

Learning Accord Multi Academy Trust

Pay and Grading Policy



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1. Introduction

- 1.1 The governing body has adopted the policy set out in this document to provide a clear framework for the exercise of its powers and discretions in relation to remuneration of all members of staff employed by the academy.
- 1.2 The governing body is committed to taking all relevant decisions in accordance with the principles of public life as listed in Department for Education guidance (namely objectivity, openness and accountability) and believes that this policy outlining the school's approach to matters relating to pay will help to recruit, retain and motivate teachers and support staff, will provide the basis for sound financial and personnel planning and will minimise the risk of grievance and discrimination.
- 1.3 Pay decisions at this academy are made by the governing body which has delegated certain responsibilities and decision-making powers to the teacher pay committee (as defined below) and the headteacher pay panel (also defined below).
- 1.4 The teacher pay committee will be responsible for the establishment and review of the pay policy (subject to the approval of the governing body) and will have full authority, in accordance with this policy, to act on behalf of the governing body in taking decisions on pay progression. In so doing, the teacher pay committee will act on the recommendations of the headteacher in respect of the remuneration of all teachers other than the headteacher and, in respect of the latter's own remuneration, will act on the recommendations of the headteacher pay panel.
- 1.5 The governing body in determining and publishing its pay policy aims to ensure that all decisions taken on pay and remuneration are justifiable and fair.
- 1.6 Decisions relating to teachers' pay progression will at all times be made with reference to achievement against objectives and links between the appraisal and pay policies are clearly stated.
- 1.7 With reference to all teaching posts, appraisal reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the employee during the annual appraisal cycle and the teacher is currently subject to capability procedures.
- 1.8 The evidence used will be only that available through the appraisal and capability processes. Fairness will be assured by annual monitoring of the application of pay policy and pay decisions will be moderated as outlined in the appraisal policy to ensure consistency. The arrangements for teacher appraisal are set out in the academy's appraisal policy.
- 1.9 There must be a clear audit trail for any advice given to the governing body and a full and accurate record of all decisions (and the reasoning behind those decisions) made by the governing body.
- 1.10 All arrangements in relation to pay determination will comply fully with data protection requirements.

2. Purpose and scope

- 2.1 The policy will cover all school-based staff and will fulfil the relevant obligations of the governing body under the following:

- The School Teachers' Pay and Conditions Document (STPCD)*
- The Conditions of Service for School Teachers in England (Burgundy Book)
- The National Joint Council for Local Government Services Pay and Conditions (Green Book).

**Except where clearly specified otherwise in the text, references to STPCD refer to the current version.*

2.2 The governing body will also ensure that the academy complies at all times with the following relevant legislation:

- The Equality Act 2010
- The Employment Act 2008
- The Employment Act 2002
- The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Employment Relations Act 1999
- The Employment Rights Act 1996.

3. Definitions and terms of reference

Leadership group

3.1 The leadership group* is defined as including all appointments at the level of headteacher, deputy headteacher and assistant headteacher.

**Where an executive headteacher (or equivalent role) is in place and the role of headteacher (or head of school or any such alternative terminology as may be used) is accountable to that position, the policy should be amended throughout to reflect the leadership structure and nomenclature in place. The intention is that only the de facto leader of the school will undergo appraisal by (and will have their pay progression recommended by) the headteacher pay panel.*

Teacher pay committee

3.2 The teacher pay committee will hear recommendations from the headteacher (who may attend in a purely advisory capacity) on all teacher pay (other than that of the headteacher).

3.3 The teacher pay committee will consist of a defined number of (at least three) governors selected and appointed by the governing body.

3.4 No member of the governing body who is employed by (or related to anyone who is employed by) the academy shall be eligible for membership of the teacher pay committee.

3.5 A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially (and in such an instance it may be necessary to co-opt an alternative governor to ensure that the committee remains quorate).

3.6 In determining the annual budget, the governing body will afford absolute priority to implementing the recommendations of the teacher pay committee and will do so without

interference, the governing body having delegated its powers in this respect to that committee.

Headteacher pay panel

- 3.7 The headteacher pay panel will be responsible for evaluating the headteacher's discharge of their duties in accordance with the academy's appraisal policy and for making recommendations to the teacher pay committee (as above) in relation to pay progression for the headteacher.
- 3.8 The headteacher pay panel will consist of three governors selected and appointed by the governing body. Governors appointed to the headteacher pay panel should ideally have the knowledge and experience to carry out this role and must not have any personal or pecuniary interest.
- 3.9 No member of the governing body who is employed by (or related to anyone who is employed by) the academy nor any governor who is a member of the teacher pay committee shall be eligible for membership of the headteacher pay panel.
- 3.10 Although not mandatory for academies, the appointment of an external adviser to provide advice and support in relation to the appraisal of the headteacher is nonetheless considered to be good practice (the governing body of a maintained school **must** appoint an external adviser).
- 3.11 It is recommended that membership of the headteacher pay panel should be changed on a regular basis (ideally by changing one member every year) to ensure that no complacency develops which might detract from the ability to perform this vital role effectively and objectively. It is, however, recognised that this may not always be possible given the requirement to observe the possession of necessary knowledge and experience, as outlined above.
- 3.12 It is similarly recommended that the identity of any external adviser should be reviewed on an annual basis by the full governing body, and an alternative individual appointed as and when felt appropriate.

Appeals committee

- 3.13 The appeals committee will consist of three governors selected and appointed by the governing body.
- 3.14 The appeals committee will hear formal appeals against refusal of recommendation for pay progression (including application to progress to upper pay range).
- 3.15 No member of either the teacher pay committee or the headteacher pay panel, nor any governor who was involved in any way in either the original recommendation or the original determination shall be eligible for membership of the appeals committee.

Terms of reference

- 3.16 The terms of reference for the teacher pay committee, the headteacher pay panel and the appeals committee will be determined from time to time by the governing body.
- 3.17 The report of the teacher pay committee will be placed in the confidential section of the governing body's agenda. If the pay committee has exceeded its powers under this policy, it may be referred back.

