which is non-statutory and sets out how the school determines the salary of its teachers and should be read in conjunction with the prevailing [School Teachers' Pay and Conditions Document](#), the prevailing DfE document entitled "[Managing Teachers' and Leaders' Pay](#)", and the DfE document entitled "[Teacher Appraisal – Guidance for Schools](#)".

2.2 Support Staff

The Governing Board recognise that the pay and conditions of employment for support staff will come from a number of sources:

- National Joint Council for Local Government Services (National Agreement on Pay & Conditions of Service);
- Local agreements and conditions of service agreed/negotiated by the Local Authority, including a framework for grading posts through a recognised job evaluation process;
- Terms and conditions of employment set by the Governing Board itself.

3. Determining Pay for Teachers

3.1 Pay Reviews

(The STPCD no longer contains any statutory deadline for taking pay decisions, and the DfE's pay advice no longer states that decisions should be made "as quickly as is reasonably possible". However, you may decide to retain the former statutory deadlines of 31 October for classroom teachers and 31 December for leadership teachers – see below).

The Governing Board will ensure:

- That each teacher's salary is reviewed annually with any changes taking effect from 01 September
- The review to support any decision on a change in salary will occur no later than **31 October**
- That all teachers are given 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 after any review and where applicable will give information about the basis on which it was made.

3.2 Basic Pay Determination on Appointment

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

In making such determinations, the Governing Board may take into account a range of factors including:

(Insert as applicable – these options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments:

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

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

3.3a Pay Progression based on Performance **[Choose either 3.3a or 3.3b in accordance with the decision made by the Governing Board]**

In this school all teachers can expect to receive regular, constructive feedback on their performance and development and

are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

Following an individual teacher's annual appraisal and, subject to the provisions of this pay policy, they should expect to receive annual pay progression within the maximum of their pay range as defined in this pay policy, subject to successful performance. Pay progression will not be withheld for reasons other than performance. Therefore it will be possible for a 'no progression' determination to be made without recourse to the formal capability procedure.

The arrangements for teacher appraisal are set out in the school's Performance Appraisal Policy for Teachers.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. While there is no longer any statutory requirement in the STPCD for the relevant body to award ECTs pay progression on the completion of induction, it is free to do so if it chooses. The relevant body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

It is important to our school that methods of assessing teacher performance do not add to teacher workload, however to be fair and transparent, assessments of performance will be based upon proportionate evidence to support robust decisions.

In this school we will ensure fairness by *(insert here how the school will ensure that objectives and assessments are consistent, including any arrangements for quality assurance and moderation).*

The evidence we will use will include *(insert here the range of sources that may be used as the basis for assessing performance (e.g. self-assessment, peer review, tracking pupil progress, lesson observations, the views of pupils and parents)).*

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the Senior Leadership Team. The Governing Board will consider its approach in light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

(In developing your policy on linking pay progression to performance, you should consider:

- Whether the measures of performance will be absolute or relative or a combination of both*
- The levels of performance that will be required for progression to be awarded*
- How progression will be differentiated so that the very highest performers can progress faster).*

(Examples of the different approaches that schools could take e.g. absolute performance measures, relative performance measures or a combination of both, are provided in an appendix to this policy - schools could choose to use one of these, but they are also free to use their own).

In this school, assessment of performance will be made against *(insert here how performance will be assessed against objectives and the relevant standards)* and teachers will be eligible for pay progression if *(insert here what the minimum expectations are for the different rates of pay progression and whether the criteria to be used will be absolute, relative or a combination of both - see appendix for examples).*

OR

3.3b Pay Progression [Choose either 3.3a or 3.3b in accordance with the decision made by the Governing Board]

In this school all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to receive pay progression within the maximum of their pay range unless they are subject to formal capability procedures.

The arrangements for teacher appraisal are set out in the school's Performance Appraisal Policy.

