



# **Newfield Primary School Pay Policy for Schools'**

**1 September 2025**

**WHOLE SCHOOL PAY POLICY  
2025/2026 ACADEMIC YEAR**

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## **1. INTRODUCTION**

This policy is intended to be a whole school policy, however it is recognised that to reflect legislative changes the bulk of this policy relates to teachers rather than support staff.

The governing body aims to maximise the achievement of every pupil at the school and recognises the value of a well-motivated and capable body of teaching and support staff in the achievement of this. The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school."

The governing body will monitor the implementation and outcome(s) of the arrangements and review the operation of this policy annually. This pay policy seeks to ensure that all staff are properly rewarded for their contribution towards this shared goal. This policy has been developed to comply with current legislation and the requirements of the 2025 School Teachers' Pay and Conditions Document and has been consulted on with staff and/or the recognised trade unions.

### **1.1 EQUALITIES**

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence or maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the school's and the individual teacher's circumstances.

The governing body will monitor the outcomes and impact of this policy on a regular basis yearly, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation. An Equalities Analysis will be produced and will be shared with Trade Union representatives, subject to provisions of data protection.

#### **Equalities Legislation**

The governing body will comply with relevant equalities legislation:

Employment Relations Act 1999;

Equality Act 2010;

Employment Rights Act 1996;

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;

The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002; and

The Agency Workers Regulations 2010.

The governing body will promote equality in all aspects of school life, particularly in relation to all decisions on advertising of posts, appointing, promoting, paying staff, training and staff development.

## **1.2 BASIC PRINCIPLES**

The governing body is committed to the operation of an appraisal process for teachers and support staff, with the objective of maximising the professional development of all staff and progress of pupils. The governing body will ensure that all staff in school have access to advice, training and development opportunities appropriate to their needs.

## **SUPPORT STAFF**

The governing body is able to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The pay committee (see paragraph 1.4) will determine the pay grade of support staff on appointment, in accordance with the scale of grades currently applicable in relation to employment with the Local Authority (LA) which the pay committee consider appropriate for the post. In reaching its decision, the pay committee will consider the advice of the LA, but will not consider itself bound by that advice. The appeals process is set out in the appendix to this policy.

When duties change or the governing body decides to review salaries for support staff, the Greater London Provincial Council (GLPC) job evaluation scheme should be used as the grading reference.

## **LONDON LIVING WAGE**

The School supports the Council's policy to pay employees an hourly rate no lower than the London Living Wage as defined by the Mayor of London. Contractors are encouraged to commit to paying the London Living Wage to staff they employ to provide services to the School.

## **1.3 ROLES AND RESPONSIBILITIES**

The governing body will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (STPCD)  
<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>
- and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').

<https://neu.org.uk/latest/library/burgundy-book>

• **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book). A copy can be accessed below.

<https://neu.org.uk/sites/default/files/2024-06/The%20Green%20Book%20-%20National%20agreement%20on%20pay%20and%20conditions%20-%201%20May%202024%20-%20untracked.pdf>

#### **The headteacher will:**

- develop clear arrangements for the appraisal process and consult with staff and school union representatives on the appraisal and pay policies;
- ensure that the school's Senior Leadership Team (SLT) as appropriate are briefed on the application of the Governing Body's approach to ensure consistency of approach to the appraisal process and annual cycle of pay progression;
- submit any updated appraisal and pay policies to the Governing Body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- staff should be informed promptly of any concerns about performance at an early stage and providing support to achieve an improvement. Where performance continues to be a concern and is not improved through informal measures, these shall be addressed formally in line with the School's Capability Policy;
- submit pay recommendations to the Governing Body and ensure the Governing Body has sufficient information upon which to make pay decisions;
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made;
- keep records of all staff's objectives and review them throughout the appraisal process;
- ensure annual appraisals are carried out for staff in accordance with the Schools adopted Appraisal Policy/policies.

#### **Staff will:**

- engage with the appraisal process; this includes working with their appraiser to ensure that there is a secure evidence base;
- keep records of their objectives and review them throughout the appraisal cycle;
- share any evidence they consider relevant with their appraiser.

