



Pay Policy 2025-26

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Approved by:	Board of Directors
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Version History

Version	Date Issued	Brief Summary of Change	Owners Name
1	18.12.2018	New Policy	Wendy Ainscough
1.1	02.04.2019	Policy updated to include discounted childcare as a retention incentive	Wendy Ainscough
1.2	15.10.2019	Policy updated in line with 2019 teachers pay award	Wendy Ainscough
1.3	03.03.2020	Policy updated in to reflect changes to Trust staffing structure	Wendy Ainscough
1.4	08.12.2020	Policy updated in line with 2020 teachers pay award	Wendy Ainscough
1.5	30.03.2021	TLR Pay Scales updated in Appendix 3	Rose Colpus-Fricker
1.6	13.10.2023	Policy updated in line with 2023 teachers pay award	Charlotte Reed
1.7	14/03/2024	Posts added (School Improvement Partner and Senior School Improvement Leader)	Jac Robilliard
1.8	09/07/2024	Annual review – policy unchanged	C Reed
1.9	22/11/2024	New Pay Scales	C Reed

1.10	04/03/2025	Additional of Section 11 - Executive Pay	Jac Robilliard
1.11	26/09/2025	Annual Review in line with Teacher Pay and Conditions (updated accordingly)	Jac Robilliard

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Pay Determination and Appeal Flow Chart



Pay Determination

The Appraiser makes a recommendation to the relevant person/committee including any comments made by the teacher.
The pay determination is made, recorded in the minutes of the meeting and confirmed in writing to the teacher.



Formal Appeal – Stage One

Where a teacher remains dissatisfied with the pay determination they should write to the **Chair of the Pay & Performance Committee**.

The **Chair** will, within 10 working days of receiving the appeal, arrange a meeting between the teacher and the person / committee who made the formal pay determination.

The outcome of the meeting will be confirmed in writing and where appropriate should include the right of appeal.



Formal Appeal – Stage Two

Where a teacher remains dissatisfied with the outcome of the stage one meeting they may appeal by writing to the **Clerk of the Board** within 10 working days of the written confirmation of the outcome of stage one.

The **Clerk** will arrange a hearing to be convened in front of the **Appeals Committee**.

The teacher will attend to present their appeal.

A representative from Stage One will attend to present the reasons for the pay determination and to respond to the appeal.

The **Appeals Committee** will adjourn to make a determination. This will be communicated in writing.

1.0 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 (STPCD) 2025 ('the Document') and statutory guidance.

This policy will be used in conjunction with the school's Appraisal Policy and with the Document and guidance. In the event of any inadvertent contradictions, the Document and guidance will take precedence.

This policy is reviewed each year, or when other changes occur to the Document, to ensure that it reflects the latest position.

The recognised Trade Unions/Professional Associations have been consulted on this policy at regional level.

All procedures for determining pay will be consistent with the principles of public life - objectivity, openness, and accountability. All pay related decisions are taken in compliance with the [Equality Act 2010](#), [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#) and [The Employment Act 2002](#), as well as [The Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#) and [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#).

In adopting this policy, the aim of **Alumnis Multi-Academy Trust** is to:

- maximise the quality of teaching and learning
- support the relevant improvement/development plan and recent self-evaluation.
- 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.
- ensure that decisions on pay are managed in a fair, just and transparent way.

Pay decisions at **Alumnis Multi-Academy Trust** will be made by **the 3 Directors of the Board of Directors**.

2.0 Pay Reviews

The process for making decisions on teachers' pay at **Alumnis Multi-Academy Trust** as follows.

The **Board of Directors** will ensure that every teacher's salary is reviewed annually with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

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

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

3.0 Pay Determinations on Appointment

The following arrangements will be applicable to any determinations made regarding an appointment from 1 September in each year.

Where a position within the Trust becomes vacant, School and Trust Leaders will, following a review of whether the post is to be advertised, review the existing pay range (if applicable) prior to the advertisement to establish whether this is appropriate for the post in question.