4. Pay – general principles

- 4.1 The governing body is committed to maintaining the statutory minimum and maximum points on all pay ranges in accordance with STPCD.
- 4.2 The governing body will ensure that appropriate differentials between posts within the academy, and for intermediate reference points between the lower and upper points of each individual pay range, will be maintained at all times in recognition of accountability and job weight, and the need to recruit, retain and motivate sufficient employees of the required quality.
- 4.3 In relation to STPCD recommendations on teacher pay applicable from 1 September 2025, the figures set out in Appendix 1* detail both the statutory minimum and maximum for each individual pay range for teaching staff (and for the eight headteacher groups) and the statutory minimum and maximum for all allowances across the pay ranges. These figures have been uplifted (from those appearing in the previous (11/24) version of this policy) throughout in accordance with the government's response (contained within STPCD 2025) to the recommendations of the School Teachers' Review Body in their Thirty-Fifth Report dated May 2025 which included an increase of 4% to all pay and allowance ranges and advisory pay points.
- *All figures appearing in Appendix 1 relate to England excluding the London area.*
- 4.4 Appendix 1 additionally details (and contextualises) all advisory points between the minima and maxima of each pay range. These advisory points are now officially recommended (by the STRB) for recognition throughout the various pay ranges.

5. Pay portability

- 5.1 The governing body undertakes to maintain teachers' previous pay entitlements in accordance with the principle of portability.
- 5.2 When determining the starting pay for a classroom teacher who has previously worked in a local authority maintained school or academy in England, the teacher will be paid on the main pay range or upper pay range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post (subject to appropriate evidence from their appraisal documentation and salary notification from their previous employer).

6. Pay progression

- 6.1 The governing body has decided to maintain historic banding arrangements (as specified in Appendix 1) with reference to leadership posts. These are applicable to the post of headteacher (five intermediate reference points) and the posts of deputy headteacher and assistant headteacher (three intermediate reference points).
- 6.2 The governing body has decided to adopt the following banding arrangements (as specified in Appendix 1) with reference to leading practitioner pay range (three intermediate reference points), upper pay range (one intermediate reference points), main pay range (four intermediate reference points) and unqualified teacher pay (four intermediate reference points).

- 6.3 The governing body has chosen not to retain performance related pay progression and may only decide to withhold annual progression within any individual pay range if a teacher is subject to capability procedures.
- 6.4 The governing body will at all times ensure that appropriate funding is allocated for pay progression at all levels.

7. Salary determination and notification

- 7.1 All teaching staff salaries, including that of the headteacher, will be reviewed annually on or after 1 September to take effect from 1 September. The governing body will complete teachers' annual pay reviews by 31 October and the headteacher's annual pay review by 31 December.
- 7.2 Pay decisions will be communicated by the headteacher to each member of teaching staff (other than the headteacher themselves) by means of a salary statement to be issued following ratification by the teacher pay committee of recommendations on pay progression.
- 7.3 Pay decisions for the headteacher will be communicated by the teacher pay committee by means of a salary statement to be issued following their ratification of recommendations on pay progression.
- 7.4 All salary statements should make clear both:
- the scale applicable (leadership group pay range, leading practitioner pay range, upper pay range, main pay range or unqualified teacher pay range); and
 - whether pay progression has been included (most recent decision only).
- 7.5 The salary statement should also specify details (including relevant monetary amounts) of:
- any additional award for excellence (such as a double increment)
 - any teaching and learning responsibility (TLR) payment
 - any special educational needs (SEN) allowance
 - any recruitment or retention allowance
 - any cash safeguarding.
- 7.6 In the event of a teacher, during the course of the academic year, accepting additional responsibilities that have a significant impact on the individual's job role to the extent that this affects the basis for calculating pay, such changes should be notified in writing (ideally by issue of an amended job description) and a revised salary statement must be issued.

8. Representation and dispute procedure

- 8.1 If the teacher is dissatisfied with the recommendation relating to pay progression, they should, without delay, seek to resolve this by informal discussion with either their appraiser or the headteacher before the recommendation is considered by the teacher pay committee. Any discussion of this nature (irrespective of whether the original recommendation is overturned) must be documented by the appraiser or the headteacher (whichever is applicable) and communicated to the individual teacher concerned.
- 8.2 In the event that the matter remains unresolved following informal discussion, the teacher may make further (formal) representation (in which they may receive support from their

union) to the teacher pay committee before the headteacher's recommendation on pay progression is considered by that committee.

- 8.3 Where the teacher continues to be dissatisfied, a formal appeal process may be followed. However, this should only be initiated once the initial recommendation on pay progression has been considered by the teacher pay committee and the teacher notified of the outcome in writing.

9. Formal appeals procedure

- 9.1 The governing body will ensure that an appeals procedure is in place before any recommendations on pay progression are considered by the teacher pay committee. This should include the appointment of named individuals to an appeals committee (constituted as above).
- 9.2 Formal appeals against refusal of pay progression can only be presented once the initial recommendation has been considered by the teacher pay committee and the teacher notified of the outcome in writing. Other than in extenuating circumstances, no formal appeal should be presented without informal discussion of the recommendation having previously taken place (as outlined in the preceding section).
- 9.3 Formal appeals against refusal of application to be paid on UPR can only be presented after receipt of notification that the initial application has been refused.
- 9.4 Appeals against refusal of pay progression (including refusal of application to be paid on UPR) may be made on certain specified grounds only, and the appellant must identify the reason for their appeal.
- 9.5 Accordingly, in submitting a formal appeal, the appellant should specify that they believe the decision to deny them pay progression was unreasonable because it:
- represented an incorrect application of the academy's pay policy;
 - represented an incorrect application of any provision of STPCD;
 - failed to have proper regard for statutory guidance;
 - failed to take proper account of relevant evidence;
 - took account of irrelevant or inaccurate evidence;
 - unlawfully discriminated against the teacher; or
 - was biased in some other way.
- 9.6 The teacher should set down in writing the reason(s) for questioning the pay decision (which must be one or more of the grounds specified above) and send their appeal (via the clerk to governors) to the appeals committee within ten working days of receipt of **either** (in respect of pay progression) written notification of the teacher pay committee's decision to ratify the headteacher's recommendation to deny such progression **or** (in respect of application to be paid on UPR) formal notification of refusal (normally by receipt of the second (outcome) page of Appendix 2).
- 9.7 The appeals committee will then make arrangements for the formal appeal hearing. This will normally take place within ten working days of receipt of the written appeal notification.
- 9.8 For any formal appeal hearing the teacher is entitled to be accompanied by a work colleague or union representative. Each step and action of this process must be taken

without unreasonable delay. The timing and location of any formal meeting must be reasonable. The appeal hearing must allow both parties to explain their respective cases.