#### **1.4 PAY COMMITTEE AND TERMS OF REFERENCE**

The governing body has delegated its pay powers to the pay committee. Any person employed to work at the school, other than the headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The headteacher must withdraw from that part of the meeting where the subject of consideration is their own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

The relevant terms of reference are:

- ensure that the whole school pay policy is operated in a fair and transparent manner;
- ensure that the criteria set by the whole school pay policy is applied in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions and report the facts of these decisions to the next meeting of the full governing body;
- to recommend to the Governing Body the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion;
- to keep abreast of relevant developments and to advise the governing body when the school's pay policy needs to be revised; and
- to work with the headteacher in ensuring that the governing body complies with the Appraisal Regulations 2012 (teachers).

The decision of the pay committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

## **2. TEACHERS PAY**

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document, as updated. A copy of the STPCD may be viewed online at:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

*Managing Teachers' and Leaders' Pay Advice for maintained schools, MATs, academies and local authorities:*

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

The title of the document is 'Managing Teachers' and Leaders' Pay Advice for maintained schools, MATs, academies and local authorities'.

## **2.1 PAY REVIEWS**

The governing body (through the relevant committee) will ensure that all teachers' salaries are reviewed with effect from 1 September each year, and no later than 31 October (31 December for headteachers). There may be exceptional circumstances where these dates cannot be complied with and in such circumstances the process will be completed without undue delay.

Teachers who are not present at the time of the annual appraisal, for example, due to maternity or adoption leave or long-term sickness absence, will have their appraisal undertaken on their return to work based on evidence of their appraisal prior to their absence.

If absence is planned then as set out below, targets should be re-assessed in order to make them realistic and achievable, and assessed at the appraisal meeting following the return to work.

If absence is unplanned, then the targets set should be assessed at the appraisal meeting following the return to work, based on evidence of their appraisal prior to the absence.

Teachers who, for reasons of maternity or other leave miss significant periods during the cycle, should have their targets reassessed in order to make them more realistic and achievable, while still rigorous, bringing them in line with the school's appraisal cycle.

By 31 October, the governing body will ensure the teacher is provided with a personal written statement setting out their salary and any allowances to which they are entitled, and advising where a copy of the whole school pay policy (including the staffing structure) may be inspected. This will be carried out in accordance with Part 1, paragraph 3.4 of the document.

Pay progression is no longer linked to performance for teachers and leaders however, the statutory requirements to make a pay decision following the completion of the appraisal process remains. Therefore, pay progression after an appraisal review will be automatic. Reviews should be deemed to be successful unless a teacher is within formal Capability proceedings. Pay progression may only be withheld for the time the teacher is being managed within a formal capability process.

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

## **2.2 LEADERSHIP GROUP PAY (PART 2, PARAGRAPHS 4-11, STPCD 2025)**

The governing body will determine a salary for headteachers, deputy headteachers or assistant headteachers in accordance with paragraphs 5 and 9 of the document.

The pay range for members of the leadership group is shown on page 8.

### **Determination of the school's headteacher group**

The governing body will assign the school to a headteacher group in accordance with paragraphs 5, 6 (ordinary schools), 7 (special schools) and 8 (particular cases of the document).

### **Executive Headteachers**

The Headteacher group size for permanent Executive Headteachers is determined by calculating the total unit score for all pupils across all schools.

If a Headteacher is temporarily accountable for more than one school, payment will be calculated in accordance with paragraph 10 of the document.

### **Leadership Pay Range 2025/26**

<b>Reference scale point</b>	<b>Value £</b>
1	61,554
2	62,857
3	64,187
4	65,538
5	66,935
6	68,361
7	69,942
8	71,327
9	72,858
10	74,479
11	76,154
12	77,691
13	79,385
14	81,120
15	82,888
16	84,841
17	86,566
18 (top of Group one)	87,619
18*	88,496