Pay determinations to all posts and/or pay ranges will be made taking the following into consideration: (remove any which will not be considered)

- the teacher's existing pay point, though this will not automatically be matched if joining from another school
- the nature and/or requirements of the post
- the level of qualifications, skills and experience required for the post
- the level of qualifications, skills and/or experience gained
- market conditions
- the wider school/college/service context

3.1 Pay Range for the Headteacher (including Executive Headteacher or Principal)

The Headteacher's Pay Range will be reviewed whenever there is a proposal to appoint a new Headteacher, where it becomes necessary to amend the Headteacher's Group (because of a change in pupil numbers or where a Headteacher becomes responsible or accountable for more than one school on a permanent basis), or where it is necessary in order to reflect a significant change in responsibilities of the post.

The Headteacher pay range(s) is/are provided at Appendix 2A.

3.2 Pay Range for Deputy Headteachers and Assistant Headteachers

The pay range for Deputy and Assistant Headteachers will be reviewed where there is a proposal to make a new appointment, where there are significant changes in the responsibilities of the post holder, or where there is evidence that it is difficult to retain or recruit to a position. The Deputy and Assistant Headteachers pay ranges are provided at Appendix 2B

3.3 Main Pay Range for Teachers and Upper Pay Range for Teachers

The main and upper pay ranges applicable to teachers at the **Trust** are provided at Appendix 2C.

A teacher will be paid on the upper pay range where they:

- a) were employed as a post-threshold (upper pay spine) teacher in this **Trust** and there has been no break in the continuity of employment; or
- b) applied to be paid as a post-threshold teacher in this **Trust**, that application was successful, and the teacher is still employed at this **Trust** with no break in their continuity of employment; or
- c) were employed since 1 September 2000 as a member of the leadership group in this **Trust** for an aggregate period of at least one year and has continued to be employed at this **Trust** without a break in their continuity of employment; or
- d) applied to the **Trust** to be paid on the upper pay range and their application is successful;

and the teacher will not be paid on the pay range for leading practitioners or on the pay spine for the leadership group.

3.4 Pay Range for Leading Practitioners

The individual post range for Leading Practitioners will be set in accordance with the range provided at Appendix 2D.

3.5 Pay Range for Unqualified Teachers

The pay range for Unqualified Teachers is provided at Appendix 2C

4.0 Assimilation to Pay Ranges

After any progression awarded as a result of a pay recommendation through the adopted appraisal process, the teacher will move to the nearest reference point or discretionary salary point. Should this result in a reduction in salary, the amount of reduction will be safeguarded in line with section 7.1 of this Policy.

5.0 Pay Progression Based on Performance

The following arrangements will be applicable to any pay determinations relating to progression effective on or after 1 September in any year. However,

- From the 2025/26 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. (1st September 2025 – 31st August 2026)

All teachers in this **Trust** 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 **Trust's** Appraisal Policy.

Decisions regarding pay progression will be made only with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of Early Career Teachers (ECT's), pay decisions will be made by means of the induction process.

Pay progression is not automatic and it will be possible for a 'no progression' determination to be made without recourse to the capability policy. However, those subject to formal capability proceedings during the appraisal review period will be deemed unsatisfactory performers and will not therefore meet the requirements for pay progression.

To be fair and transparent, assessments of performance will be properly rooted in evidence. Please see the **Trust** Appraisal Policy for further details.

The **Board of Directors** recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and ensures that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.

Pay decisions take account of the resources available to the **Trust**. The **Trust** staffing structure supports the improvement plans. The **Board of Directors** exercises its discretionary powers using

fair, transparent, and objective criteria in order to secure a consistent approach in **Trust** pay decisions.

In this **Trust**, judgments of performance will be made by evidence-based assessment against objectives and the relevant teachers' standards.

