

SCHOOL TEACHERS’ MODEL PAY POLICY 2025-26

Human Resources and Organisational Development



CHANGES

1st March 2010: Policy Implemented

June 2010: Styling revised in line with corporate guidelines

February 2011: updated with additional paragraphs inserted in Introduction

November 2011: updated

November 2012: updated

June 2013: updated to incorporate 2013 STPCD changes

August 2014: updated to incorporate 2014 STPCD changes

September 2015: updated to incorporate 2015 STPCD changes

September 2016: updated to incorporate 2016 STPCD changes

September 2017: updated to incorporate 2017 STPCD changes

September 2018: updated to incorporate 2018 STPCD changes

September 2019: updated to incorporate 2019 STPCD changes

September 2020: updated to incorporate 2020 STPCD changes

September 2021: updated to incorporate 2021 STPCD changes

September 2022: updated to incorporate 2022 STPCD changes (includes STPCD (Amendment) Order 2023)

September 2023: updated to incorporate 2023 STPCD changes. Policy implementation 3 November 2023 for individual Governing Bodies to adopt, following formal consultation with the Teaching Unions.

September 2024: updated to incorporate 2024 STPCD changes relating to the 2024 pay award and the removal of performance related pay as a requirement in the Document. Policy implementation 14 November 2024 for individual Governing Bodies to adopt, following formal consultation with the Teaching Unions.

September 2025: updated to incorporate 2025 STPCD changes. Policy implementation 20th October 2025 for individual Governing Bodies to adopt, following formal consultation with the Teaching Unions.

Contacts

If you have any questions regarding this policy please contact the school's HR Provider.

This model policy has been written for Local Authority Community schools and nurseries and Voluntary Controlled schools.

CONTENTS

School Teachers' Pay Policy – 1 September 2025 to 31 August 2026	6
1. INTRODUCTION	6
2. BASIC PRINCIPLES.....	6
3. APPRAISAL and pay recommendations	6
4. THE PAY COMMITTEE.....	7
5. PAY REVIEWS.....	7
5.2. Advisory Pay Points for Main and Upper Pay Ranges 2025-26	8
5.3. Teachers who are on maternity or long-term sickness absence.....	8
6. USE OF DISCRETIONS IN BASIC PAY	8
6.1. HEADTEACHERS	8
6.1.1. For existing Headteachers	8
6.1.2. For appointments to Headteacher or the wider leadership team.....	8
6.2. DEPUTY/ASSISTANT HEADTEACHERS.....	9
6.2.1. Pay on appointment.....	9
6.2.2. Serving Deputy/Assistant Headteachers.....	10
6.3. CLASSROOM TEACHERS.....	10
6.3.1. Pay on appointment of newly appointed teachers at the school	10
6.3.2. Pay determinations for main pay range teachers, effective from 1 September 2025	11
6.3.3. Progression through the main pay range.....	11
6.3.4. Progression to the Upper Pay Range	12
6.3.5. Assessment.....	12
6.3.6. Pay determinations for upper range teachers, effective from 1 September 2025	13
6.3.7. Progression through the Upper Pay Range.....	13
6.4. LEADING PRACTITIONER POSTS (above the Upper Pay Range).....	14
6.4.1. Pay on appointment.....	15
6.4.2. Pay determinations with effect from 1 September 2025	15
6.5. UNQUALIFIED TEACHERS	16
6.5.1. Pay on appointment.....	16
6.5.2. Pay determinations effective from 1 September 2025	16
7. DISCRETIONARY ALLOWANCES AND PAYMENTS	16
7.1. Teaching and Learning Responsibility Payments.....	16
7.2. Special Educational Needs (SEN) Allowances.....	17
8. Working Time.....	18
8.1. Part-time teachers.....	18

8.2.	Short notice/supply teachers	18
8.3.	Flexible Working	18
9.	ADDITIONAL PAYMENTS	18
9.1.	Out of school hours learning activities.....	19
9.2.	Recruitment and Retention Incentive Benefits	19
9.3.	Salary Sacrifice	20
9.4.	Residential duties.....	20
9.5.	Safeguarding	20
	Appendix A: Staff Structure.....	21
	Appendix B: Procedure for Pay Appeals Hearing	22
	Appendix C: SEN Allowances Guidance	24
	Arrangements for SEN Allowances - Guidance for Schools	24
	The Criteria.....	24
	Assessment of Appropriate Allowance Values.....	24
	Mandatory Qualifications.....	24
	Appendix D: Summary - DfE GUiDance on Managing teachers' and leaders' pay September 24	25
	Appendix E: STPCD 2025 - Discretionary leadership reference points 2025/26	26

BACKGROUND

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” – normally Governing Bodies, but Local Authorities (LAs) in some instances – to make pay decisions. The School Teachers’ Pay and Conditions Document (hereafter the ‘Document’ or ‘STPCD’) has since September 2004 placed a statutory duty on schools and Local Authorities to have a pay policy in place which sets out the basis on which they determine teachers’ pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions. The DfE have issued further guidance, [Managing teachers’ and leaders’ pay](#). A summary is available at Appendix D.

When taking pay decisions, schools must have regard both to their pay policy and to the teacher’s particular post within the staffing structure. A copy of the staffing structure should be attached to the pay policy at Appendix A.