- 9.9 The decision of the appeals committee will be given in writing and, where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision.
- 9.10 The decision of the appeals committee is final and there is no recourse to the academy's grievance procedure.
- 9.11 Appeal decisions do not affect teachers' statutory employment rights.

10. Leadership pay

NB The following paragraphs are relevant only to appointments either made or reviewed and revised in accordance with STPCD after 1 September 2014. Appointments to the leadership group made prior to that date remain subject to the terms of STPCD 2013 and for remuneration issues in relation to those posts an earlier version of the Pay and Grading Policy (version 11/13) remains operative: if in doubt on this point please contact EducateHR for additional information and advice.

Principles

- 10.1 The governing body will ensure that the process of determining the remuneration of the individual members of the leadership group is both fair and transparent.
- 10.2 In recommending the individual pay ranges for leadership posts the governing body will be mindful to respect appropriate differentials with regard to the particular responsibilities of each post and, at the same time, allow sufficient leeway to enable progression within the leadership group over a number of years.

Theory

- 10.3 For the purpose of determining leadership pay, schools must be assigned to one of eight headteacher groups, according to the total unit score (derived in accordance with STPCD) based on the numbers of pupils in the school at various key stages, with extra weighting given to pupils with statements of special educational needs (SEN).
- 10.4 The governing body will undertake this determination whenever it is proposed to make a new appointment as headteacher. In following the process of determination the governing body may choose to be advised by (or may choose to delegate this task in its entirety to) the headteacher pay panel.
- 10.5 Where the headteacher is appointed as head of more than one school on a permanent basis (normally with the title of 'executive headteacher' although other terminology may be used) the determination of the headteacher group will be made with reference to the total unit score of all the schools for which the headteacher is responsible.
- 10.6 The governing body will maintain a proper record of the reasoning behind the requirement to determine the headteacher group and the calculations informing the determination of the headteacher group and such record will be fully documented in their minutes.
- 10.7 Having first determined the headteacher group, the governing body will set appropriate pay ranges for **all** appointments to leadership group posts. Individual pay ranges should only be set once due consideration has been taken of the complexity and challenge of the role in the context of the school.

- 10.8 Factors to be considered at this point may (this list is not exhaustive) include the following: school causing concern; high levels of deprivation within the school community – such as specific needs of pupils (as measured by indices such as FSM, EAL etc); accountability for multiple school sites; or leading a teaching school alliance. However, no factor which has already been taken into consideration in determining the headteacher group for the school should be given further weight in this regard.
- 10.9 Other factors such as difficulties with recruitment and/or retention or in respect of permanent additional responsibilities (previously payable as separate allowances or discretionary payments) also require to be taken into consideration when determining pay ranges (as these allowances have now been consolidated into basic pay).
- 10.10 In the event of any new appointment to the leadership group other than that of headteacher (or executive headteacher) the governing body will review the pay range appropriate to that post and will maintain a proper record of the reasoning behind their decisions in this respect, and such record will be fully documented in their minutes.
- 10.11 The governing body may additionally choose to review the pay ranges of any (or all) leadership group posts under the new arrangements by setting appropriate individual pay ranges if, in their opinion, it is necessary to do so in order to maintain consistency either with pay arrangements for new appointments to leadership posts or with pay arrangements for one or more members of the leadership group whose responsibilities have altered significantly since their pay range was originally determined.
- 10.12 Once again, the governing body will maintain a proper record of the reasoning behind their decisions in this respect, and such record will be fully documented in their minutes.

Practice

- 10.13 The pay range for the headteacher will be determined as above with reference to the appropriate headteacher group (see Appendix 1). The headteacher group specifies a minimum/maximum pay range within which the governing body will normally determine the pay range for the headteacher (although exceptions may be justified in accordance with clauses 10.8 and 10.9)
- 10.14 The pay of all other leadership group posts will be determined with reference to the leadership pay range (see Appendix 1). The leadership group pay range specifies a minimum/maximum pay range within which the governing body will determine the pay ranges of any deputy headteacher(s) and/or assistant headteacher(s).
- 10.15 Within the pay ranges so determined in respect of each individual post, the governing body will set discrete pay bands which will consist of a minimum and maximum salary with three intermediate points between these extremes, other than that for the headteacher which will have five intermediate points.

Limitations

- 10.16 The minimum of the pay range allocated to the headteacher must be no lower than the minimum of the appropriate headteacher group.
- 10.17 The maximum of the pay range allocated to the headteacher should not normally exceed the maximum of the appropriate headteacher group. However, should the governing body determine (in accordance with clauses 10.8 and/or 10.9) that circumstances specific to the role or candidate warrant a higher than normal payment then the maximum of the pay range set may exceed the maximum of the appropriate headteacher group as long as the

total salary (including allowances) payable to the individual concerned does not exceed the maximum by more than 25%.

- 10.18 Should the headteacher pay panel desire (in the event of wholly exceptional circumstances) to remunerate the headteacher in excess of 25% above the maximum of the appropriate headteacher group they must first produce a business case in support of their recommendation. This must be presented to the full governing body, who must also seek external independent advice from an appropriate person or body. This person or body should consider the provisions of STPCD (and whether they have been properly applied to the headteacher's pay) in order to advise the governing body accordingly, before the latter decides whether it is justifiable to exceed the limit in any particular case.
- 10.19 The maximum of the individual pay range(s) for the deputy headteacher(s) and/or assistant headteacher(s) must not exceed the maximum of the appropriate headteacher group for the school.
- 10.20 The pay range(s) for the deputy headteacher(s) and/or assistant headteacher(s) should not (other than in exceptional circumstances) overlap the pay range of the headteacher.

