

# Holy Trinity Church of England Junior School



**Policy for:**

**Pay and Conditions of Service**

**Written by:**

**Southwark Diocese basis with updates from relevant statutory documents**

**Review Date:**

**Autumn 2026**

**Next Review Date: Autumn 2027**

**Holy Trinity Church of England Junior School, Wallington**  
**Policy for Pay and Conditions of Service**

<b>Motto</b>	<b>Only with Thee, O God, we journey safely on</b>
<b>Vision</b>	Exemplary education for all, through God’s amazing grace.
<b><u>4 year Vision target:</u></b>	By the end of July 2027: <b>attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone’s best interests; children will know how to be healthy, safe and enjoy life to the full!</b>
<b><u>Values</u></b>	<b>Learning, Dignity, Integrity, Confidence, Love</b>
<b><u>Values statement</u></b>	<b>Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.</b>
<b>We Learn:</b>	<b>“Everything was created through Jesus and for him” Colossians 1.16.</b> The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
<b>We Love:</b>	<b>“We love each other because he loved us first” 1 John 4.19.</b> The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
<b>We act with Integrity:</b>	<b>“People judge by outward appearance, but the Lord looks at the heart” 1 Samuel 16.7.</b> The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
<b>Each person has Dignity:</b>	<b>Each person has Dignity: “So God created human beings in his own image.” Genesis 1.27.</b> The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
<b>We have Confidence:</b>	<b>We have Confidence: “Blessed are those who trust in the Lord and have made the Lord their hope and confidence.” Jeremiah 17:7.</b> The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

## Policy

### Holy Trinity Church of England Junior School

#### PRINCIPLES

Holy Trinity Church of England Junior School is a church school and the Governing Body seeks to ensure that the Christian ethos permeates the whole life of the school. This policy is designed to support the school's motto, values and vision, enabling the recruitment, retention and development of all staff. This in turn will enable pupils to benefit from a high quality of education in an ordered Christian community. The Governing Body seeks to ensure that all staff, both teaching and support staff, are valued and receive appropriate recognition and reward for their contribution to the life of the school.

The effective running of the school depends on the commitment of every person who works in it. Every member of staff is an integral part of the school community and affects its life and ethos. The school's vision is realised through daily action. It is in the day-to-day living that the values of the school becomes apparent; the presence of Christ should be evident to all.

#### AIMS OF THE POLICY:

- to support the school's vision and values and School Development Plan, thus maintaining and improving the quality of education provided;
- to demonstrate that the way in which the Governing Body manages its staff, in relation to pay and conditions, is fair, reasonable, open and transparent;
- to maintain a staffing structure which meets the needs of the school;
- to ensure that all staff receive appropriate reward for the services that they provide;
- to operate the pay policy and structure within the constraints of the budget.

#### PRACTICE

The Governing Body will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers Review Body 35<sup>th</sup> Report published in July 2025 and the Conditions of Service for School Teachers in England and Wales<sup>1</sup> (commonly known as the 'Burgundy Book').

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<sup>1</sup> <https://neu.org.uk/media/42/view>

- **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service<sup>2</sup> (Green Book) or any LA pay/grading system which has been formally adopted by the Governing Body.

The Governing Body is responsible for ensuring that a school pay and conditions of service policy is in place and for ensuring that it is followed for all staff. The policy is administered by the Pay and Performance Panel, which has been given delegated powers by the Governing Body to take decisions on its behalf.

The Governing Body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place and can be applied consistently and that their pay decisions can be objectively justified.

The policy is reviewed by Staffing Committee on an annual basis or when other changes occur to the Document or the Green Book. The Committee will consult fully with staff and governors and, as appropriate, with the local authority, trade unions, professional associations and diocesan board.

The Governing Body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the school's spending plan.

The Governing Body will monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring the school's continued compliance with equalities legislation.