This model pay policy recommends a structure for schools to follow and covers all key areas of pay discretion that schools need to consider. Some items – such as the residential allowance – will clearly only apply to some establishments. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability. The pay and performance management policies should make clear the school’s compliance with the following:

[The Equality Act 2010](#); [The Employment Rights Act 1996](#); [The Employment Relations Act 1999](#); [The Employment Act 2002](#); [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#); [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#); [The Education Act 2002](#); [The Employment Act 2008](#); [The Agency Workers Regulations 2011](#) and [the Data Protection Act 2018](#).

Headteachers and Governing Bodies should consult staff and unions on their pay policy and review it each year, or when other changes occur to the ‘Document’, to ensure that it reflects the latest legal position. Schools must not directly discriminate against anyone because of a relevant protected characteristic. Protected characteristics are set out in Section 4 of the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy (including maternity leave), race, religion or belief, gender and sexual orientation.

The pay policy should comply with the current ‘Document’ and the accompanying statutory guidance. In the event of any inadvertent contradictions, the ‘Document’ and guidance will take precedence.

This model pay policy only covers schoolteachers, whose statutory pay and conditions of service fall under the terms of the ‘Document’. It does not cover support staff, who have their own pay determination mechanism, or Centrally Employed Teachers, who are covered under a separate policy.

In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the ‘Document’, relevant bodies should also ensure these are set in accordance with the school’s staffing structure.

SCHOOL TEACHERS' PAY POLICY – 1 SEPTEMBER 2025 TO 31 AUGUST 2026

The Governing Body of Cann Bridge School adopted this policy on 23rd October 2025.

1. INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (hereafter the 'Document' or 'STPCD') and has been consulted on with staff and the recognised trade unions.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school,
- support the recruitment and retention of a high-quality teacher workforce,
- enable the school to recognise and reward teachers appropriately for their contribution to the school,
- help to ensure that decisions on pay are managed in a fair, just and transparent way.

2. BASIC PRINCIPLES

All teachers employed at the school are paid in accordance with the statutory provisions of the STPCD as updated from time to time. A copy of the latest version may be found in the school office or is available [here](#). All pay-related decisions are made taking full account of the school improvement plan and teachers and unions have been consulted on this policy.

All pay related decisions are taken in compliance with [The Equality Act 2010](#); [The Employment Rights Act 1996](#); [The Employment Relations Act 1999](#); [The Employment Act 2002](#); [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#); [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#); [The Education Act 2002](#); [The Employment Act 2008](#); [The Agency Workers Regulations 2011](#) and [the Data Protection Act 2018](#).

The process for making decisions on the pay of teachers at the school is as follows:

The Pay Committee is made up of two Governors who receive a report from the Headteacher on pay progression following the appraisal process. The pay committee report on their decision to the Full Governing Body (FGB). Following the Headteachers appraisal, governors report to the Pay Committee on their recommendations. This is then reported to the FGB that the pay process has been undertaken and completed.

Plymouth City Council expects individual Governing Bodies to adopt this policy, and thus the STPCD. If a Governing Body chooses to deviate from this policy, the Chair of Governors should contact the Council's HR Consultancy team in the first instance. In such a situation, an alternative consultation would need to be enacted; however, there is no established mechanism currently in place to facilitate this.

3. APPRAISAL AND PAY RECOMMENDATIONS

The Governing Body will ensure appropriate arrangements for linking appraisal to pay recommendations are in place, can be applied consistently, and that pay decisions can be justified. The headteacher will:

- develop clear arrangements for linking appraisal to pay recommendations and consult with staff and school union representatives on the school's appraisal and pay policies,
- submit any updated appraisal and pay policies to the governing body for approval,
- ensure effective appraisal arrangements are in place and appraisers have the knowledge and skills to apply procedures fairly,
- moderate objectives, appraisal outcomes and initial pay recommendations to ensure consistency and fairness,
- use only evidence that is available through the appraisal process,
- ensure that teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior management team.

At Cann Bridge School all teachers can expect to receive regular, constructive feedback on their performance, and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

4. THE PAY COMMITTEE

The Governing Body delegates to a Committee, referred to from this point as the Pay Committee, the administration and implementation of the Pay Policy.

The Pay Committee will be set up as a "first" committee to allow for appeals, or second committee to follow, if necessary.

The terms of reference for the Pay Committee are as follows:

The Pay Committee will review the staffing establishment of the school at least once a year as part of the School Improvement Plan. This review will take place before the Governing Body determines the budget for the following year so as to take account of any recommendations by the Pay Committee which carry financial implications.

The Pay Committee will assess the salary levels of individual members of staff at least once a year, in accordance with the Pay Policy and in relation to the School Development/Improvement Plan. During this process it will determine the salaries to be paid to all members of staff.

5. PAY REVIEWS

The Governing Body will ensure every teacher's salary is reviewed annually with effect from 1 September (and no later than 31 October; for headteachers, no later than 31 December) and a written statement provided setting out their salary and any other financial benefits to which they are entitled and the basis on which it was decided. 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.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

5.1. September 2025 Pay Award

In line with the recommendations in the STRB's 35th Report, from 1 September 2025:

- A 4% increase will be applied to all pay and allowance ranges and advisory points

- All pay uplifts will be backdated to 1 September 2025.