19	90,446
20	92,447
21 (top of Group two)	93,556
21*	94,491
22	96,594
23	98,737
24 (top of Group three)	99,951
24*	100,951
25	103,211
26	105,521
27 (top of Group four)	106,823
27*	107,891
28	110,327
29	112,823
30	115,382
31 (top of Group five)	116,827
31*	117,995
32	120,678
33	123,438
34	126,247
35 (top of Group six)	127,863
35*	129,141
36	132,092
37	135,141
38	138,235
39(top of Group seven)	139,965
39*	141,365
40	144,656
41	148,028
42	151,483
43 (top of Group eight)	153,490

Notes:

<sup>1</sup>- scale point to be used only by schools in Group 1 where it is the maximum value of the headteacher group range for the school

<sup>2-8</sup> – scale point to be used only by schools in Groups 2-8 respectively where it is the maximum value of the headteacher group range for the school

\* - scale points to be used unless the above applies

## **Determination of leadership pay ranges**

The governing body will determine a pay range for headteachers and for deputy headteachers or assistant headteachers in accordance with paragraphs 9.2 to 9.4 of the document.

- When determining the leadership pay range, the governing body will take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the governing body may consider the extent to which the leadership pay range reflects how closely their preferred candidate meets the requirements of the post. The governing body will ensure that there is appropriate scope within the range to allow for pay progression over time.
- The pay committee will ensure that the maximum of the headteacher's pay range and any additional payments made under paragraph 10 do not exceed the maximum of the headteacher group by more than 25%, other than in exceptional circumstances. In exceptional circumstances, the governing body will seek external independent advice before providing such agreement and will support its decision with a business case.
- The pay committee will ensure that the maximum of the deputy or assistant headteacher's pay range does not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6-8.
- The pay committee will consider the determination of a seven point pay range for the headteacher and a five point pay range for the deputy headteacher(s) and assistant headteacher(s).

## **Reassessing the pay of the leadership team**

- Where the Governing Body re-assesses a pay range of a Leadership Post, it will ensure that the process of determining the new remuneration is fair and transparent. There will be a written record made of the reasoning behind the determination.
- Where a Leadership Post vacancy arises, the Governing Body will use the new provisions to determine the pay range for the post and consider whether it is appropriate to re-assess the pay of others in the Leadership Team. Similarly, pay ranges for existing post holders should be reviewed whenever a significant change in responsibilities occurs.
- Governors are advised to seek guidance from their HR provider prior to reviewing or setting Leadership Pay.

## **Determination of temporary payments to headteachers**

The pay committee will consider the use of additional payments, to the headteacher, for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined in accordance with the provisions of paragraphs 10.1-10.4.

### **2.3 PAY PROGRESSION FOR LEADERSHIP GROUP MEMBERS (Paragraph 11)**

The pay committee will review the pay of the headteacher, deputy headteacher(s) and assistant headteacher(s), in accordance with paragraph 11.

- The pay committee will consider annually whether or not to increase the salary of the members of the leadership group who have completed a year of service since the previous pay determination, and if they determine to do so, to what salary within the relevant range set out in paragraphs 4.4 and where applicable, 5.3 and 9.1.
- A recommendation on pay must be made in writing as part of the individual's appraisal report, and in making its decision the pay committee must have regard to this recommendation;
- Teachers on the Leadership pay range will be awarded pay progression unless they are within formal Capability proceedings. 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. Pay progression may only be withheld for the time the teacher is being managed within a formal capability process.

### **2.4 PAY RANGES FOR OTHER CLASSROOM TEACHERS (Part 3, paragraphs 12-19, STPCD 2025)**

#### **2.4.1 Basic Pay Determination on Appointment**

Although governing bodies are no longer required to match a teacher's existing salary on either the main, upper or the unqualified pay scales, governors will seek to ensure that the existing pay point of teachers applying for posts in the school is matched where possible.

#### **2.4.2 Main Pay Range (paragraphs 13 and 19, STPCD 2025)**

In this school all teachers can expect to receive regular and constructive feedback on their performance, and they will be subject to an annual appraisal that recognises their strengths, informs plans for their future development, and

helps to enhance their professional practice. The arrangements for teacher appraisals are set out in the school's appraisal policy.

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

Teachers on the Main Pay Range will be awarded pay progression unless they are within formal Capability proceedings. 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. Pay progression may only be withheld for the time the teacher is being managed within a formal capability process.