In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. While there is no longer any statutory requirement in the STPCD for the relevant body to award ECTs pay progression on the completion of induction, it is free to do so if it chooses. The relevant body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

3.4 Teachers on the Main Pay Range

The school's Main Pay Range is as given below:

(Insert here the school's Main Pay Range which it has established following consultation with staff. The school's Main Pay Range must be within the minimum and maximum of the Main Pay Range set out in the STPCD (paragraph 13.1)). Please record here if the Governing Board have chosen to introduce the DfE Advisory Pay Points introduced in 2020.

Teachers on the Main Pay Range will be paid on a point in the above pay range as determined following an appropriate performance appraisal review.

The school will need to ensure that the pay range reflects the requirements of the STPCD in relation to the minimum and maximum salary amounts within the appropriate salary range.

All other pay points and the criteria which will determine incremental enhancement and/or salary enhancement will be for the school to decide.

NB: In September 2015, the DfE increased the maxima of the main pay range by 2%. However, it was advised that this should not mean that teachers already paid on the maxima (i.e. M6) would automatically receive a salary increase of 2%. An increase of 2% at that time was expected to be awarded on merit of performance only. As a result of this, the way in which the maximum of the Main Pay Range is reflected differs from school to school, and some schools have chosen to create additional pay point(s) on their Main Pay Range i.e. MPR1-MPR6a, MPR1-MPR6b, whilst working within the parameters of the salary amounts set for the main pay range.

3.5 Movement to the Upper Pay Range

The school's Upper Pay Range is as given below:

(Insert here the school's Upper Pay Range which it has established following consultation with staff. The School's Upper Pay Range must be within the minimum and maximum of the Upper Pay Range set out in the STPCD (paragraph 14.1). Please record here if the Governing Board have chosen to introduce the DfE Advisory Pay Points introduced in 2020.)

The school will need to ensure that the pay range reflects the requirements of the STPCD in relation to the minimum and maximum salary amounts within the appropriate salary range.

All other pay points and the criteria which will determine incremental enhancement and/or salary enhancement will be for the school to decide.

There is no automatic provision for a teacher to “step down” from the Upper Pay Range, once they have been assessed at this level, if employed in the same school.

3.5.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made at least once a year.

(Insert information about application deadlines (e.g. start/end of academic year or terms or an alternative deadline), applying particular attention to ensuring every teacher is treated fairly).

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

Where a teacher is subject to the 2011 or 2012 Regulations, the relevant body shall have regard to the assessments and recommendations in the teachers’ appraisal reports under these Regulations (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria should be submitted).

Applications should contain evidence from *(insert the period of time that evidence should cover, ensuring that teachers who have had breaks in service are treated equitably. Include also information about how and to whom (e.g. line manager/subject leader/head of school/headteacher) applications should be made and, if written applications are required, whether the school will provide a standard form).*

3.5.2 The Assessment

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

- a. The teacher is highly competent in all elements of the relevant standards; and
- b. The teacher’s achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy:

- ‘highly competent’ means *(insert agreed definition)*

(e.g. performance which 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’ means *(insert agreed definition)*

(e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to

improve pupils' learning)

- 'sustained' means *(insert agreed definition)*

(e.g. maintained continuously over a long period e.g. x number of school years)

The application will be assessed *(insert details of how the school will ensure that applications are assessed robustly, transparently and equitably, including who makes the initial assessment (e.g. line manager/subject leader/head of school/headteacher) and the role of the Governing Board in making the final determination).*

3.5.3 Processes and Procedures

The assessment will be made within/by *(insert number of days (e.g. 10/15/20 working days) before the applicant will receive a response to their application, or if there is a single deadline for applications, whether there will be a single date for applicants to be informed of the outcome).*

If successful, applicants will move to the upper pay range from *(insert timing of move to upper pay range (e.g. start of term/academic year), including whether there will be a single date for all moves to the upper pay range to take place). (Insert who will decide (e.g. headteacher/Governing Board/Pay Committee) where on the upper pay range a successful teacher is placed, and, if teachers can start further up the range, insert how their position on the upper pay range will be decided in a fair and consistent way (e.g. based on considerations including:*

- *The nature of the post and the responsibilities it entails*
- *The level of qualifications, skills and experience of the teacher).*

If unsuccessful, feedback will be provided by *(insert who will provide the feedback (e.g. line manager/subject leader/headteacher/head of school), how it will be given, what it will include and when it will be provided (e.g. within 10/15/20 working days of decision)).*

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the Teachers' Pay Appeals procedure – see Section 5 of this policy.