5.2. Advisory Pay Points for Main and Upper Pay Ranges 2025-26

In order to facilitate pay progression decisions, to support a transparent and coherent career pathway, and to assist with recruitment and retention, advisory pay points for the main and upper pay ranges have been set out below. The advisory points are not mandatory; however, the Department for Education encourages schools to use them in their decision-making, as do the joint trade unions. As the end employer, Plymouth City Council therefore encourages its maintained schools to adopt them.

5.3. Teachers who are on maternity or long-term sickness absence

For teachers who are on maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression because of her maternity. When a teacher returns to work from maternity leave, the school must give her any pay increases that she would have received, following appraisal, had she not been on maternity leave.

It is advised that schools need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year.

When making pay decisions, schools should ensure that they avoid discriminating against teachers on the grounds of their protected characteristics and ensure that part time teachers and those teachers on fixed term contracts are not treated less favourably.

6. USE OF DISCRETIONS IN BASIC PAY

6.1. HEADTEACHERS

6.1.1. For existing Headteachers

The Governing Body will determine the salary of an existing headteacher in accordance with the STPCD. The Governing Body will delegate to the Pay Committee, the following responsibilities:

- the Pay Committee will review the headteacher's pay and may award up to two performance points where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the head teacher's most recent appraisal report.
- As per the Appraisal Regulations 2012 and the schools' model appraisal policy, the Governing Body must appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the head teacher.
- the Pay Committee may review the headteacher's pay within the group range for the school, as at 1 September, or at any time if they consider it is necessary where there have been significant changes to responsibilities, in accordance with the STPCD.
- if the headteacher takes on temporary accountability for one or more additional schools, the Pay Committee will consider awarding a discretionary payment, in accordance with the STPCD.

6.1.2. For appointments to Headteacher or the wider leadership team

The statutory pay range for members of the leadership group, as per STPCD 2025 is:

Leadership Pay Scale Range 2025/26	
Minimum	£51,773
Maximum	£143,796

The discretionary leadership reference points for 2025/26 are available at Appendix E.

For new appointments made after 1 September 2014 to a Headship or the wider leadership team, new arrangements were introduced in the STPCD 2014.

The following three stage process should be adopted when setting the pay for new appointments to headship or the wider leadership team. The three stage process offers Governing Bodies substantial flexibility to set pay at the level needed to attract headteachers and other members of the leadership team by systematically considering the circumstances of the role before advertising the post.

The three stages are:

- Stage 1 - Defining the role and determining the headteacher group
- Stage 2 - Setting the indicative pay range
- Stage 3 - Deciding the starting salary and individual pay range

Governing Bodies should ensure that decisions and the reasons for them are well documented at every stage. All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.

If, after review, following significant changes to the responsibilities of the post in accordance with STPCD, the Pay Committee makes a determination to change the headteacher's group, it will determine the head teacher's IPR within the headteacher group range for the school. The Governing Body will need to agree to the change, taking into account the particular school's circumstances and context, and the extent to which any change should be regarded as 'significant'.

If the head teacher takes on permanent accountability for one or more additional schools, the Pay Committee will determine an IPR, in accordance with the STPCD.

If the Governing Body considers circumstances warrant it, the indicative pay range can be set with a maximum of up to 25% above the top of the relevant headteacher group range. Above this limit in exceptional circumstances, external independent advice must be sought and a business case must be made and agreed by the full Governing Body. Following this, an indicative range will be set and this information included in the recruitment details for the post.

The above three stage process for head teachers should also be applied when a leadership vacancy arises, or if there have been significant changes to responsibilities on or after that date.

Further guidance, including detailed information on the Three Stage process can be found in the DfE Guidance, [Managing Teachers' and Leaders' Pay](#).

6.2. DEPUTY/ASSISTANT HEADTEACHERS

6.2.1. Pay on appointment

The Governing Body will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

- the Pay Committee will determine a pay range in accordance with the STPCD, taking account of the role of the deputy/assistant head teacher set out in the Document,
- the Pay Committee will record its reasons for the determination of the deputy/assistant head pay range,

- the Pay Committee may exercise its discretion to secure the appointment of its preferred candidate, but the maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school, calculated as per STPCD 2025 paragraph 9.4. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances,
- the Pay Committee may exercise its discretion where there are recruitment issues,
- Stages 2 and 3 of the three-stage process outlined above should be used for appointments made on or after 1 September 2014.

6.2.2. Serving Deputy/Assistant Headteachers

- the Pay Committee will review pay and may award up to two points where there has been sustained high quality of performance, having regard to the results of the recent appraisal and to any recommendation on pay progression recorded in the deputy/assistant head's most recent appraisal report.
- the Pay Committee will review and, if necessary, re-determine the deputy/assistant head pay range where there has been a significant change in the responsibilities of the serving deputy/assistant headteacher,
- the Pay Committee may review the deputy head pay range at any time with the purpose of maintaining appropriate differentials. Individual cases can be discussed with the school's HR Provider.