The evidence that will be used to inform pay progression or otherwise is detailed in the Appraisal Policy.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether to accept a pay recommendation will be made by the **Resources, Pay and Performance Committee** having regard to the appraisal report and taking into account advice from the **Headteacher**. The **Board of Directors** will ensure that appropriate funding is allocated for pay progression at all levels.

In this **Trust** teachers will be eligible for pay progression in line with the following:

5.1 Pay Progression for Headteacher / Executive Headteacher / Principal

The Headteacher must demonstrate sustained high quality of performance in respect of **school** leadership and management and pupil progress and is subject to a review of the totality of their performance as agreed with their appraiser(s) as part of their annual appraisal before any discretionary pay increases can be awarded.

Annual pay progression within the pay range for this post is not automatic. The **Resources Pay & Performance Committee** may decide to award one reference point for sustained, high quality performance in line with the **Trust's** expectations where the above conditions have been satisfied. Alternatively, the **Resources Pay & Performance Committee** may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

5.2 Pay Progression for Deputy Headteachers and Assistant Headteachers

The Heads of School, Senior School Improvement Leads, Deputy Headteacher/Assistant Headteacher must demonstrate sustained high quality of performance in respect of **school** leadership and management and pupil progress and is subject to a review of the totality of their performance as agreed with their appraiser as part of their annual appraisal before any discretionary pay increases can be awarded.

Annual pay progression within the pay range is not automatic. **The Resources Pay & Performance Committee** may decide to award one reference point [or set a new discretionary value where only a range of values is recognised #] for sustained, high quality performance in line with the **Trust's** expectations where the above conditions have been satisfied. Alternatively, the **Resources Pay & Performance Committee** may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

5.3 Pay Progression for Leading Practitioners

Leading Practitioners must demonstrate sustained high quality of performance in respect of their agreed performance objectives and will be expected to have a leading role in coaching, developing, and/or mentoring other colleagues and will deliver consistently outstanding teaching.

Annual pay progression within the pay range for these posts is not automatic. Any

progression will normally be by one point, but the Resources, Pay and Performance Committee may consider movement by more than one point in exceptional circumstances, where all objectives have been exceeded or where performance has exceeded expectations as part of the appraisal review.

5.4 Pay Progression for Teachers on the Upper Pay Range

For teachers on the Upper Pay Range, progression of one reference is normally considered after two successful appraisals which demonstrate 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 (see paragraph 6.2 'The Assessment' for appropriate definition of these terms).

Pay progression within the pay range for these posts is not automatic. The **Resources Pay & Performance Committee** may consider progression of more than one reference point and/or progression after one year where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

5.5 Pay Progression for Teachers on the Main Pay Range

Pay progression takes into account the totality of a teacher's performance and not just whether s/he has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Teacher Standards
- Demonstrating sustained good performance via the appraisal process, of a sustained level of performance that meets the **Trust's** expectations for that level of post.

Annual pay progression within the pay range for these posts is not automatic. The **Resources Pay & Performance Committee** may decide to award progression of one reference point [set a new discretionary value where this option is used #] for sustained, high quality performance in line with the **Trust's** expectations where the above conditions have been satisfied. Alternatively, the **Resources Pay & Performance Committee** may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

5.6 Pay Progression for Unqualified Teachers

Unqualified teachers must demonstrate sustained high quality of performance in respect of their agreed performance objectives and relevant standards.

Annual pay progression within the pay range for these posts is not automatic. The Resources, Pay and Performance Committee may decide to award one reference point for sustained, high quality performance in line with the school's expectations where the above conditions have been satisfied. Alternatively, the Resources, Pay and Performance Committee may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

6.0 Movement on to the Upper Pay Range

6.1 Applications and Evidence

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

Applications for movement on to the upper pay range will only be accepted once a year. The deadline for receipt of applications is **31 October** in the relevant year.

Applications must be submitted to **the Headteacher**.

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

All applications should include the results of reviews or appraisals, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications must contain evidence from the previous two years in the form of completed appraisals.