11. Headteachers temporarily accountable for more than one school

- 11.1 In a school where it is not possible to appoint a deputy headteacher or another member of the teaching staff to take on the position of acting headteacher (to cover a vacancy on an interim basis) the headteacher of another school may be appointed to be responsible and accountable in addition to their continuing role as headteacher of their own school.
- 11.2 This role should be regarded as an acting headship on a **temporary** basis for as long as arrangements are being made for the recruitment of a permanent headteacher (or to make alternative permanent arrangements, such as an amalgamation of schools or creation of a hard federation).
- 11.3 There is an expectation that these temporary arrangements should be time-limited and subject to regular review and that the maximum duration should be no longer than two years.
- 11.4 Such arrangements, including the determination by the governing body of appropriate remuneration for the duration of the period of dual accountability, should always be made in accordance with STPCD which states that the total sum of salary and any other discretionary payments made to a headteacher must not, other than in wholly exceptional circumstances, exceed the maximum of the relevant headteacher group by more than 25%. STPCD also includes the provision that safeguarding (of salary) will not be applicable on the cessation of any such temporary agreement.

12. Leading practitioner posts

- 12.1 The pay committee will determine an appropriate salary range (as exemplified within Appendix 1) on the leading practitioner pay range with regard to the nature of the work to be undertaken and the professional competencies required of the teacher.
- 12.2 When determining the individual salary range account will be taken of the challenge and demands of an individual post (including any other criteria considered appropriate such as any outreach work) whilst being mindful of internal pay relativities.

- 12.3 The leading practitioner pay range will be redetermined when new appointments are made or there is a significant change in the responsibilities of the post-holder.
- 12.4 Any teacher appointed for the first time as a leading practitioner will normally be paid a salary corresponding to the minimum of the leading practitioner pay range.

13. Upper pay range (UPR)

- 13.1 Application to move onto UPR is an elective process in which it is entirely the responsibility of the teacher to decide whether or not they wish to apply.
- 13.2 Only teachers who hold QTS and who have achieved two successive* successful appraisals will be eligible for progression to the upper pay range. The appraisal undertaken in the calendar year of application must be taken into consideration when assessing the application.
- *These appraisals need not necessarily be in consecutive years if circumstances (such as maternity leave, or protracted sickness absence related to a disability, etc) have rendered appraisal inappropriate in any given year.*
- 13.3 A teacher applying to move onto UPR must demonstrate that their achievements and contribution to the school are both substantial and sustained. To be fair and transparent, judgements will be properly rooted in evidence and there must be a successful review of overall performance.
- 13.4 Applications for movement onto the upper pay range may be made no more than once a year. Any teacher who wishes to progress to UPR should apply to the headteacher in writing.
- 13.5 Applications should be submitted before the deadline of 31 October using the relevant form (reproduced as Appendix 2) and will be considered by the headteacher following completion of the annual appraisal cycle in September/October of each year. The headteacher will assess all applications in accordance with the progression criteria to be achieved (reproduced as Appendix 3).
- 13.6 The application will be assessed by the headteacher in the light of that (calendar) year's appraisal and the result will be communicated in writing to the applicant within 15 working days of either appraisal or receipt of application (whichever is later).
- 13.7 On receipt of the headteacher's recommendation to progress to the upper pay range, the teacher pay committee will ratify that decision and the teacher will be informed that they will move onto the initial point on the upper pay range with effect from 1 September in the (calendar) year of progression.
- 13.8 If the application is unsuccessful, feedback will be provided by the headteacher as soon as possible and at least within 5 working days of the date the decision is communicated.
- 13.9 Appeals in respect of unsuccessful applications will be heard under the academy's procedure in accordance with the formal process outlined in section 9 of this policy.
- 13.10 The governing body will not be bound by any decision regarding progression to UPR made by another school or academy by whom the teacher is concurrently employed.
- 13.11 The governing body of this academy have determined that progression on the UPR will be with reference to annual appraisal review based on a five point pay range (as detailed in Appendix 1).

14. Main pay range for classroom teachers

- 14.1 All early career teachers (ECTs) will be placed on the minimum of the main pay range and will be subject to the statutory induction process unless they have relevant experience in accordance with the following paragraphs.
- 14.2 An experience point will be awarded for each year of service as a teacher (including any period of approved absence) completed at this or any other school or in an equivalent post (for instance City Technology College, independent school, a maintained overseas school outside the EEA, in a college of FE, a sixth form college, in higher education or at an MOD school).
- 14.3 Relevant experience other than teaching will be recognised on the basis of one point for every three years of experience deemed by the pay committee to be relevant to the post.

15. Unqualified teachers

- 15.1 Persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have satisfied the headteacher (or governing body) as to their special qualifications and/or skills and/or experience to undertake such roles may be paid as an unqualified teacher, as may those individuals who are undertaking an approved employment-based teacher training scheme.
- 15.2 Those beginning work as unqualified teachers will be placed on the minimum of the unqualified teacher pay range, unless the headteacher (or governing body) determines that they have other relevant experience, in which case a discretionary point or points may be awarded.
- 15.3 The headteacher (or governing body) may award one discretionary point for three or more years of experience (other than employment as an unqualified teacher) which is deemed to be of significant value to the organisation.

16. Teaching and learning responsibility (TLR) payments

- 16.1 A TLR may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the academy's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable. The TLR may be awarded while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Unqualified teachers may not be awarded TLRs.
- 16.2 Before awarding a TLR, the governing body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that this identified responsibility:
- is focused on teaching and learning;
 - requires the exercise of a teacher's professional skills and judgment;
 - requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and