Where an individual is not subject to the 2012 regulations, in order to reach a decision on whether or not to award pay progression, the headteacher, on behalf of the Pay Committee, must seek to agree objectives with the individual relating to school leadership and management and pupil progress. In the absence of such agreement, the headteacher must set such objectives, and must appraise the performance of the individual taking account of those objectives.

6.3. CLASSROOM TEACHERS

6.3.1. Pay on appointment of newly appointed teachers at the school

The Governing Body will determine the starting salary of a vacant classroom teacher post on the main pay range or upper pay range, having regard to:

- the specific nature and requirements of the post,
- any specialist knowledge and/ or experience required for the post,
- the experience required to undertake the specific duties of the post,
- the wider school context (excluding extra curricular activities.)

The Governing Body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school; whilst there is no longer any statutory requirement to match teachers' previous salaries (pay portability) when they are applying for a post in a different school, schools are free to do so if they choose.

6.3.2. Pay determinations for main pay range teachers, effective from 1 September 2025

The school has adopted the recommended main pay scale advisory points as outlined by the School Teachers' Review Body in their 35th Report 2025. Therefore, the pay rates for main pay scale teachers in this school are:

Main Pay Scale Pay Range 2025/26	
M1	£32,916
M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6	£45,352

6.3.3. Progression through the main pay range

The Governing Body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous pay determination and, if so, to what salary within the relevant pay ranges as set out in STPCD 2025, paragraph 13.1.

The Pay Committee will be advised by the headteacher in making all such decisions. Any decisions (i.e. no movement, one point, more than one point) will must be in line with the school's appraisal policy and the Pay Committee must be able to justify its decisions.

Pay progression will be determined, in accordance with paragraph 19.2 STPCD 2025, subject to the following:

- A recommendation on pay must be in writing as part of the teacher's appraisal report, and, in making their decision, the Governing Body must have regard to this recommendation.
- Pay progression may only be withheld where a teacher is subject to capability proceedings.
- In the case of early career newly qualified teachers (ECTs), the Pay Committee must do so by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The Pay Committee must also ensure that the new ECTs' processes 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.

Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

If the evidence shows that a teacher has exceptional performance, the Governing Body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of 2 points.

Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, evidence could show:

- an increasing positive impact on pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning;
- work with external bodies and agencies;

- an increasing impact on the effectiveness of staff and colleagues.

Schools can determine the range and level of evidence that is appropriate for pay determination purposes, but that decision must be taken in the context of minimising bureaucracy and workload considerations, as per DfE Guidance. Schools need to ensure that evidence used in the performance management process relates directly and explicitly to the formal appraisal process with the objectives and standards that have been agreed with the teacher.

Teachers' performance should be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. It is not necessary for schools to adopt rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers, and teachers should not be expected to routinely provide evidence that they meet all the standards.

Teachers should receive constructive feedback on their performance throughout the year, as per DfE Guidance. Further information, including sources of evidence is contained in the school's appraisal policy.

6.3.4. Progression to the Upper Pay Range

From 1 September 2013, any qualified teacher can apply to be paid on the upper pay range (UPR) at least once a year in line with the school's pay policy. 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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of appraisals under the Appraisal Regulations 2012, including any recommendation on pay. Where such information is not applicable or available, 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. All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or where that information is not applicable or available, a statement and summary of written evidence to demonstrate that the applicant has met the assessment criteria).

Applications should be submitted to the headteacher by 31st October and should contain evidence from the previous two years. 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 three-year period before the date of application, from this school and other schools, in support of their application.

6.3.5. Assessment

In order to be eligible to be assessed, teachers must have Qualified Teacher Status (QTS). There are no barriers to movement onto the Upper Pay Range connected to length of service and no requirement to be at the top of the Main Pay Range.

The Governing Body will assess any such application received and make a determination in line with their pay policy on whether the teacher meets the criteria below (paragraph 15.2 STPCD 2025):

- that the teacher is highly competent in all elements of the relevant standards, and
- that 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 in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown consistently over the relevant period.

Further information, including information on sources of evidence, is contained within the school’s appraisal policy.

6.3.6. Pay determinations for upper range teachers, effective from 1 September 2025

The school has adopted the recommended upper pay scale advisory points as outlined by the School Teachers’ Review Body in their 35th Report 2025. Therefore, the pay rates for upper pay scale teachers in this school are:

Upper Pay Scale 2025/26	
UPS1	£47,472
UPS2	£49,232
UPS3	£51,048

6.3.7. Progression through the Upper Pay Range

The Governing Body must consider annually whether or not to increase the salary of upper pay scale teachers who have completed a year of employment since the previous pay determination and, if so, to what salary within the pay range as set out in STPCD 2025, paragraph 14.1.

A recommendation on pay must be in writing as part of the teacher’s appraisal report and, in making their decision, the Governing Body must have regard to this recommendation.

Where it is clear from the evidence that the teacher’s performance is exceptional in relation to the criteria set out above (see ‘Application to be Paid on the Upper Pay Range’), and where the teacher has met or exceeded their objectives, the Pay Committee will use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR.

In making such a determination, it will take into account:

- paragraph 14 and the criteria set out in paragraph 14.2 of the STPCD 2025,
- the evidence base, which should show that the teacher has had a successful appraisal and has made good progress towards objectives,
- evidence that the teacher has maintained the criteria set out in paragraph 15.2; namely that the teacher is highly competent in all elements of the relevant standards and that the teacher’s achievements are substantial and sustained. The meaning of these criteria is set out above.