Teachers who have been on long term absence will be considered for progression on to the upper pay range on the basis of the evidence that does exist, even though that may not be from consecutive review periods, provided it is sufficient to meet the criteria above.

6.2 The Assessment

An application from a qualified teacher will be successful where the **Headteacher** is satisfied that:

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

For the purposes of this Pay Policy:

- 'highly competent' means performance which is not only good but demonstrates that the teacher is able to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice;
- 'substantial' means of real importance, validity, or value to the school; plays a critical role in the life of the school; able to be a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and
- 'sustained' means maintained continuously over a period of two school years.

The application will be assessed by **Headteacher** and the final ratification will be by the **Resources Pay & Performance Committee**.

6.3 Processes and Procedures

From the point of receipt, an application will be assessed within 20 working days.

If successful, the applicant will receive a response to their application within 20 working days of the assessment and will move to the upper pay range from 1 September in the relevant year.

If unsuccessful, verbal confirmation of the decision will be given within 15 days of the assessment. Written feedback will be provided by **the Headteacher** within 20 working days of the decision.

Any appeal against a decision not to move the teacher to the upper pay range will be considered in line with the Pay Appeal Procedure in Appendix 1 of this policy.

7.0 Allowances and Payments

7.1 Safeguarded payments and allowances

Safeguarding will apply for up to a maximum of three years in line with Part 5 of the **2024** Document.

Where the safeguarded sum exceeds £500, the relevant body will review the teacher's duties and allocate responsibilities appropriate and commensurate with the safeguarded sum.

7.2 Teaching and Learning Responsibility Payments (TLRs)

TLRs are awarded to the holders in line with Part 4 of the **2024** document.

Within this **Trust** the values of the TLRs to be awarded are as set out in Appendix 2E. Please note that TLR 1 and 2 will be paid on a pro rata basis. TLR 3 will be paid in full regardless of FTE.

The **Trust** may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The **Trust** will set out in writing to the teacher the duration of the fixed term, and the amount of the award (in accordance with Appendix 2E) which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

7.3 Special Educational Needs Allowance

The relevant body will award an SEN Allowance to a classroom teacher where the conditions detailed in paragraph 21 of the **2024** Document are met. The value of the allowance will be in accordance with Appendix 2E.

7.4 Additional Payments for unqualified Teachers

The **Resources Pay & Performance Committee** may determine an additional allowance as it considers appropriate, where in the context of its staffing structure and Pay Policy, a teacher has:

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

Where an unqualified teacher is in receipt of an additional allowance awarded under a previous document, the relevant body must re-determine that allowance in accordance with the above criteria.

Unqualified Teachers cannot hold a TLR or SEN allowance.

7.5 Safeguarding for Unqualified Teachers

Any safeguarded sum applied to an unqualified teacher will be paid in accordance with Part 5 of the 2025 Document.

7.6 Additional Payments

The [Governing Body / Committee / other] may make such payments as they see fit to a teacher, other than a Headteacher, in respect of:

- a) continuing professional development undertaken outside of the [school] day
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school/establishment
- c) participation in out-of-hours learning activity agreed between the Teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the relevant body
- d) additional responsibilities and activities due to, or in respect of the provision of services relating to the raising of educational standards to one or more additional schools.

7.7 Recruitment and Retention Incentives and Benefits

The **Board of Directors** will not consider making appropriate payments or provide appropriate financial assistance, support or benefits to a teacher as considered necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

The **Board of Directors** will not consider a reimbursement or reasonably incurred housing or relocation costs made to those appointed to positions on the Leadership Scale. All other recruitment and retention incentives (including non-monetary benefits) will be taken into account when determining the pay range for each leadership post.

The Board of Directors have agreed that a reduced rate childcare will be offered to Trust staff at 50% for extended school clubs and 25% for non-core hours at nursery for children aged 3-5. This childcare offer will be limited to the school where the child is on roll.