- involves leading, developing and enhancing the teaching practice of other staff.
- 16.3 The headteacher, in conjunction with the governing body, will decide the number of levels of TLR payments within the bands and the specific values of the TLR payments at each level.
- 16.4 The headteacher, in conjunction with the governing body, may designate such permanent payments as either TLR1 or TLR2, but before awarding a TLR1, must be satisfied that the significant responsibility referred to in the preceding paragraph includes, in addition, line management responsibility for a significant number of people.
- 16.5 A TLR3 payment may be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities and must meet the criteria for TLRs. It is envisaged that the maximum time limit would be for no longer than two years.
- 16.6 TLR1 and TLR2 payments are permanent whilst the post-holder remains in the same post in the staffing structure. They may be awarded on a temporary basis only where a teacher is substituting in the temporary absence of another teacher.
- 16.7 Teachers will not be required to undertake permanent additional responsibilities without award of an appropriate permanent TLR1 or TLR2 payment.
- 16.8 A teacher may not be awarded TLR1 and TLR2 payments concurrently although holders of either TLR1 or TLR2 payments may be awarded additional TLR3 payment(s).
- 16.9 STPCD 2025 contains revised text in relation to the remuneration of part-time teachers in receipt of TLR1 or TLR2 payments, as the previous wording on pro-rata payment is understood to have caused some uncertainty over interpretation. Accordingly, schools and academies may wish to pay particular attention to Section 3 of STPCD 2025, and in particular paragraphs 50 and 51 of that section, which for ease of reference are reproduced as Appendix 4 of this policy.

17. Special educational needs (SEN) allowance

- 17.1 The governing body will award SEN allowances in accordance with the criteria and provisions set out in STPCD. SEN allowances may be held at the same time as TLRs. However, when keeping their staffing structures under review, the governing body should:
- ensure that holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
 - consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments, it would not be more appropriate to award a TLR payment instead of a SEN allowance of a lower value;
 - not continue to award new SEN payments solely for the purposes of recruitment and retention; and
 - ensure that any SEN responsibilities are clearly specified in any individual teacher's job description.
- 17.2 Where the criteria for the payment of a SEN allowance are met, the pay committee must award an allowance (spot payment) and the teacher's written notification given at the time of the award should specify the amount, and the reason for the award.
- 17.3 The pay committee must award a SEN allowance to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- in a special school;
- who teaches pupils in one or more designated special classes or units in a school;
- in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
 - a) involves a substantial element of working directly with children with special educational needs;
 - b) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - c) 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.

18. Allowance payable to unqualified teachers

- 18.1 The pay committee may determine that payment of an additional allowance is appropriate in the context of its staffing structure and pay policy on the basis that it considers that the teacher:
- a) has 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 judgment; or
 - b) has qualifications or experience which bring added value to the role being undertaken.

19. Acting allowance

- 19.1 Where a teacher is assigned and carries out duties of a member of the leadership group, but has not been appointed as an acting headteacher, acting deputy headteacher or acting assistant headteacher, the teacher pay committee must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance must be paid (and, if they decide not, may at any time make a further determination as to whether an acting allowance must be paid).
- 19.2 If the pay committee determines that the teacher must be paid an acting allowance, it must be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to such point on the leadership group pay range as the pay committee considers to be appropriate.
- 19.3 The remuneration of a teacher who is assigned and carries out duties of a member of the leadership team must not be lower than the minimum of the relevant pay range for as long as the acting allowance is paid.
- 19.4 The teacher may be paid an acting allowance with effect from such day on or after the day on which duties of a headteacher, deputy headteacher or assistant headteacher are first assigned and carried out as the teacher pay committee may determine.

20. Additional payments

- 20.1 The governing body may make such 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;
 - 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.

21. Recruitment and retention incentives and benefits

- 21.1 The governing body may make such payments or provide other financial assistance, support or benefits to any teacher (other than a member of the leadership group*) as it considers necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. This might, for instance, include consideration of a salary advance scheme for a rental deposit.

**Unless such payments etc were in place prior to 1 September 2014.*

- 21.2 An incentive for the recruitment of a new teacher or the retention of an existing teacher may consist of periodic payments or the provision of other benefits over a period of time.
- 21.3 An incentive or benefit for this purpose should be subject to regular (no less than annual) review and the governing body should make clear at the outset the likely duration of any such award.

22. Part-time teachers' remuneration

- 22.1 All contractual arrangements entered into must comply with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (as amended), and the Equality Act 2010. Part-time teachers must be paid a percentage of the appropriate full-time equivalent salary. The same percentage must be applied to any allowances awarded to a part-time teacher.
- 22.2 Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the headteacher and the pay calculation applied to any resultant additional hours worked.
- 22.3 The timetabled teaching week refers to school session hours that are timetabled for teaching, **including** PPA time* and other non-contact time but **excluding** break times, registration and assemblies. The school's timetabled teaching week of a full-time classroom teacher is to be used as the basis for calculating the pro rata percentage of the school's timetabled teaching week for which a part-time teacher is employed at the same school. This percentage is used to determine the pro rata remuneration of a full-time equivalent teacher's remuneration to which a part-time teacher is entitled. The percentage remains the same whether the school operates a weekly, fortnightly or any other timetable cycle.

**As clarified by STPCD 2024, where reasonably appropriate and agreed by both the individual teacher and the headteacher, PPA can be taken in one weekly unit which may be taken away from the school site.*

23. Teachers employed on a short notice basis

- 23.1 Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of STPCD on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata.
- 23.2 A teacher who is employed on such a basis 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.

24. Safeguarding of salary

- 24.1 The overarching principles are as follows:
- teachers at all levels are protected from sudden drops in total salary which would otherwise occur through no fault of their own.
 - safeguarding principles will be applied on a mandatory basis.
 - the teacher must know, at the start of the safeguarding period, what safeguarding arrangements are applicable to any particular salary element and this must be set out in the teacher's salary statement at the start of the period.
- 24.2 The relevant body must review the duties of any teachers who are entitled to safeguarded sums that in total exceed £500 and allocate appropriate additional responsibilities, commensurate with the safeguarded sum, for the period of safeguarding. The relevant body should ensure that appropriate notice is given of any new duties which are being given to the teacher as work commensurate with their safeguarded sum or sums.
- 24.3 All such additional responsibilities allocated should be kept under review, including taking such action as may be required when the safeguarding period ends. Headteachers will want to consider whether the additional duty is still required; if it should now attract an additional payment (such as a Teaching and Learning Responsibility (TLR1 or TLR2) payment); and, if so, the most appropriate person to undertake the duty.
- 24.4 The teacher must be given written notice of any determination to withdraw a safeguarded sum at least one month before it is implemented and should be given notice of such a determination at the earliest opportunity. Any such determination is subject to appeal in the usual way.