Further information, including sources of evidence, is contained within the school’s appraisal policy.

The Pay Committee will be advised by the headteacher in making all such decisions, and will be able to objectively justify its decisions.

6.4. LEADING PRACTITIONER POSTS (above the Upper Pay Range)

Schools can create posts whose primary purpose is the modelling and leading improvement of teaching skills and that are paid above the maximum of the upper pay range.

The pay range for Leading Practitioners is a wide one. Schools need to determine an individual post range for each post within the minimum and maximum of the overall range which is set out in the STPCD (see below).

When determining the individual salary range, schools should take into account the challenge and demands of an individual post and be mindful of internal pay relativities. If a school creates more than one such post, the individual post ranges should be determined separately for each post and need not be identical. Salaries are for specific posts and will not be portable between different schools or different posts within the same school.

Teachers on the leading practitioner pay range should exhibit exemplary teaching skills, lead the improvement of teaching skills in their school, and carry out the professional responsibilities of a teacher other than a headteacher, including those responsibilities delegated by the headteacher. Time should be allocated for teachers to discharge additional responsibilities.

Teachers on the pay range for leading practitioners should take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- coaching, mentoring and induction of teachers, including trainees and ECTs;
- undertaking a National Professional Qualification (NPQ);
- disseminating materials and advising on practice, research and continuing professional development provision;
- assessment and impact evaluation, including through demonstration lessons and classroom observation;
- supporting the school or groups of schools in provision of high-quality schemes of work to reduce workload, as recommended in the independent report on eliminating unnecessary workload related to planning and resources;
- helping teachers who are experiencing difficulties.

They may also be required to take on this role in other schools or in relation to teachers from other schools.

There are no national criteria for appointment to these posts, except that the teachers must have QTS. However, successful candidates will normally be expected to have a sustained track record of successful performance as a teacher on the Upper Pay Range, have demonstrated excellence in teaching, and have contributed to leading the improvement of teaching skills.

Schools will normally be expected to advertise any vacancies and appoint candidates in the same way that they do for other vacancies.

When determining the role of leading practitioner in the school, additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement (as above);

- the improvement of teaching within the school (and within the wider school community) which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as training and development and leading on whole school development.

6.4.1. Pay on appointment

The Pay Committee will determine a pay range for each leading practitioner post in accordance with the STPCD, within the minimum and maximum ranges.

Leadership Practitioner Pay Range 2025/26	
Minimum	£52,026
Maximum	£79,092

When determining the individual salary range, schools should take into account the challenge and demands of an individual post and be mindful of internal pay relativities. If a school creates more than one such post, the individual post ranges should be determined separately for each post and need not be identical. Schools should consult the [Managing Teachers and Leaders Pay 2025](#) document for guidance.

6.4.2. Pay determinations with effect from 1 September 2025

The headteacher will agree appraisal objectives for the leading practitioner.

The Pay Committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay. Where it is clear from the evidence that the leading practitioner's performance is exceptional, the Pay Committee may award enhanced pay progression of 2 points.

The evidence should show the leading practitioner:

- has made good progress towards their objectives,
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within the school and within the wider school community, if relevant,
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement,
- is highly competent in all aspects of the Teachers' Standards,
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

"Highly competent" and "substantial" are defined in section 6.3.5.

Further information, including sources of evidence, is contained within the school's appraisal policy.

The Pay Committee will be advised by the headteacher in making all such decisions and will be able to objectively justify its decision.

6.5. UNQUALIFIED TEACHERS

The school has adopted the recommended unqualified teacher advisory points as outlined by the School Teachers' Review Body in their 35th Report 2025. Therefore, the pay rates for unqualified teachers in this school are:

Unqualified Teacher Pay Scale 2025/26	
1	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,667
6	£35,259

6.5.1. Pay on appointment

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

6.5.2. Pay determinations effective from 1 September 2025

The Pay Committee shall have regard to the results of the unqualified teachers' appraisal, including the pay recommendation, when exercising any discretion in relation to their pay. Pay progression may only be withheld where a teacher is subject to capability proceedings.

If the evidence shows that a teacher has exceptional performance, the Governing Body will award enhanced pay progression of 2 points.

Judgments will be properly rooted in evidence.

As unqualified teachers move up the range, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- working with external bodies and agencies
- an increasing impact on the effectiveness of staff and colleagues

Information on sources of evidence is contained within the school's appraisal policy.

The Pay Committee will be advised by the headteacher in making all such decisions and must be able to objectively justify its decisions.

7. DISCRETIONARY ALLOWANCES AND PAYMENTS

7.1. Teaching and Learning Responsibility Payments

The Pay Committee may award a TLR to a classroom teacher. TLR 1 or 2 payments will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the

purpose of ensuring the continued delivery of high-quality teaching and learning. 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 in the STPCD.

The Pay Committee may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The fixed term for which they are to be awarded must be established at the outset of the award. The Pay Committee should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic. The Governing Body will set out in writing to the teacher the duration of the fixed term and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.