A review of such payments will be made annually.

7.8

8.0 Part Time Teachers

Teachers employed on an on-going basis but who work less than a full working day or week are deemed to be part time. The standard mechanism used to determine their pay will be based on the pro-rata comparison with the **Trust's** timetabled teaching week for a full-time teacher in an equivalent post. The exception to this is where a TLR 3 has been awarded which will be paid in full regardless of FTE.

9.0 Short Notice / Supply Teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. The calculation will assume that a full working year will consist of 195 working days. Therefore, remuneration for those engaged to work less than a day will be paid pro-rata.

Teachers engaged on short notice or supply within the same authority throughout a 12-month period (beginning August or September) must not be paid more by way of remuneration in respect of that period than they would have been paid had the teacher been in regular employment throughout the year.

10.0 Pay Increases Arising from Changes to the Document

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

11.0 Pay Policy Relating to Support Staff

The Alumnis Multi Academy Trust pays and rewards support staff in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service. [The pay policy](#) and [information on these pay scales](#) can be found on the Devon County Council website.

11.1 Job Evaluation

Job Evaluation (JE) was implemented in Devon Local Authority Maintained schools in April 2007 to pay equal pay for work of equal value and to ensure that pay and grading is fairly and appropriately implemented.

The Trust applies Devon County Council's JE procedure. The scheme used is the GLPC (Greater London Provincial Council) scheme.

12. Executive Pay

12.1 The Executive must demonstrate sustained high quality of performance in respect of **Trust** leadership and management and pupil progress and is subject to a review of the totality of their performance as agreed with their appraiser(s) as part of their annual appraisal before any discretionary pay increases can be awarded.

12.2 Pay Range for the Executive Team

The CEO post is placed within STPCD (scale points L34 to L39), the DOE post is placed within STPCD (scale points L17-L22) and the CFOO post within LGA G007(scale points 31-35).

12.3 Determining the Pay Range

The pay ranges will be reconsidered annually by the Board of Directors to reflect the size of the Trust at that time and updated benchmarking evidence, ensuring that performance is rewarded and that pay remains competitive compared with other Trusts of similar size.

12.4 Pay on Appointment

Where a new executive vacancy occurs, the Board reserves the right to review the Pay Policy, taking into consideration:

- The level of qualifications, skills and experience required for the post.
- Any particular challenges facing the Trust.
- Market conditions.

POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
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Model Pay Policy - September 2025

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September 2014	Revised policy in light of schoolteachers' pay & conditions changes. Date of consultation with recognised Trade Unions – 1 September 2014	HR ONE	August 2014 for September 2014 implementation	June 2015
September 2015	Revised policy in light of schoolteachers' pay & conditions changes. Date of consultation with recognised Trade Unions – September 2015	HR ONE	July 2015 for September 2015 implementation	June 2016
September 2016	Revised policy in light of schoolteachers' pay & conditions changes. Date of consultation with recognised Trade Unions – September 2016	HR ONE	September 2016 for September 2016 implementation	June 2017
September 2017	Revised policy in light of schoolteachers' pay & conditions changes. Date of consultation with recognised Trade Unions – September 2017	HR ONE	August 2017 for September 2017 implementation	August 2018
September 2018	Revised policy in light of schoolteachers' pay & conditions changes. Date of consultation with recognised Trade Unions – September 2018	HR ONE	September 2018 for September 2018 implementation	August 2019
September 2019	Revised 'Draft' policy in light of schoolteachers' pay & conditions changes. Date of consultation with recognised Trade Unions – October 2019. Subsequently made 'Final' policy following consultation.	HR ONE	October 2019 for October 2019 implementation	October 2019 in 'Draft' format. 'Final' version in Nov 2019
September 2020	Revised 'Draft' policy in light of schoolteachers' pay & conditions changes.	HR ONE	October 2020	October 2020
September 2021	Revised policy in light of School Teachers' Pay & Conditions changes.	HR ONE	September 2021	October 2021
September 2022	Revised policy in light of School Teachers Pay & Conditions Changes.	HR ONE	September 2022	October 22
September 2023	Revised policy in light of School Teachers Pay & Conditions changes.	HR One	September 2023	October 2023
September 2024	Revised policy in light of School Teachers Pay & Conditions changes.	HR ONE	September 2024	October 2024

Model Pay Policy - September 2025

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Pay Appeals Process

Any recommendations regarding pay will be clearly communicated and recorded on the Appraisal Report.