3.6 Leading Practitioners

The school has discretion to create posts for qualified teachers whose primary purpose is modelling and leading improvement of teaching skills.

Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in the school and carry out the professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher.

A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in the school that contribute to school improvement. This may include:

(Insert details, for example:

- a. Coaching, mentoring and induction of teachers, including trainees and ECTs*
- b. Disseminating materials and advice on practice, research and continuing professional development provision*
- c. Assessment and impact evaluation, including through demonstration lessons and classroom observation*
- d. Helping teachers who are experiencing difficulties*

Insert here whether the post will contain an element of outreach, for example 'they will also be required to take on this role in other schools or in relation to teachers from other schools')

Where the school decides to appoint a Leading Practitioner, it will advertise the vacancy and appoint in the same way as for other vacancies, satisfying itself that the successful candidate can demonstrate excellence in teaching and will be able to contribute to leading the improvement of teaching skills.

When setting the individual post range for teachers on the pay range for leading practitioners, the Governing Board will have regard to the challenge and demands of the individual post and the school's pay structure.

Where the school creates more than one such post, the individual post ranges for each post will be determined separately and can differ to reflect the different demands and challenges of each post.

The Governing Board will determine a pay range on the Leading Practitioner pay range and will need to ensure that the pay range reflects the requirements of the STPCD in relation to the minimum and maximum salary amounts within the appropriate salary range as set out in the STPCD (paragraph 16.3).

The pay range will need to reflect an increase on the minimum and maximum of the range. All other pay points and the criteria which will determine incremental enhancement and/or salary enhancement will be for the school to decide.

3.7 Unqualified Teachers

Unqualified teachers are paid according to the pay scales set out in the STPCD. Schools must ensure that unqualified teachers receive a salary that falls within the unqualified teacher pay range. This pay range sets a minimum and maximum salary, but the exact figures within this range are determined by this school's unqualified teachers' pay range as set out below:

(Insert here the school's Unqualified Teacher Pay Range which it has established following consultation with staff. The school's Unqualified Teacher Pay Range must be within the minimum and maximum of the Unqualified Teacher Pay Range set out in the STPCD (paragraph 17.1)).

The school may also wish to add the criteria it will use for employing an Unqualified Teacher – e.g. recognised route into teaching.

Upon obtaining qualified teacher status, an unqualified teacher will be transferred to a salary within the Main Pay Range which is the same or higher than the sum of salary paid on the Unqualified Teachers Pay Range.

3.8 Part-time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time.

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

When calculating an individual's working week, please refer to STPCD Section 3 (Part-time teachers' remuneration) for further guidance.

The salary of any pay allowances, except TLR3s for part-time staff, will be pro rata.

3.9 Short Notice/Supply Teachers

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

It is the school's responsibility to determine the pay point an individual teacher will be paid.

3.10 Leadership Group Pay

Refer to Part 2 of the prevailing [School Teachers' Pay and Conditions Document \(STPCD\)](#).

3.11 Allowances

3.11.1 Teaching and Learning Responsibility (TLR) Payments

Up until 01 September 2025, the School Teachers' Pay and Conditions Document (STPCD) only allows for a part-time teacher to be paid the same proportion of any TLR1 or TLR2 payment they are in receipt of.

From 01 September 2025, and no later than 01 September 2026, TLR1 and TLR2 payments can be paid to teachers based on the proportion of responsibility they carry out rather than their contracted hours.