**All members of staff and governors will have access to a copy of the pay and conditions of service policy.**

## **EQUAL OPPORTUNITIES**

The Governing Body will comply with relevant equalities legislation:

Employment Relations Act 2004

Equality Act 2010 (Amendment) Regulations 2023

Employment Rights Act 1996

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

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

The Agency Workers Regulations 2010

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<sup>2</sup> [https://www.emcouncils.gov.uk/write/Green\\_Book\\_13Mar19\\_untracked\\_version.pdf](https://www.emcouncils.gov.uk/write/Green_Book_13Mar19_untracked_version.pdf)

The Governing Body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development. In addition, the Governing Body will endeavour to ensure that all staff have good facilities in which to work, appropriate and adequate non-contact time (teachers) and reasonable breaks.

In applying this policy, adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

### **Monitoring and Evaluation**

The full governing body monitors and evaluates the practice of the school via reports from the Staffing Committee.

## **Pay and Conditions Procedures at Holy Trinity Church of England Junior School**

### **CONTRACTS AND JOB DESCRIPTIONS**

The Head Teacher will ensure that each member of staff is provided with a job description identifying key areas of responsibility, in accordance with the staffing structure agreed by the Governing Body, and that each has a contract of employment.

Job descriptions will be reviewed annually, at the time of the annual pay review and the contents will be discussed with the member of staff concerned. Job descriptions may also be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school.

### **JOB RELATIVITY WITHIN THE SCHOOL AND DIFFERENTIALS**

The Governing Body will aim to maintain proper relativity between job salaries within the school. Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight and the Governing Body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

### **AVAILABILITY OF INFORMATION**

- Information concerning vacant posts will be made available to all staff so that they are able to apply for any posts for which their training and experience are appropriate.
- Personal salary and employment records will be available to individual members of staff at any time, on application to the Head Teacher. Records will be confidential.

### **DISCRETIONARY PAY AWARDS**

Criteria for the use of pay discretions are set out in the School Teachers' Pay and Conditions Document 2025 and discretionary awards of additional pay will only be made in accordance with these criteria. Discretionary pay awards can be up to 25% increase of pay if reasons recorded by governors are in writing stating that work has been carried out 'over and above' the job description e.g., community work, making an impact on projects outside of the school.

### **SAFEGUARDING (PAY PROTECTION)**

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

### **PAY AND PERFORMANCE PANEL**

The Governing Body has a Pay and Performance Panel to carry out determinations of pay in accordance with the pay policy and carry out other responsibilities on behalf of the Governing Body.

The panel has fully delegated powers and is established in accordance with the appropriate school government regulations.

Any person employed to work at the school, other than the Head, must withdraw from a meeting at which the pay or appraisal of any other employee of the school is under consideration. The Head must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

No member of the Governing Body who is employed to work in the school shall be eligible for membership of this panel.

The panel will be attended by the Head in an advisory capacity. Where the Pay and Performance Panel has invited either a representative of the LA, Diocese or the external adviser to attend and offer advice on the determination of the Head's pay, that person will withdraw at the same time as the Head while the panel reaches its decision. Any member of the panel required to withdraw will do so.

Decisions of the Pay and Performance Panel will be communicated to each member of staff by the Chair of Governors in writing.

Decisions on the pay of the Head Teacher will be communicated by the Chair of the Governing Body, in writing.

The terms of reference for the Pay and Performance Panel will be determined from time to time by the Governing Body.

Appeals against pay decisions of the panel will be heard in accordance with the arrangements at Annex A.

The report of the Pay and Performance Panel will be placed in the confidential section of the Governing Body's agenda and will either be received or referred back. Reference back may occur only if the Pay and Performance Panel has exceeded its powers under the policy, or the budget allocated for pay has been exceeded.