Where a teacher, including a Headteacher and/or any other teachers paid on the leadership scale (referred to as a 'teacher' for the purpose of the section) is dissatisfied with their pay recommendation, they should seek to resolve this by discussing the matter as part of the Appraisal Review process.

A record of this discussion will be made and appended to the teacher's Appraisal Report and this record will be provided to any party responsible for making the formal pay determination.

The timescales quoted in the following process can be varied by mutual agreement.

Where possible the timescales should allow for the appeals to be fully heard within and before the end of term.

Formal Appeal Process

Stage One

A teacher may seek a review of any determination in relation to their pay or any other decision that affects their pay.

A formal pay appeal may be lodged for the following reasons:

- incorrect application of any provision of the STPCD (or NJC terms and conditions)
- failure to have proper regard for statutory guidance
- failure to take proper account of relevant evidence
- failure to take account of irrelevant or inaccurate evidence
- biased or otherwise unlawful discrimination against the teacher.

The teacher should set down in writing the grounds for requesting an appeal within 10 working days of the notification of the pay determination decision.

The person(s) who made the determination should convene a meeting, within 10 working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person.

The teacher can be accompanied by a work colleague or recognised Trade Union/Professional Association representative at the meeting. A Human Resources Adviser may be present to provide professional guidance to the decision maker(s).

The timing and location of the formal meeting must be reasonable.

Following the meeting the teacher will be informed in writing of the decision and their right of appeal.

Stage Two

If a teacher wishes to appeal against the decision made at Stage One, they must notify **the Chair of the Board of Directors**, in writing, within 10 working days of the written decision.

The appeal should be heard by a **First Committee, comprising 3 members (1 director and 2 representatives from a Local Schools Committee)** who has not been involved in the original

determination, normally within 20 working days of the receipt of the written appeal.

The teacher will be given the opportunity to present their appeal in person. The teacher can be accompanied by a work colleague or recognised Trade Union/Professional Association representative at the meeting.

The timing and location of the formal meeting must be reasonable. Five working days' notice should be given of the appeal hearing. The notification of the appeal hearing will include:

- the date, time, and place of the hearing
- the name(s) of the person(s) who will hear the case, and where appropriate the details of their Human Resources Adviser (HRA)
- who will respond to the appeal (the person or representative of the Committee who made the original decision)
- copies of documents and any other written material or evidence that is relevant
- the names of any witnesses to be called
- confirmation of the teacher's right to call witnesses
- the teacher's right to submit any documentation within three working days prior to the appeal hearing, to **the Clerk to the Board of Directors**
- a copy of the Pay Policy
- the fact that the appeal hearing may take place in the teacher's absence if they are unable to attend without a satisfactory explanation
- other than in exceptional circumstances, a teacher unable to attend due to illness, should arrange representation at the appeal hearing and/or provide written submissions to the appeal hearing.

An accurate account of the hearing must be made.

During the hearing, either side will be entitled to request an adjournment for consultation. Any reasonable request should be allowed. Witnesses will attend only for the part of the hearing where they are required to give evidence and answer questions.

No conclusion should be reached until representations from all parties have been taken into account. The decision will be given in writing and include detail of the evidence considered and the reasons for the decision.