For example, if a teacher undertakes the full responsibilities of a TLR1 or TLR2, they will receive the full TLR payment, but if they undertake only a proportion of the responsibilities, they will receive that proportion of the TLR payment. A part-time teacher who undertakes the full responsibilities of a TLR1 or TLR2 will receive the full TLR payment (this can occur from 01 September 2025, where the school has chosen to adopt the proportion of responsibilities-based calculation from this date).

While there is no requirement for schools to adopt the proportion of responsibilities-based calculation from 01 September 2025, during the 2025/26 academic year schools will need to consider this upcoming change for teachers in receipt of a TLR1 or TLR2 so that they are in a position to implement the new requirements from 01 September 2026.

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

The Governing Board can award a TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of its staff structure to ensure the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

The values of the TLRs 1 and 2 to be awarded are set out below:

(Insert here the school's TLR1 and TLR2 ranges as set out under the STPCD (paragraph 20.2)).

A TLR3 will be awarded to a classroom teacher undertaking a clearly time-limited school improvement project or one-off externally driven responsibilities. The range of the annual value of the TLR3 is set out below:

(Insert here the school's TLR3 range as set out under the STPCD (paragraph 20.3)).

The duration of the fixed term will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

A teacher cannot be in receipt of a TLR1 and TLR2 at the same time; however, they can receive a TLR3 in addition to either TLR1 or TLR2.

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

- a. is focused on teaching and learning
- b. requires the exercise of a teacher's professional skills and judgement
- c. requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- d. has an impact on the educational progress of pupils other than the teachers' assigned classes or groups of pupils; and
- e. involves leading, developing and enhancing the teaching practice of other staff.

For payment of TLR1, the significant responsibilities must include line management responsibility for a significant number of staff.

Posts attracting the level of TLR1 or TLR2 will be identified in the school's staffing structure.

In establishing appropriate values for TLR allowances, the Governing Board will ensure that values chosen are properly positioned between the established minimum and maximum values.

TLR3s are not safeguarded and teachers in receipt of a TLR3 should be notified in writing at least one month prior to the end date of that TLR3.

3.11.2 Special Educational Needs (SEN) Allowance

The range of the SEN allowance is set out below:

(Insert here the school's SEN allowance range as set out under the STPCD (paragraph 21.1)).

The SEN allowance is payable to: *(select as appropriate)*

- *(If a special school) To all classroom teachers;*
- *In any SEN post that requires a mandatory qualification;*
- *(If a mainstream school) To all classroom teachers who teach pupils in one or more designated special classes or units in a school.*

Where a SEN allowance is to be paid, the Governing Board will determine the spot value of the allowance, taking into account the structure of the school's SEN provision and following factors:

- a. Whether any mandatory qualifications are required for the post;
- b. The qualifications or expertise of the teacher relevant to the post; and
- c. The relative demands of the post.

SEN allowances can be held at the same time as TLRs. The Governing Board will, when keeping their staffing structures under review:

- a. Ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
- b. *(if a mainstream school)* Consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments, it would be more appropriate to award a TLR payment instead of a SEN allowance of a lower value;
- c. Not continue to award new SEN payments solely for the purposes of recruitment and retention; and

- d. Ensure that any SEN responsibilities are clearly specified in individual teachers' job descriptions

In establishing appropriate values for SEN allowances, the Governing Board will ensure that values chosen are properly positioned between the established minimum and maximum values. Differential values relating to SEN roles in the school will be established to properly reflect the significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

(The school can detail here its different levels of SEN allowances and specify criteria).

The teacher will be given written notification at the time of the award specifying the amount of the award and the reason for the award.

3.11.3 Allowances payable to Unqualified Teachers

The Governing Board may award an additional allowance to an unqualified teacher where it considers that, in the context of its staffing structure, the teacher has:

- a. Taken on a sustained additional responsibility which:
- is focused on teaching and learning; and
 - requires the exercise of a teachers' professional skills and judgement; or
- b. Qualifications or experience which bring added value to the role being undertaken

Unqualified teachers may not hold TLRs or SEN allowances.