## **HEAD TEACHER**

The day to day management of the policy is delegated to the Head Teacher who will:

- develop clear arrangements for linking appraisal to pay progression and consult with teachers and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to Staffing Committee for approval by the Governing Body;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- submit pay recommendations to the Pay and Performance Panel and ensure the panel/ Governing Body has sufficient information upon which to make pay decisions;
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

The Governing Body requires that the Head Teacher, in exercising the delegated responsibilities, has appropriate regard to the budget and the requirements of employment legislation, particularly equal opportunities and equal pay legislation.

## **TEACHERS**

To enable the policy to be applied fairly and objectively, teachers will be expected to:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;
- ensure they have an annual review of their performance.

## **ANNUAL SALARY REVIEW**

All teaching staff salaries, including those of the Head, Deputy Head(s) and Assistant Head(s) will be reviewed annually to take effect from 1 September of the year in which decisions are made. The Governing Body will endeavour to complete teachers' annual pay reviews by at least *31 October* and the Head Teacher's annual pay review by *31 December*. They will, however, complete the process without undue delay.

Appraisal Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made. Ordinary pay progression for performance in the same job will not be reviewed more than once a year.

## **Notification of pay decisions**

Decisions will be communicated to each member of staff and the Head by the Chair of Governors in writing. Decisions on the pay of the Head will be communicated by the Chair of Governors' in writing. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

## **Appeals procedure**

The Governing Body has an appeals procedure in relation to pay. It is set out in annex A of this Pay & Conditions Policy.

### **PERFORMANCE APPRAISAL**

The Governing Body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources (see the school's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (i.e. application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review.

The Head Teacher will moderate objectives to ensure consistency and fairness; the Head Teacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

### **A SUPPORT STAFF**

The Pay and Performance Panel notes its powers to determine the pay of support staff. The Pay and Performance Panel will determine the pay grade of support staff on appointment in accordance with the scale of grades, currently applicable in relation to employment with the LA, which the panel consider appropriate for the post. In reaching its determination, the panel will consider the advice of the LA, but will not consider itself bound by that advice. The appeals process is set out in the annex to this policy.

### **B TEACHING STAFF**

#### **Setting the pay of school leaders**

##### **Role of the governing body**

The governing body's role in relation to leadership pay is to

- set the appropriate level of pay for the role in the light of the school size, context and challenge;
- when appointing new head teachers, governors must assess the particular challenges and circumstances of their school and judge the extent to which these, together with the skills they are looking for, needs to be reflected in the determination of a head's individual pay range;

- consider and adopt pay and appraisal policies, including the criteria for pay progression;
- assure themselves that appropriate arrangements for linking appraisal to pay are in place and can be applied consistently, and that pay decisions can be objectively justified;
- approve salaries and the award of performance pay in line with the school's pay policy;
- identify and consider budgetary implications of pay decisions and consider these in the school's spending plan.

### **New appointments – the three-stage process**

Governors will follow a three-stage process when setting the pay for **new appointments** to headship or the wider leadership team.

Schools may choose to review the pay of all of their leadership posts in accordance with the new arrangements introduced in the 2014 Document if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014 or with pay arrangements for a member or members of the leadership group whose responsibilities have significantly changed on or after that date.

The three stages are:

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

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

### **Stage 1 – Defining the role and determining the headteacher group**

Governors will define the job and identify the broad pay range as a provisional guide to determining an appropriate level of pay.

Governors will set out the specific role, **responsibilities and accountabilities** of the post as well as the **skills and relevant competences** required.

Governors should assign the school to a head teacher group which will determine the appropriate broad pay range.

For other leadership posts, governors should consider how the role fits within the wider leadership structure of the school. The pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances.

## **Stage 2 – Setting the indicative pay range**

Governors will need to consider the complexity and challenge of the role in the particular context of the school and make a judgement on pay in the light of this. At this stage current discretionary payments, such as allowances for recruitment and retention, permanent additional responsibilities (e.g. the provision of initial teacher training (ITT)), and long-term provision to other schools should be taken into account. The following represent some examples of the additional factors that governors may wish to consider, but these are for guidance only and are not intended to provide an exhaustive list:

- **the context and challenge arising from pupils needs** e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year churn/pupil mobility, and this affects the challenge in relation to improving outcomes;

a **high degree of complexity and challenge** e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any head teacher of similar-sized school(s) and is not already reflected in the total unit score used at stage 1

- **additional accountability not reflected in stage 1** e.g. leading a teaching school alliance;

- factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location; specialism; level of support from the wider leadership team.