Appendix 2A - Headteacher Ranges

Headteacher Groups 01.09.25															
1		2		3		4		5		6		7		8	
6	£58,569	8	£61,534	11	£66,368	14	£71,330	18	£78,702	21	£84,699	24	£91,158	28	£100,540
7	£57,831	9	£63,070	12	£67,898	15	£73,105	19	£80,655	22	£86,803	25	£93,424	29	£103,030
8	£59,167	10	£64,691	13	£69,596	16	£75,049	20	£82,654	23	£88,951	26	£95,735	30	£105,595
9	£60,644	11	£66,368	14	£71,330	17	£76,772	21	£83,860	24	£90,255	27	£90,255	31	£107,131
10	£62,202	12	£67,898	15	£73,105	18	£77,924	22	£86,803	25	£93,424	28	£100,540	32	£110,892
11	£63,815	13	£69,596	16	£75,049	19	£80,655	23	£88,951	26	£95,735	29	£103,030	33	£113,646
12	£65,286	14	£71,330	17	£76,772	20	£82,654	24	£90,255	27	£90,255	30	£105,595	34	£116,456
13	£66,919	15	£73,105	18	£77,924	21	£83,860	25	£93,424	28	£100,540	31	£107,131	35	£118,169
14	£68,586	16	£75,049	19	£80,655	22	£86,803	26	£95,735	29	£103,030	32	£110,892	36	£122,306
15	£70,293	17	£76,772	20	£82,654	23	£88,951	27	£90,255	30	£105,595	33	£113,646	37	£125,345
16	£72,162	18	£77,924	21	£83,860	24	£90,255	28	£100,540	31	£107,131	34	£116,456	38	£128,447
17	£73,819	19	£80,655	22	£86,803	25	£93,424	29	£103,030	32	£110,892	35	£118,169	39	£130,274
18	£77,924	20	£82,654	23	£88,951	26	£95,735	30	£105,595	33	£113,646	36	£122,306	40	£134,860
		21	£83,860	24	£90,255	27	£97,136	31	£107,131	34	£116,456	37	£125,345	41	£138,230
										35	£118,169	38	£128,447	42	£141,693
												39	£130,274	43	£143,796

In accordance with table 1.1

The pay range for Group 1 Headteachers will be remunerated on points L6 to L12.

The pay range of Group 2 Headteachers will be remunerated on points L8 to L14.

The pay range of Group 3 Headteachers will be remunerated on points L12 to L18.

Appendix 2B – Leadership Range

Table 1.2

Model Pay Policy - September 2025

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Leadership 01.09.25							
1	£51,773	13	£69,596	25	£93,424	37	£125,345
2	£53,069	14	£71,330	26	£95,735	38	£128,447
3	£54,394	15	£73,105	27	£98,106	39	£131,578
4	£55,747	16	£75,049	28	£100,540	40	£134,860
5	£57,137	17	£76,772	29	£103,030	41	£138,230
6	£58,569	18	£78,702	30	£105,595	42	£141,693
7	£60,145	19	£80,655	31	£108,202	43	£143,796
8	£61,534	20	£82,654	32	£110,892		
9	£63,070	21	£84,699	33	£113,646		
10	£64,691	22	£86,803	34	£116,456		
11	£66,368	23	£88,951	35	£119,350		
12	£67,898	24	£91,158	36	£122,306		

In accordance with Table 1.2:

The post of Group 1 to Group 3, Senior School Improvement Leader will be remunerated on points L1 to L5.

Appendix 2C – Classroom Teachers

Option One (see explanatory note below) [08]

Table 1.3

Pay Range	Discretionary Point	01.09.25
Main	1	£32,916
	2	£34,823
	3	£37,101
	4	£39,556
	5	£42,057
	6	£45,352

Upper	1	£47,472
	2	£49,232
	3	£51,048

Unqualified	1	£22,601
	2	£25,193
	3	£27,785
	4	£30,071
	5	£32,667
	6	£35,259

Appendix 2E – Allowances for Classroom Teachers

Table 1.5

Model Pay Policy - September 2025

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01.09.25		
Allowance	£pa	
	Minima	Maxima
TLR 1	£10,174	£17,216
TLR 2	£3,527	£8,611
TLR 3	£702	£3,478
SEN	£2,787	£5,497

The post of School Improvement Leader will be provided with a TLR 2A allowance remunerated at £3,527 per annum.