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.

The proposed main-scale for 2025-26 is as follows:

#### **ADVISORY MAIN PAY SCALE**

<b>Reference scale point</b>	<b>Value £</b>
1	40,317
2	42,234
3	44,238
4	46,339
5	48,952
6	52,300

#### **2.4.3 Early Career Teachers (ECTs)**

Where possible, decisions on pay progression for early career teachers subject to statutory induction arrangements, will be taken by 31<sup>st</sup> October each year to take effect on 1 September of that year. The school must determine pay recommendation by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012(8). The school 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. (As set out in Part 3, Paragraphs 13 of the STPCD). ECTs should expect to progress at the end of the first year unless significant concerns have been raised in line with the ECT framework and they are subject to being managed within formal Capability proceedings. Pay progression may only be withheld for the time the teacher is being managed within a formal capability process.

#### **2.4.4 Upper Pay Range (UPR) (paragraphs 14 and 19, STPCD 2025)**

Qualified teachers who have been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with the school's upper pay range:

<b>Reference Scale Point</b>	<b>Value £</b>
1	57,632
2	60,464
3	62,496

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

Pay progression is no longer related to performance for teachers and leaders however, the statutory requirements to make a pay decision following the completion of the appraisal process remains. Therefore, pay progression after an appraisal review will be automatic. Reviews should be deemed to be successful unless a teacher is within formal Capability proceedings. Pay progression may only be withheld for the time the teacher is within formal Capability proceedings.

#### **2.4.5 Leading Practitioner Posts (paragraph 16, STPCD 2025)**

We do not have Leading Practitioner Posts at Newfield.

#### **2.5 Pay for Unqualified Teachers (paragraph 17, STPCD 2025)**

We do not have Unqualified Teachers at Newfield

An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill.

The school's pay range for an unqualified teacher is:

<b>Reference Scale Point</b>	<b>£</b>
1	28,343
2	30,935
3	33,528
4	35,814
5	38,402
6	40,994

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

Teachers on the Unqualified Pay Range will be awarded pay progression unless they are within formal Capability proceedings. 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. Pay progression may only be withheld for the time the teacher is within formal Capability proceedings.

Any pay points awarded to unqualified teachers are permanent, while the teacher remains in the same post or takes up a new one at this school.

Unqualified teachers are not eligible for teaching and learning or special educational needs allowances.

The governing body will not under any circumstances determine a salary for an unqualified teacher outside of the unqualified teacher pay spine.

Upon obtaining qualified teaching status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers. Further guidance on payments for teachers who achieve QTS retrospectively can be found in the STPC document.

### **2.5.1 Unqualified Teachers' allowance (paragraph 22, STPCD 2025)**

The governing body has the discretion to award an additional allowance to an unqualified teacher where it considers that, in the context of its staffing structure the teacher has 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 where the teacher holds qualifications or experience which bring added value to the role being undertaken.

We do not have unqualified teachers at Newfield.

### **2.6 MOVEMENT TO THE UPPER PAY RANGE (paragraph 15, STPCD 2025)**

It is the responsibility of teachers to decide whether they wish to apply to be paid on the Upper Pay Range (UPR).

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. 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.

Determinations as to whether a teacher progresses to the upper pay range will be made in accordance with paragraph 15 of the STPCD 2025 and the process set out in this pay policy.

An application from a qualified teacher will be successful where the governing body is satisfied that the teacher has evidence of high performance in this school in the previous two years, which shows i) that the teacher is highly competent in all elements of the teachers standards and ii) that their achievements and contribution to the school are substantial and sustained.

In this school, a teacher will be eligible to apply for progression where the teacher can satisfy the criteria mentioned in the above paragraph.