25. Salary sacrifice

- 25.1 Where the school operates a salary sacrifice arrangement, a teacher may participate in any arrangement and the gross salary shall be reduced accordingly in line with the provisions of STPCD.

26. School support staff

- 26.1 The governing body recognises that certain members of support staff may increasingly be expected to take on wider and deeper roles in support of teaching and learning. This may mean increasing hours on their current contract or taking an additional contract. The pay and rewards structure works to support a high performance and highly skilled workforce recognising accountability and job weight. The governing body should ensure that the pay structure is fair.
- 26.2 Each job description will reflect different levels of responsibility, skill and competencies including taking into account the differing roles within the school. This will include (among others) caretaking/technician roles, midday supervisors and members of the management team who are not involved in teaching activities, such as bursars, school managers etc.
- 26.3 The governing body is responsible for deciding:
- who should be appointed to a post
 - their hours of work
 - the duration of their contract.
- 26.4 All new entrants to the school (other than those appointed to fixed term positions of short duration) will normally be subject to an initial probationary period of six months. The length of the probationary period may be extended if warranted by circumstances.
- 26.5 Working hours for support staff may be varied on a permanent or temporary basis to suit the needs of the school by agreement with the employee concerned.
- 26.6 Temporary additional hours over and above an employee's contractual hours for a specific task may be approved and paid for (within agreed budget provisions) or time off in lieu arranged (plain time is paid up to 37 hours a week). The extra hours will usually be planned and authorised by the employee's line manager.
- 26.7 When undertaking review of job descriptions and person specifications, school management and governing bodies must take into account an appropriate grade for the post.

27. Additional pay and grading issues for school support staff

- 27.1 The governing body will be mindful to consider its obligations under equal pay legislation when implementing pay and grading decisions. Each post will have a designated job description and grade. The grade will normally remain unchanged unless a substantial change in the duties and responsibilities attached to the post take place.
- 27.2 The starting point of a newly appointed employee will normally be at the minimum of the advertised range, with incremental progression within the range specified in the job description and advertisement.
- 27.3 The governing body has the discretion to appoint a new starter on a higher point than the bottom of the range, but this must only be the case in exceptional circumstances.
- 27.4 Movement within the grade will be on an incremental basis until the top of the grade is reached.
- 27.5 Incremental points may be withheld if performance has been unsatisfactory and the employee is subject to capability procedures.

27.6 School employees who are redeployed have certain rights to protection of payments if the hourly rate offered in the new post is less than in their previous post. This salary protection is in line with the academy's policy on redeployment.

27.7 Other payments such as lettings fees will be payable in line with the appropriate national and/or local agreements applicable to the post.

27.8 Honoraria payments for support staff can be considered where employees act up in the absence of more senior employees. Such payments should only be given consideration in the following circumstances:

- covering for a senior employee (other than cover during annual leave); and
- undertaking duties significantly outside the scope of an employee's normal responsibilities over an extended period.

28. Other policies and procedures

28.1 This policy will be supported by the following policies and procedures:

- Appraisal Policy
- Capability Policy
- Redundancy and Redeployment Policy

Appendix 1: Salary Ranges from September 2025 – England (excluding London area)

Introduction

Please note that minimum and maximum figures for each pay range are **highlighted in red**.

In recent years **intermediate figures** (previously spine points) have not been nationally recognised within STPCD and, strictly speaking, that body's recommendations on pay have accordingly been limited to the minima and maxima of the individual pay ranges, meaning that schools and academies (STPCD being applicable not only to maintained schools but also to those academies whose policies specify adherence to STPCD and/or those who are obliged to adhere to STPCD as part of their TUPE obligations) have thus been free to exercise their discretion, in taking account of those recommendations, in making their own individual decisions on pay levels between the minima and maxima (despite which we have, throughout recent years, unfailingly referenced intermediate figures, regardless of their official designation as discretionary, as these have generally been viewed as constituting a useful structural framework).

The STRB's report in July 2020, however, went further than in previous years (when it merely suggested that the relevant pay lifts should be applied across the board) by reintroducing intermediate pay points on main and upper pay ranges to act as useful reference markers (thus allowing "... *for the creation of a more transparent and coherent pathway for new and existing teachers ...*"). These points are now officially designated as **advisory** (although not mandatory) by both STRB and the Department for Education (and in consequence STPCD) and the STRB's report in July 2021 further extended this recommendation to include the unqualified teacher pay range.

2025 recommendations

In relation to figures appearing in this appendix, the various reference points for all pay ranges (these comprising leadership group pay range, inclusive of the statutory minima and maxima of the various headteacher groups specified within that range; leading practitioner pay range; upper pay range; main pay range; and unqualified teacher pay range), extending to any advisory (formerly discretionary) intermediate reference points in addition to both the statutory minima and maxima, have, in accordance with STPCD 2025, been uplifted from 2024 figures by 4%, as have as all TLR and SEN allowances across all pay ranges.

Headteacher groups

The relevant body (normally the governing body) must assign its school to a headteacher group for the purposes of STPCD and the pay range of the headteacher should normally be set between the statutory minimum and maximum (although there may be circumstances, as specified in sections 10 and 11 of the substantive pay policy, in which the latter limit may be exceeded) of the appropriate headteacher group for that particular school (or group of schools).

There was no increase to the maxima of these groups in 2015 (unlike subsequent years, other than 2021) and these latter points (eight in number) appear **in red and marked with an asterisk** in both the headteacher groups and the leadership group pay range as **18*, 21*, 24*** (etc) as opposed to the corresponding advisory points which appear **in black and without the asterisk** as **18, 21, 24** (etc) in the leadership group pay range (see below for further explanation).

Headteacher group	Leadership-points	Value (2025-2026)
1	6 – 18*	£58,596 – £77,924
2	8 – 21*	£61,534 – £83,860
3	11 – 24*	£66,368 – £90,255
4	14 – 27*	£71,330 – £97,136
5	18 – 31*	£78,702 – £107,131
6	21 – 35*	£84,699 – £118,169
7	24 – 39*	£91,158 – £130,274
8	28 – 43*	£100,540 – £143,796

Headteachers

Within the appropriate headteacher group (as determined in accordance with STPCD) the governing body should set a range appropriate to both the requirements and challenges of the post and the attributes of the person appointed to the post. The pay range determined should contain sufficient intermediate points to allow pay progression over a number of years.