The post of Grassroots Leader will be provided with a TLR 3 allowance remunerated at £1,500 per annum.

Appendix 3

Movement to the Upper Pay Range – Template Application Form This form is a template only.
Schools are free to use their own form

Request for Movement to the Upper Pay Range

This form should be handled in confidence at all times

Eligibility criteria

- In order to be assessed you will need to:
 - hold Qualified Teacher Status on the date of your request; and
 - be statutorily employed under the STPCD.
- In this form the term 'school' should be taken as including all such settings. Teachers not working in schools should substitute 'service manager' or 'line manager' wherever 'head teacher' is used.
- All those wishing to become Upper Pay Range teachers will need to meet the Teachers Standards and eligibility as stated in the Pay Policy.
- Please enclose copies of your appraisal reports and/or planning and review statements that relate to the **2 years** immediately prior to the date on which you submit your request.
- Print, sign, and date the form, keeping a copy and pass it to your Headteacher by **31 October**.

Part 1: Teacher details**To be completed by the teacher****Personal details**

Surname

First name(s)

Previous surname (if applicable)

DfE teacher reference number
(this must be seven digits including zeros)

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Please give details if you are submitting appraisal reports from another school

Name and address of school/LA	Date(s) of employment	Name of head teacher/ service manager

Declaration by the teacher

I confirm that at the date of this request I meet the eligibility criteria, and I submit appraisal reports and/or performance management statements covering the two-year period prior to this request for assessment.

Signed

Date

Part 2: Actions for the [Assessor] *N.B. This form assumes the Headteacher is the assessor

Check that the teacher is eligible to be assessed.

- Before assessing whether the teacher can be assessed for Upper Pay Range the Headteacher must first be satisfied, on the basis of the evidence contained in the appraisal reports and planning and review statements, that the teacher meets the Teachers' Standards. If the Teachers' Standards are not met, you must not proceed with the assessment and must write to the teacher setting out the rationale for the judgement.
- If the Teachers' Standards are met the Headteacher then goes on to assess whether the teacher has met the requirements to progress to the Upper Pay Range, i.e. that the teacher is 'highly competent' in all elements of the standards and that the teacher's achievements and contribution to the school are 'substantial' and 'sustained' as defined in the school's Pay Policy, having regard to the evidence contained in the appraisal report and/or planning and review statements, and expectations as laid out in the Pay Policy.
- Complete the Headteacher's statement
- Sign, date and copy the form.
- Promptly inform the relevant body of this decision, or the LA in the case of an unattached teacher, and inform the teacher, and notify the appropriate body that deals with payroll matters for the school/Academy.
- Inform the teacher of the outcome in writing within 20 working days of the decision.
- Notify the teacher in writing of the outcome of the Upper Pay Range assessment where the standards have *not yet been met*.
- Where the standards *have been met*, provide the teacher with verbal feedback.

To be completed by the Headteacher

Name of teacher

School/Academy/LA service

Please record your overall judgements below.

Teachers' Standards

To be successful, the Headteacher must be satisfied 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'. The assessment may not proceed where the teacher does not meet the Teachers' Standards. You should provide a detailed explanation below why the Teachers' Standards have not been met.

Where the standards have not been met, further areas of professional development should be noted.

Summary of the teacher's performance against the Teachers' Standards and overall assessment

Signature

Please paste in electronic/scanned signature above if submitting the application form electronically.

Print name

School name

Date

NB This page should be passed back to the teacher where either the Teachers' Standards have not been met or the post-Threshold standards have not yet been met.

Teachers' Standards

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.