3.11.4 Acting Allowance

Subject to the provisions set out in the STPCD, an acting allowance may be paid to a teacher who is assigned and carries out duties of a headteacher, deputy headteacher or assistant headteacher but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher.

3.11.5 Secondments – Performance Payments to Seconded Teachers

See paragraph 24.1 of the STPCD – where a teacher is temporarily seconded to a post as Headteacher in a school causing concern.

3.12 Additional Payments

The Governing Board may make such payment as it sees fit to a teacher, other than a headteacher, in respect of:

- a. Continuing professional development undertaken outside the school day;

(Insert here how payment will be made. One possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor e.g. 1.5 or 2 etc. to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and size of the commitment).

- b. Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

(Insert here how payment will be made. One possibility would be a flat rate allowance).

(Insert here the activities that will attract payment. Some possibilities include: supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences; running seminars or tutorials on aspects of the course).

Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.

(Insert here areas of work that will attract a payment. Suggested areas include: planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students).

(Insert here the payment that will be paid).

c) Out-of-school Learning Activities;

Teachers who agree to provide learning activities outside of the normal school hours will be entitled to a payment of (£ *insert amount here*)

d) Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

(Insert here the payment that will be paid).

Possibilities of calculating payment can be to determine an hourly rate as per short notice/supply teachers then multiply by a factor e.g. 1.5 or 2 etc. to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and size of the commitment.

Payment to classroom teachers will only be made in respect of 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.

The related activities will require the exercise of the teacher's professional skills or judgement. *Some possibilities of activities include: breakfast clubs, homework clubs, and summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.*

3.13 Recruitment and Retention Incentives and Benefits

The Governing Board will pay recruitment and retention awards as an incentive for the recruitment of new teachers and the retention of existing teachers. Incentives may, for example, include a cash sum, a percentage uplift of salary, or defined benefits such as childcare costs or health care provision.

In relation to all Leadership posts, the STPCD states that recruitment and retention incentives should not be awarded other than as reimbursement as reasonably incurred housing or re-location costs. If this discretion has been applied in setting a pay range for recruitment purposes any further payment should not be made.

(Specify here the circumstances under which a payment could be made; e.g. to those in shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment).

The Governing Board will determine the level of payment and the fixed-term duration over which the payment is to be made. These arrangements will be subject to regular formal reviews.

3.14 Salary Safeguarding

The Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD.

3.15 Pay increases arising from changes to the STPCD

All teachers are paid in accordance with the statutory provisions of the STPCD as updated from time to time.

4. Determining Pay for Support Staff

The Governing Board, in conjunction with the Headteacher, will undertake an annual review of the pay and duties performed by support staff. If as a result of any review it is necessary to consider a change in the duties of any member of the support staff, consultation will take place with the member/s of staff concerned and Union representatives to ensure appropriate changes are made to job descriptions.

4.1 Pay Rates and Allowance

a. Increments

Where a performance linked incremental scheme is in operation, the starting salary and performance related increases to pay will be determined in accordance with that scheme.

OR

Where a performance linked incremental scheme does not apply and staff are employed on scales that permit annual incremental progression, increments are payable only within the grade range applicable to the post concerned unless otherwise stated in the employee's contract of employment or an authorised contractual variation. Increments will be reviewed on 1st April each year.

An increment may be withheld following an adverse performance appraisal report on an employee.

Increments may be accelerated at the discretion of the school on the grounds of special merit or ability as documented in one to one supervision meetings or at an appraisal subject to the maximum of the scale not being exceeded.

On appointment or promotion employees will normally be appointed to the minimum point of the grade.

Probationers will be judged on the progress they have made during their probationary period. The school may decide to pay a previously withheld increment if the employee's performance is deemed to have reached the required level within the following 12month period with effect from a date determined by the school.