The Pay Committee will determine reference points in respect of TLR payments within the minimum and maximum ranges.

Teaching and Learning Responsibilities (TLRs) Range 2025/26		
Name	Minimum	Maximum
TLR1	£10,174	£17,216
TLR2	£3,527	£8,611
TLR3	£702	£3,478

The TLR payments in this school are as follows:

Teaching and Learning Responsibilities (TLRs) Amounts 2025/26	
Name	Amount
TLR1A	£10,174
TLR1B	£13,675
TLR1C	£17,216
TLR2A	£3,527
TLR2B	£5,871
TLR2C	£8,611

7.2. Special Educational Needs (SEN) Allowances

The Pay Committee will award a SEN spot value allowance within the minimum and maximum ranges for any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

Special Educational Needs Allowance (SEN) Range 2025/26	
Minimum	£2,787
Maximum	£5,497

When deciding on the amount of the allowance to be paid, the Governing Body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post, and the relative demands of the post. The Governing Body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

The Special Educational Needs Allowance (SEN) payments in this school are as follows:

Special Educational Needs Allowance (SEN) Amounts 2025/26	
Name	Amount
SEN1	£2,787
SEN2	£5,497

8. WORKING TIME

8.1. Part-time teachers

The Governing Body will apply the provisions of the document in relation to part-time teachers' pay and working time, in accordance with the STPCD.

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 Body will give part-time teachers 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.

8.2. Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis must be paid on a daily basis in accordance with the provisions of the 2025 STPCD 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.

A teacher to whom the above paragraph applies and who is employed by the same Authority throughout a period of 12 months beginning in August or September must not be paid more by way of remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

8.3. Flexible Working

All employees, including teachers, have the statutory right to make a request for flexible working from the first day of employment. Further guidance is available in the Flexible Working Policy.

9. ADDITIONAL PAYMENTS

The Pay Committee may consider payments as they see fit to a teacher, other than 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 may consider making additional payments to teachers where advised by the headteacher.

Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary for the 2025-25 academic year.

The Governing Body recognises the STPCD makes no provision for bonus or honorarium payments to teachers and specifically excludes such payments from this policy.

For headteachers, additional payments advice can now be found in Stage 2 of the new three Stage process for determining leadership pay.

9.1. Out of school hours learning activities

The Pay Committee should decide whether to make payments to teachers who agree to participate in out of school hours learning. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either 1265 hours of directed time for full time teachers or the appropriate proportion of the 1265 hours of directed time for part time teachers. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

This school's arrangements for payments for out of school hours learning are as follows:

- Payments may be made for leading or supporting after-school clubs that involve curriculum-linked learning (e.g. literacy, numeracy, science, or life skills).
- Teachers may be paid for delivering targeted intervention sessions outside of directed time, such as booster groups or catch-up programmes.
- Participation in residential trips where teaching or structured learning activities are delivered may be eligible for payment.
- Holiday learning programmes (e.g. summer school or half-term revision sessions) may be paid if they involve planning and delivery of learning.
- Teachers supporting accredited learning activities outside of school hours (e.g. ASDAN, Duke of Edinburgh) may be considered for payment.
- Any agreed planning, preparation, or assessment time directly linked to out-of-hours learning activities may be included in the payment.

9.2. 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.

Headteachers, deputy headteachers and assistant headteachers may not be awarded payments under STPCD 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 – must be taken into account when determining the pay range. Where the Governing Body pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.

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

The Governing Body will, nevertheless, conduct an annual formal review of all such awards.

In relation to a headteacher, any ‘additional payments’ under this section will form part of the 25% limit on the use of all discretions, unless the Governing Body choose to use the ‘wholly exceptional circumstances’ discretion.

9.3. Salary Sacrifice

For the purposes of this paragraph, the term “salary sacrifice arrangement” means any arrangement under which the teacher gives up the right to receive part of the teacher’s gross salary in return for the employer’s agreement to provide a benefit-in-kind the following schemes:

- a childcare voucher or other childcare benefit scheme;
- a cycle or cyclist’s safety equipment scheme.

Where such a salary sacrifice agreement is entered into, the teacher’s gross salary may be reduced accordingly for the duration of such participation.

Participation in any salary sacrifice arrangement has no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of this Document.