The minimum of the pay range must be no lower than the minimum quoted for the relevant headteacher group and the maximum of the pay range should not exceed the maximum quoted for the relevant group unless there are circumstances specific to the role or candidate which warrant a higher payment.

The maximum of the pay range must never exceed the maximum quoted for the relevant headteacher group by more than 25% unless there are wholly exceptional circumstances (in accordance with sections 10 and 11 of the policy).

Please note that (other than the **overall** minimum and maximum figures) certain points stated **in red and marked with an asterisk** relate to points equating to the statutory maxima of the (eight) headteacher groups.

The equivalent advisory points (those appearing below without an asterisk) have been increased in 2015 (where these did **not** represent the maximum of the individual pay range) **and** in subsequent years (other than 2021) and accordingly these points may, when constituting a single (intermediary) step within an individual pay range (as opposed to representing the **highest** level on the individual pay range), legitimately exceed the statutory maximum of the relevant headteacher group.

Leadership group

The governing body should, with reference to all other leadership posts, set a range appropriate to both the requirements and challenges of the post(s) and the attributes of the postholder(s).

The pay range determined should contain sufficient intermediate points to allow pay progression over a number of years.

Please note that certain points (other than the overall minimum and maximum figures) which are stated **in red and marked with an asterisk** relate to statutory points equating to the maxima of the (eight) headteacher groups – the anomaly here arose in 2015 when the School Teachers' Review Body (STRB) recommended that no pay uplift be applied in that year to the maximum values on the Leadership Group Pay Range (LGPR) or to maximum values on any of the eight head teacher group pay ranges*.

The equivalent advisory points (those appearing below without an asterisk) have been increased in both 2015 (where these did **not** represent the maximum of the individual pay range) **and** in subsequent years (other than 2021) and accordingly these points may, when constituting a single (intermediary) step within an individual pay range (as opposed to representing the **highest** level on the individual pay range), legitimately exceed the statutory maximum of the relevant headteacher group.

If in any doubt in relation to the above points please feel free to seek additional explanation and/or advice from EducateHR.

This restriction was applied to the maximum of each of the eight head teacher group pay ranges **only – it was (and this remains the case) **not** applicable where a teacher paid on leadership is placed on one of the corresponding points on the leadership group pay range (all of which points have increased in 2015 and in all subsequent years other than 2021) **unless** they have reached (**coincident** with the maximum of their **individual** pay range) the maximum of a head teacher group pay range.*

Leadership group pay range	Advisory or (if in red) Statutory point	Value (2025-2026)	Leadership group pay range (continued)	Advisory or (if in red) Statutory point	Value (2025-2026)
Statutory Minimum	1	£51,773	Maximum Group 3	24*	£90,255
	2	£53,069		24	£91,158
	3	£54,394		25	£93,424
	4	£55,747	Maximum Group 4	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	Maximum Group 5	30	£105,595
	10	£64,691		31*	£107,131
	11	£66,368		31	£108,202
	12	£67,898		32	£110,892
	13	£69,596	Maximum Group 6	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	
Maximum Group 1	18	£78,702	Maximum Group 7	38	£128,447
	19	£80,655		39*	£130,274
20	£82,654	39		£131,578	
Maximum Group 2	21*	£83,860	40	£134,860	
	21	£84,669	41	£138,230	
	22	£86,803	42	£141,693	
	23	£88,951	43*	£143,796	
			Maximum Group 8 & Statutory Maximum		

Leading practitioner (2025-2026)

Leading practitioners are entitled to expect a schedule by which their remuneration might increase over a number of years, and schools are free to design their own pay ranges as long as they remain within the minimum and maximum figures quoted.

Leading practitioners are **not** members of the leadership group, and, although it should be noted that the minimum and maximum of the leading practitioner pay range **no longer** (since September 2018) **coincide with**, respectively, points 1 and 18 (the latter being an advisory point) on the leadership group pay range reproduced above, schools may nonetheless wish to select a range of five (although this specific number is not mandatory) points on the leadership group pay range (these points, with the exception of the minimum and maximum, will of course be advisory points) to act as a framework for an individual pay range **as long as these points lie within the overall parameters of the minimum and maximum figures** as stated below.

The chosen range should be selected to reflect accurately the precise responsibilities and challenges of the individual role, as represented in the job description.

Statutory Minimum	£52,026
Statutory Maximum	£79,092

Upper pay range (2025-2026)

Statutory Minimum	1	£47,472
	2	£49,232
Statutory Maximum	3	£51,048

Main pay range (2025-2026)

The table immediately below represents the traditional six-point main pay range which remains (primarily as we favour its inherent simplicity) **the preferred recommendation of EducateHR.**

Please note that awarding accelerated progression remains possible as a means of rewarding exceptional performance, based on objective examples of exemplary professionalism.

Statutory Minimum	1	£32,916
	2	£34,823
	3	£37,101
	4	£39,556
	5	£42,057
Statutory Maximum	6	£45,352

Unqualified teacher pay range (2025-2026)

Statutory Minimum	1	£22,601
	2	£25,193
	3	£27,785
	4	£30,171
	5	£32,667
Statutory Maximum	6	£35,259

Allowances

The following allowances (TLR and SEN) can be set by the awarding body at any figure between the statutory minimum and maximum.

Teaching and Learning Responsibility (TLR) payments (2025-2026)

Note – no teacher may hold both TLR1 and TLR 2 concurrently.

TLR1	Range
Statutory Minimum	£10,174
Statutory Maximum	£17,216

TLR2	Range
Statutory Minimum	£3,527
Statutory Maximum	£8,611

TLR3 (fixed term)	Range
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Note – a TLR3 may be held concurrently with either a TLR1 or a TLR 2.