All applications should be based on the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay from the reviewer. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Further evidence can be produced as appropriate at the discretion of the headteacher. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

### **2.6.1 Process:**

One application may be submitted annually. The closing date for applications is normally each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave, sick leave or other long term leave. The process for applications is:

- Complete the school's UPR application form (Appendix 2). Submit the application form and supporting evidence to the headteacher by the cut-off date of 17<sup>th</sup> October.
- Under the 2011 or 2012 regulations, all applications should include the results of reviews or appraisals (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria);

- Any qualified teacher, regardless of their position on the main pay range, can apply to move onto the upper pay range (e.g. appraisals whilst a teacher was paid at M3 and M4 or M5 and M6 could be used as evidence as part of a UPS application). You will receive notification of the name of the assessor of your application within 5 working days:
- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body.
- The application, evidence and recommendation will be passed to the headteacher for moderation purposes (particularly where the headteacher is not the assessor).
- The pay committee will make the final decision, advised by the headteacher;
- Teachers will receive written notification of the outcome of their application by 14<sup>th</sup> November as long as the Pay Committee has met by this date. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 1 of this pay policy.

### **2.6.2 Assessment:**

Decisions will be made on the basis of two successful performance management reviews/appraisals.

The teacher will be required to meet the criteria set out in paragraph 15 of the Document, namely that:

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

In this school, this means:

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

- “*Substantial*”: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.
- “*Sustained*”: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period.

Teachers may apply to be considered for progression to the upper pay range once a year. Applications should be submitted to the headteacher between 1 September and 17 October in any year.

If a teacher is simultaneously employed at another school, 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 decisions made by another school.

Progression to the upper pay range is permanent, while the teacher remains in the same post or takes up another post in this school.

It is important to avoid confusing or conflating the criteria and factors for the award of TLR payments with the criteria for movement to the upper pay range, both within the context of objective-setting and when making pay decisions.

## **2.7 ALLOWANCES FOR CLASSROOMTEACHERS (Part 4, paragraphs 20-22, STPCD 2025)**

### **2.7.1 Teaching and Learning Responsibility Payments (TLR’s)**

The pay committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 47 - 54 of the Section 3 guidance.

The TLR 1 or 2 will be for a clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 20.4-20.5, see text below:

Before awarding any TLR 1 or 2 payment, the governing body must be satisfied that the role includes 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 teacher's assigned classes or groups of pupils; and
- e. involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

TLR 1:

The annual value of a TLR1 must be no less than £10,174 and no greater than £17,216

There are no TLR 1 posts at Newfield.

TLR 2:

The annual value of a TLR2 must be no less than £3,527 and no greater than £8,611

At Newfield TLR2 posts are paid at:

2A £3,527

2B £5,868

The pay committee may award a TLR3 of between £702 to £3,478 for clearly time-limited school improvement projects, or one-off externally driven responsibilities, as set out in paragraph 20.3 of the Document. The governing body will set out in writing to the teacher the duration of the fixed term role, and the amount of the award that will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges, or to limit the number of TLR 1 or TLR2 posts in the staffing structure.

### **2.7.2 Special Educational Needs (SEN) Allowance**

**There are no SEN Allowances at Newfield**

## **2.8 ADDITIONAL ALLOWANCES AND OTHER PAYMENTS (PART 4, PARAGRAPHS 23-29, STPCD 2025)**

### **2.8.1 Acting Allowances**

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with paragraph 23 of the Document. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence. Any teacher who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the head's Individual Salary Range (ISR), deputy head range or assistant head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

### **2.8.2 Additional payments**

In accordance with paragraph 26 of the Document and paragraphs 60-69 of the Section 3 guidance, the relevant body may make payments as they see fit to a teacher, including a headteacher in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity agreed between the teacher and the headteacher or, in the case of the headteacher, between the headteacher and the relevant body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the headteacher relating to the raising of educational standards to one or more additional schools.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 26 of the Document where advised by the head. Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

### **2.8.3 Recruitment and retention incentive benefits**

The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the Document and paragraphs 70 -72 of the Section 3 guidance).

The pay committee will consider exercising its powers under paragraph 27 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant teaching staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

Headteachers, deputy headteachers and assistant headteachers will not be awarded payments under paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – will be taken into account when determining the pay range.

#### **2.8.4 Residential Duties**

The pay committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

#### **2.8.5 Honoraria**

The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the 2025 STPCD for the payment of bonuses or honoraria in any circumstances.