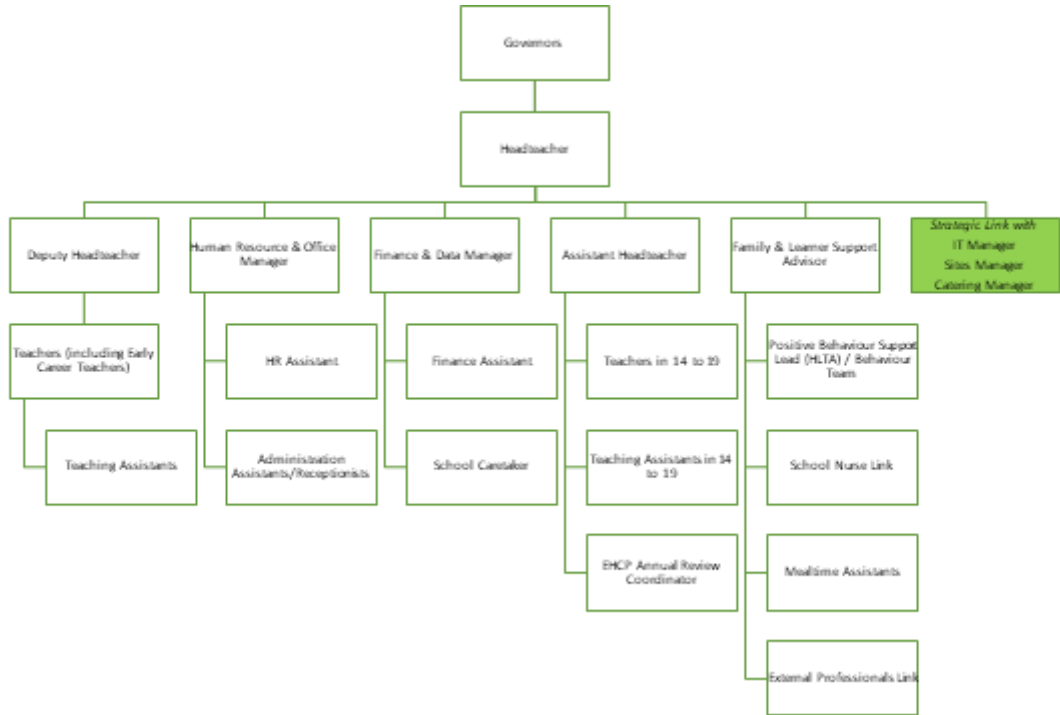
9.4. Residential duties

The Governing Body will make payments in respect of residential duties in accordance with the Joint National Council for Teachers in Residential Establishment national agreement.

9.5. Safeguarding

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the 2025 STPCD.

APPENDIX A: STAFF STRUCTURE



APPENDIX B: PROCEDURE FOR PAY APPEALS HEARING

There is no statutory process for schools to follow in terms of hearing pay appeals. A key aspect of the process is the opportunity for a teacher to discuss a recommendation prior to it being confirmed by the governing body. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made may also mitigate the need for the more formal stages two and three.

The arrangements for considering appeals are as follows:

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

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination;

- a) incorrectly applied any provision of the Document and/or the school's Pay Policy;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

The process is as follows:

Stage 1 – Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation

A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the appraiser or headteacher within five working days before the recommendation is actioned and confirmation of the pay decision is made by the school.

Stage 2 – A formal representation to the person or Governors' Committee making the pay determination

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made, they may make representation by submitting a formal written statement setting down the grounds for not agreeing with the pay recommendation to the person (or Governors' Committee) making the decision within ten working days of receiving the notification of the pay determination.

The Committee or person who made the determination should provide a hearing within a reasonable timeframe of receipt of the written appeal to consider the appeal and give the teacher an opportunity to make representations in person. The school should provide clear timescales which are reasonable in all circumstances, giving a minimum of five working days' notice, allowing for the teacher to source accompaniment and make allowances for school holidays, yet allowing appeals to be expedited in good time. Following the hearing, the employee should be informed in writing within five working days of the decision and of the right to appeal.

Stage 3 – A formal Appeal Hearing with an Appeals Panel of Governors

The teacher may appeal the decision in writing, and this should be sent to the Clerk to Governors. The appeal should be heard by a panel of three (non-staff) Governors who were not involved in the original determination, but who are familiar with the school's pay and appraisal policies, normally

within a reasonable timeframe of the receipt of the written appeal notification. In the Appeal Hearing, the teacher will be given the opportunity to make representations in person.

Having heard the appeal, the Panel must reach a decision, which it must relay to the teacher in writing, within five working days of the hearing, including their rationale for reaching the decision. The Appeal Panel's decision is final, and, as set out in Section 3 of the STPCD, there is no recourse to the school's grievance procedure.

Teachers making representations at Stage 2 and Stage 3 may be accompanied by a colleague or representative from a professional organisation or trade union.

A formal notetaker should be used and a note of proceedings documented and produced.

To ensure that appeals are properly considered, Governing Bodies should consider any development needs their members may have to familiarise themselves with policies and procedures including legislative requirements.

A suggested process for a Pay Panel Hearing Procedure can be found below:

Introductions

- Chair introduces everyone and their roles, and then outlines the order of the hearing.
- A notetaker will take notes of the hearing.

The employee case

- Employee or their representative presents employee case providing any evidence to support their case including from witnesses (if any).
- Management representative has the opportunity to question the employee.
- Chair asks questions and subsequently opens the discussion to the panel.

The management case

- Management representative presents management case, providing any evidence to support their case and any witnesses.
- Employee or their representative has the opportunity to question the management representative.
- Chair asks questions and subsequently opens the discussion to the panel.

Summarising and end of hearing

- Employee or their representative sums up the employee case.
- Management representative sums up the management case.
- If appropriate, the Chair can sum up the key points on both sides. Chair will then end the hearing, advising the employee that they will receive the panel's decision in writing within a given timescale.

Decision-making

- Panel meet to reach their decision.
- Notetaker notes main points of panel discussion and their decision.
- Panel obtains HR advice from their HR provider, if required to inform their decision-making.

Communication of decision

- Employee is notified of decision. Decision and reason for the decision confirmed in writing, as per above timescale.