An employee who, for any reason other than the annual leave of an employee, is required to undertake the full duties of a higher graded employee for a continuous period is entitled to receive a higher salary in accordance with the Local Authority conditions of service or in accordance with locally agreed arrangements.

An employee may seek a review, through the school's [Grievance Procedure](#), of any determination in relation to their pay or any other decision taken that affects their pay.

b. Overtime Payments

Overtime payments will be paid in accordance with locally agreed terms and conditions and relevant legislation in effect at the time.

c. Part-Time and Term-Time Only Employees

Part-time and Term-Time Only employees should be paid within the salary scale for the post and paid proportionately with regard to the hours actually worked and additionally, in respect of term-time only staff, the number of weeks worked. Overtime rates where applicable would only be paid in respect of those hours worked over and above 36 hours in any week.

d. Value of Accommodation and Services

The school will assess and deduct from the salary of an employee the value of any accommodation and services that they provide in accordance with the contract of employment and associated conditions.

4.2 Job Evaluations

Employees are entitled to be paid the rate for the role provided that they are fulfilling the full duties and responsibilities of the grade. All non-teaching posts should have up to date job descriptions and person specifications and have been evaluated under a recognised job evaluation scheme.

Where an employee disputes the evaluated grade of the post they would need to progress this through the schools' [Grievance Procedure](#).

5. Teachers' Pay Appeals

Teachers have the right to make representations and to appeal about any aspect of their pay or pay progression. The Pay Appeals process will be in line with the Pay Appeals procedure as detailed in the school's [Performance Appraisal Policy for Teachers](#) and the DfE's document entitled "[Managing Teachers' and Leaders' Pay](#)".

6. Overpayments and Underpayments of Salary and Allowances

Should an overpayment occur, the employee will be notified in writing of the full amount of the overpayment and a reasonable repayment schedule will be set.

In the case of former employees, recovery of overpayments will be pursued.

In the case of verified underpayments, these will be corrected as soon as practicable and paid in full.

Employees are required to notify the school as soon as they are aware of any overpayments or underpayments being made.

Term-Time Only Support Staff

As a consequence of a TTO employee's annual pay being paid in equal monthly instalments across the leave year, there is likely to be a difference between work paid for and days worked at any point throughout the year.

At the point of contract termination (last day of service) a calculation will be made to determine whether there has been an underpayment or an overpayment of salary to that point. This calculation will be carried out in accordance with the Green Book guidance and is based upon the number of days worked and the number of days paid. Any underpayment or overpayment will be reconciled in the final salary payment. If an overpayment exceeds the final salary payment, this will be reclaimed from the employee.

7. Monitoring the Impact of this Policy

The Governing Board will monitor the outcomes and impact of this policy (*insert the frequency e.g. annually/biennially*), including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

8. Review of Policy & Consultation

This Pay Policy will be reviewed each year or when changes occur to the STPCD and/or there are changes to support staff pay and conditions of employment. Staff and the Trade Union Representatives will be consulted on any changes to this Pay Policy.

9. Appendix 1 - Examples of Approaches to Teachers' Pay Progression based on Performance **[Only for schools that have chosen to retain performance related pay for teachers - delete this appendix if not applicable]**

It is important to our school that methods of assessing teacher performance do not add to teacher workload, however to be fair and transparent, assessments of performance will be based upon proportionate evidence to support robust decisions.

Example 1: Absolute Performance Measures

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to *(insert here any specific impacts the school may wish to take into account e.g. impact on pupils progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school).*

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria.

Teachers will be eligible for a pay increase of £x if *(insert here what the minimum expectations are e.g. 'they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding')*.

Teachers may be eligible for £y if *(insert here the level of performance that may lead to less rapid progress in a year e.g. 'they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good')*.