### **2.9 PART-TIME TEACHERS (Part 6, paragraph 41-42)**

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

### **2.10 SHORT NOTICE/SUPPLY TEACHERS (Part 6, paragraph 43)**

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 and according to the provisions in the STPCD.

### **2.11 PAY INCREASES ARISING FROM CHANGES IN THE DOCUMENT**

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time. Pay uplifts will be applied across the pay ranges as set out in this document.

## **2.12 SAFEGUARDING**

The governing body will operate salary safeguarding arrangements in line with the provisions of the 2025 STPCD.

## **2.13 SALARY SACRIFICE ARRANGEMENTS (PARAGRAPH 299)**

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and their gross salary shall be reduced accordingly, in accordance with the provisions of Section 3, paragraph 73 of the Document.

## **3. APPEALS PROCEDURE**

The governing body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out in appendix one of this pay policy.

## **APPENDIX ONE: MODEL APPEALS PROCEDURE**

A member of staff may seek a review of any determination in relation to their pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that effects their pay.

Appeals may be made on the grounds that the person or committee by whom the decision was made has:

- (a) incorrectly applied the school's pay policy
- (b) incorrectly applied any provision of the STPCD
- (c) failed to have proper regard to statutory guidance
- (d) failed to take proper account of relevant evidence
- (e) took account of irrelevant or inaccurate evidence
- (f) was biased or,
- (g) unlawfully discriminated against the teacher

This list is not exhaustive.

The procedure for considering appeals is as follows:

Where incremental progression is not awarded, the member of staff will receive written confirmation of their pay determination and the basis upon which the decision was made.

### **Stage one - Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation**

1. If the member of staff is not satisfied with a pay recommendation, the employee should seek to resolve this by discussing the matter informally with the decision maker within ten working days of the Performance Management/Appraisal meeting where the pay recommendation was shared.
2. Where this is not possible, or where the staff member continues to be dissatisfied with the decision, the employee may follow a formal appeal process.

### **Stage two – a formal representation to the person or governors' committee making the pay determination**

3. The staff member should set down in writing the grounds for questioning the pay decision and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or the outcome of the informal discussion referred to above.
4. The committee or person who made the determination should arrange a hearing, without undue delay, at which they will consider the appeal and give the

staff member an opportunity to make representations in person. The teacher will be given the opportunity to make representations, including presenting evidence, calling witnesses, and the opportunity to ask questions with the person (or governors' committee) who will make the pay determination. Following the hearing the employee should be informed in writing of the decision and the right to appeal. The deadline for any appeal will be ten working days from receipt of written confirmation of the decision.

### **Stage 3 – a formal appeal hearing with an appeals panel of governors**

5. Any further appeal should be heard by a panel of three (or in exceptional circumstances two) governors who were not involved in the original determination without undue delay. The member of staff will be given the opportunity to make representations in person. In the hearing before governors, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses; the parties will also be able to question each other. The decision of the appeal panel will be given in writing and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision. The decision of the governors at this hearing will be final.

At all hearings under formal procedures the staff member is entitled to be accompanied by a colleague or trade union representative.

Pay appeals should be formally clerked and a note of proceedings should be produced.

Schools are advised to ensure they obtain timely advice from their HR provider upon receipt of any pay appeals and throughout the formal process.

## APPENDIX TWO: APPLICATION TO BE PAID ON THE UPPER PAY RANGE

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### Personal Information:

Name:	Job Title:
School:	Date of application:
Date of last application:	Current salary:

### Written Statement:

Please attach evidence in support of your application (e.g. appraisal reports, lesson observations, under the 2011 or 2012 regulations, all applications should include the results of reviews or appraisals (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).

Use the space below if you would like to write a brief statement about how you meet the criteria. This is not essential but may help with the assessment of your application.

(Continue on additional sheets if needed)

### Declaration

I believe at the date of this request for assessment that I meet the eligibility criteria and I have submitted evidence to this effect.

Signed (applicant):

Date:

## **APPENDIX THREE: TEACHERS' STANDARDS**

### **Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **Part One: Teaching**

#### **A teacher must:**

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

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well structured lessons**

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

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

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

#### **6. Make accurate and productive use of assessment**

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

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.