Statutory Minimum	£702
Statutory Maximum	£3,478

Special educational needs (SEN) allowance (2025-2026)

SEN	Range
Statutory Minimum	£2,787
Statutory Maximum	£5,497

Appendix 2: Application Form for UPR

Application to be paid on the Upper Pay Range

Eligibility criteria

In order to be paid on the Upper Pay Range you must be assessed as meeting the expectations laid out in the School Pay Policy.

You must hold Qualified Teacher Status (QTS)

Name Job Title

I confirm that I am applying to be paid on the Upper Pay Range with effect from
1 September 20...

I enclose the relevant documentation which contains the evidence to support my application.

Signed

Date

You should keep a copy of your application form.

The application form should be passed to your Headteacher by 31 October.

To be completed by the Headteacher

Application for Upper Pay Range Assessment for (teacher name):

Two successive successful appraisal reviews Yes/No

Teachers' Standards have been met/have not been met

Upper Pay Range Progression Criteria have been met*/have not been met*

Other Comments

The application for movement onto the UPR has been successful*/unsuccessful*

***Movement onto the Upper Pay Range will be effective from 1 September 20...**

(*delete as appropriate)

Signed:

Name of Headteacher.....

Date:

Appendix 3: UPR Progression Criteria

An application will be successful if the headteacher is satisfied that the teacher is 'highly competent' in all elements of the Teachers' Standards and the teacher's achievement and contribution to the school are 'substantial' and 'sustained'.

The evidence will include:

- results of the two most recent successful appraisals
- evidence demonstrating that the teacher continues to meet the Teachers' Standards
- evidence that the teacher meets the UPR progression criteria.

'Highly competent' means: performance which is good enough to provide coaching and mentoring to other teachers, giving advice to them and demonstrating effective teaching practice and how to make a wider contribution to the work of the school. Teaching has been rated as at least 'good' overall with some outstanding features over a sustained period.

'Substantial' means: plays a critical role in the school, provides a role model for teaching and learning, makes a distinctive contribution to the raising of pupil standards, takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning.

'Sustained' means: maintained continuously over a period of at least 2 years.

By completing the table below, you should be able to demonstrate that you are meeting these areas, (this may mean indicating elements of your appraisal objectives which meet these particular standards).

Standard	Exemplification	Notes/Evidence/Dates	Met/Not Met
Professional Attributes	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		
Professional Knowledge and Understanding	<p>Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</p> <p>Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.</p> <p>Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.</p> <p>Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.</p> <p>Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.</p>		

Standard	Exemplification	Notes/Evidence/Dates	Met/Not Met
Professional Skills	<p>Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.</p> <p>Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.</p> <p>Promote collaboration and work effectively as a team member.</p> <p>Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.</p>		

Upper Pay Range Progression

Teacher signature Name Date

Headteacher signature Name Date

Teachers' Standards

Name:

Date:

This should be used in advance of the appraisal meeting to identify standards already meeting and areas for development. It should provide for career stage expectations and evidence should be sign posted accordingly. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives, evidence/success criteria, training and support agreed.

Part one: Teaching

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

Standard	Exemplification	Notes/Evidence/Dates	Met/Not Met
1. A teacher must set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 		

Standard	Exemplification	Notes/Evidence/Dates	Met/Not Met
<p>3. Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> • 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 		
<p>4. Plan and teach well-structured lessons</p>	<ul style="list-style-type: none"> • 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) 		

Standard	Exemplification	Notes/Evidence/Dates	Met/Not Met
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p>	<ul style="list-style-type: none"> • 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 		
<p>6. Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • 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 		

Standard	Exemplification	Notes/Evidence/Dates	Met/Not Met
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Standard	Notes/Evidence/Dates	Met/Not Met
<p>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • 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. 		
<p>B. 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.</p>		
<p>C. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.</p>		

Appendix 4: Extract from STPCD 2025 (Section 3)

50. *TLR1s and TLR2s should only be awarded to teachers placed in the specified posts in the staffing structure and to the cash value set out in the pay policy. When advertising a TLR1 or TLR2 schools should aim for them to be open to all relevant staff, irrespective of working pattern, and be open-minded to practical ways that TLR duties can be split and reduced to support their being carried out on a part time basis. The duties agreed should be capable of being undertaken within the normal hours of the teacher concerned, whether they are full-time or part-time. Schools should be particularly mindful of women returning from maternity leave on a part-time basis and teachers returning from long term sick leave, where they had previously held a full-time post and TLR. In these circumstances, schools should consider with the individual teacher whether, and if so how, they can continue to carry out the TLR within their part-time hours. From 1st September 2025, the value of any existing or new TLR1 or TLR2 payment may be based on the proportion of the TLR responsibility the teacher is undertaking – i.e. the proportion of the full-time equivalent responsibility.*
51. *From 1st September 2026, it will become a requirement that all existing and new TLR1 and TLR2 payments be based on the proportion of the TLR the teacher is undertaking – i.e. the proportion of the full-time equivalent responsibility. So while there is no requirement for schools to adopt this proportion of responsibilities-based calculation from 1st September 2025, schools will, over the course of the 2025/26 academic year, wish to consider the impact of this upcoming change on teachers in receipt of a TLR1 or TLR 2, so that they are in a position to implement the new requirements from 1st September 2026. In particular, schools will want to consider the impact on any part-time teachers currently in receipt of a TLR1 or TLR2 and the impact on any full-time teachers undertaking only a proportion of the responsibilities associated with the full TLR. In practical terms, the new proportion of responsibilities-based calculation means that the percentage value of the full TLR1 or TLR2 payment received by a part-time teacher may be higher than the percentage value applied to their salary and other allowances (determined in accordance with the pro-rata principle) if the teacher undertakes a higher proportion of the responsibilities associated with the TLR1 or TLR 2 (up to the full amount). The responsibilities agreed should be capable of being undertaken within the normal hours of the part-time teacher concerned. The appropriate level of allowance payment and responsibilities should be agreed between the individual teacher and the employer. The new proportion of responsibilities-based calculation means that some full-time teachers will only receive a proportion of the full TLR1 or TLR2 payment if they are only undertaking a proportion of the responsibilities associated with the full TLR. The appropriate level of allowance payment and responsibilities should be agreed between the individual teacher and the employer.*

Appendix 5: School staffing structure

[Staffing structure to be inserted for the school]