APPENDIX C: SEN ALLOWANCES GUIDANCE

Arrangements for SEN Allowances - Guidance for Schools

With effect from September 2010, the previous system of two separate and defined SEN allowances were replaced with a spot value allowance that falls within a specified SEN range. This allows Governing Bodies to determine the award of an SEN allowance within the range shown in 7.2.

The Criteria

A SEN Allowance **must be** awarded to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- b) in a special school;
- c) who teaches pupils in one or more designated special classes or units in a school;
- d) in any non-designated setting that is analogous to a designated special class or unit, where the post -
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

Assessment of Appropriate Allowance Values

The school's structure of SEN provision will inform the rationale for decisions made regarding the appropriate allowance value(s). These should be fair and transparent and set out in section 7.2 of this policy.

The value of allowances should be based on whether:

- (a) any mandatory qualifications are required;
- (b) the qualifications and expertise of the teacher relevant to the post; and
- (c) the relative demands of the post.

This will require a judgment to be made about the nature and challenge of a teacher's work with pupils with SEN compared and related to that of other teachers in the school.

In establishing appropriate values for the SEN allowances, schools should ensure that they have considered the full range of payments available and that the values chosen are properly positioned between the minimum and the maximum established in the national framework.

For example, a teacher who is teaching a special class for which a mandatory qualification is required and who has considerable relevant experience (and who is therefore seen as one of the schools leading professionals in this area) would more likely be paid at the top value of the SEN allowances. Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

Mandatory Qualifications

The SENCO qualification (the National Award for Special Educational Needs Co-ordination) is not one of the mandatory qualifications leading to the payment of an SEN allowance. The role of the SENCO, as a managerial responsibility, is not one that meets the criteria for an SEN allowance, but consideration could be given to the award of a TLR if applicable.

APPENDIX D: SUMMARY - DFE GUIDANCE ON MANAGING TEACHERS' AND LEADERS' PAY SEPTEMBER 24

- From the 2024/25 academic year, the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders will be removed. The statutory requirement to make a pay decision following the completion of the appraisal process remains.
- Schools can choose whether or not to retain some or all elements of performance related pay, but a school's pay policy should minimise the impact on workload for individual teachers, line managers, school leaders and governing boards.
- Schools should review their pay policies annually, involving union representatives as appropriate, to clarify their approach to making pay decisions and consult on any changes as appropriate.
- Pay policies should clearly set out how pay progression will be awarded and, for those schools wishing to retain performance related pay, this should be clear in the policy, along with the criteria that will be used to assess performance.
- Schools who have chosen to remove the performance related pay requirement are under no obligation to increase an individual's pay where a teacher is in formal capability procedures. Schools who have retained performance related pay should only withhold pay progression in the event of poor performance as set out in their pay policy. Schools should ensure that teachers whose performance is unsatisfactory are supported appropriately.
- When reviewing pay policies, school leaders should consider the recommendations on performance management in the 'Making Data Work' report, and may wish to refer to the Department's school workforce planning guidance, flexible working in schools guidance, the updated appraisal guidance and updated capability guidance.
- The process for making pay decisions must mitigate against discriminatory outcomes.
- It is up to each school to decide for itself how best to implement the arrangements and develop its pay and appraisal policies accordingly. No single approach will suit all schools.
- Schools should tailor their pay policies to meet their local recruitment and retention needs, within the parameters of pay flexibility set out in the STPCD.
- Schools may appoint teachers above the minimum of a pay range and use recruitment and retention payments to attract, recruit and retain the teachers that they need. The criteria, level and duration of any payments of this nature should be set out in the school's pay policy.
- The pay ranges of headteachers or leadership teams in post should only be reviewed when there have been significant changes to responsibilities and/or size of the school and not just because the top of the current range has been reached.
- The principles underlying the core non-pay conditions remain applicable to all schools.

The full document can be found at [Managing Teachers' and Leaders' Pay](#).

Government guidance on flexible working for teachers can be found at [Flexible working: resources for teachers and leaders - GOV.UK](#)

APPENDIX E: STPCD 2025 - DISCRETIONARY LEADERSHIP REFERENCE POINTS 2025/26

20252025/26 Discretionary leadership reference points for the leadership pay range (LPR)			
1	£51,773	24*	£90,255
2	£53,069	24	£91,158
3	£54,394	25	£93,424
4	£55,747	26	£95,735
5	£57,137	27*	£97,136
6	£58,569	27	£98,106
7	£60,145	28	£100,540
8	£61,534	29	£103,030
9	£63,070	30	£105,595
10	£64,691	31*	£107,131
11	£66,368	31	£108,202
12	£67,898	32	£110,892
13	£69,596	33	£113,646
14	£71,330	34	£116,456
15	£73,105	35*	£118,169
16	£75,049	35	£119,350
17	£76,772	36	£122,306
18*	£77,924	37	£125,345
18	£78,702	38	£128,447
19	£80,655	39*	£130,274
20	£82,654	39	£131,578
21*	£83,860	40	£134,860
21	£84,699	41	£138,230
22	£86,803	42	£141,693
23	£88,951	43*	£143,796

*These points are the maximum salaries for the eight head teacher group ranges