Teachers will be eligible for £z if *(insert here how the highest performing teachers will be able to make quicker progress up the pay range e.g. the expectations will be that 'they exceed all their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding')*.

Example 2: Relative Performance Measures

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to *(insert here any specific impacts the school may wish to take into account e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school).*

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of relative criteria *(it may be helpful to indicate here the size of individual pay progression increases that may result for each category, e.g. an increment of £x).*

Teachers will be eligible for a pay increase of £x *(insert here what the minimum expectations are e.g. 'they are judged as being within the top 20/15/x% of teachers in their school')*.

Teachers may be eligible for £y if *(insert here the level of performance that may lead to less rapid progress in a year e.g. 'they are judged as being within the top 40/30/y% of teachers in their school')*.

Teachers will be eligible for £z if *(insert here how the highest performing teachers will be able to make quicker progress up the pay range e.g. the expectations will be that 'they are judged as being within the top 10/5/z% of teachers in their school')*.

Example 3: Combination of absolute and relative performance measures

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to *(insert here any specific impacts the school may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school).*

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of a combination of absolute and relative criteria *(it may be helpful to indicate here the size of individual pay progression increases that may result for each category, e.g. an increment of £x).*

Teachers will be eligible for a pay increase of £x if *(insert here what the minimum expectations are e.g. 'they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding').*

Teachers may be eligible for £y if *(insert here the level of performance that may lead to less rapid progress in a year e.g. 'they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good').*

Teachers will be eligible for £z if *(insert here how the highest performing teachers will be able to make quicker progress up the pay range e.g. the expectations will be that 'they are judged as being within the top 10/5/x% of those teachers in their school who also meet the absolute expectations for progression').*

10. Appendix 2 - Teachers' Annual Salary Review Statement

TEACHERS' ANNUAL SALARY REVIEW STATEMENT

SEPTEMBER 2025

Name _____

School _____

Salary

Main Pay Range _____ £ _____

Unqualified Pay Range _____ £ _____

Upper Pay Range _____ £ _____

TLR _____ £ _____

Recruitment & Retention _____ £ _____

SEN _____ £ _____

Other (Please State) _____ £ _____

TOTAL SALARY £ _____

Signed:

Chair of Governors: _____

Date: _____

Headteacher: _____

Date: _____

Teacher: _____

Date: _____

(Annual Salary Review Statement 2025)

11. Appendix 3 - Teachers' Pay Ranges and Allowances 2025

The 2025 Teachers' Pay Ranges and Allowances are published in the prevailing School Teachers' Pay and Conditions Document (STPCD) that can be accessed [on GOV.UK](#).

Policy created: 05/2011

23 Sep 2025

Policy has been reviewed and refreshed to reflect the latest School Teachers' Pay and Conditions Document 2025. Refer to the Schedule of Amendments for full detail. [Schedule of amendments](#)

10 Nov 2024

Policy has been reviewed and refreshed to reflect the latest School Teachers' Pay and Conditions Document 2024. Refer to the Schedule of Amendments for full detail. [Schedule of amendments](#)

13 Nov 2023

Policy has been reviewed and refreshed to reflect the latest School Teachers' Pay and Conditions Document 2023. Refer to the Schedule of Amendments for full detail. [Schedule of amendments](#)

08 Nov 2022

Policy has been reviewed and refreshed to reflect the latest School Teachers' Pay and Conditions Document 2022. Refer to the Schedule of Amendments for full detail. [Schedule of amendments](#)

24 Feb 2022

Policy has been reviewed and refreshed. Refer to the Schedule of Amendments for full detail. [Schedule of amendments](#)

16 Oct 2020

Policy has been reviewed and refreshed to reflect the latest 2020 School Teachers' Pay and Conditions Document (STPCD). Refer to the Schedule of Amendments for full detail. [Schedule of amendments](#)

19 Nov 2019

Policy has been reviewed and refreshed with additional information and clarification. Refer to the Schedule of Amendments for full detail. [Schedule of amendments](#)