If governors consider that circumstances warrant it, they can set the indicative pay range with a **maximum of up to 25%** above the top of the relevant head teacher group range. Above that limit, external independent advice must be sought and, should the advice suggest that additional payment is appropriate; a business case must be made and agreed by the full governing body.

For other leadership roles the process is broadly the same. Governors should consider how the other leadership roles should be set in accordance with the level set for the head teacher and ensure that there is sufficient scope for progression.

## **Stage 3 – Deciding the starting salary and individual pay range**

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially about deciding on the starting salary for the individual who is to be offered the post.

At this stage governor will have a preferred candidate for the role and will wish to set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

## **Pay progression**

It is the responsibility of the governing body to ensure that performance-based progression awards reflect individual performance.

Pay progression for members of the leadership group is already linked to performance, but governing bodies have had only limited scope to differentiate or increase the progression reward available.

The removal of the spine points gives greater flexibility to decide on the level of progression award appropriate to an individual's performance.

Schools should review and update their pay policies on an annual basis to ensure that they remain fit for purpose.

The School Teachers' Review Body (STRB) has recommended a 4% pay increase to teachers' pay and allowance points in September 2025 (Outer London)

## **ACTING ALLOWANCES**

Acting allowances are payable to teachers who are assigned and carry out the duties of Head, Deputy Head or Assistant Head in accordance with paragraph 30 of the Document. The Pay and Performance Panel will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher, who carries out the duties of Head, Deputy Head, or Assistant Head, for a period of four weeks or more, will be paid at an appropriate point of the Head's ISR, Deputy Head range or Assistant Head range, as determined by the Pay and Performance Panel. Payment will be backdated to the commencement of the duties

### **Classroom Teacher**

#### **On appointment**

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

- the requirements of the post;
- any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

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

### **Pay progression for main pay range teachers, effective from 1<sup>st</sup> September 2025**

Since 1 September 2014 all decisions about pay progression are no longer linked to length of service and instead are linked to performance. The Pay and Performance Panel will use reference points as in the existing six-point scale.

The Secretary of State for Education provided the School Teachers' Review Body (STRB) with a remit to deliver the teachers' pay increase. The STRB has followed the Government's instruction and has made the following recommendations in its 35<sup>th</sup> Report about teachers' pay.

The starting salary for teachers outside London will rise by 4% in the 2024/5 academic year.

M1	4%	£37,870
M2	4%	£39,851
M3	4%	£41,935
M4	4%	£44,128
M5	4%	£46,800
M6	4%	£50,474
UP1	4%	£52,219
UP2	4%	£54,141
UP3	4%	£56,154

### **Leadership Group pay ranges**

Recommended pay levels and resulting annual 4% increase across the leadership range of spine points (Outer London)

Min £55,881 to Max £147,866

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

To move up the main pay range, one annual point at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the Teachers' Standards. **Teaching should be at least consistently 'good' over time as defined by Ofsted.**

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

- **an increasing positive impact on pupil progress;**
- **improvements in specific elements of practice identified to the teacher, e.g., behaviour management or lesson planning;**
- **an increasing contribution to the work of the school;**
- **an increasing impact on the effectiveness of staff and colleagues.**

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

The Pay and Performance Panel will be advised by the Head Teacher in making all such decisions. All decisions (i.e., no movement, one point,) will be clearly attributable to the performance of the teacher in question. The panel will request anonymised data to ensure that decisions can be justified.

## **UNQUALIFIED TEACHERS**

### **On appointment**

The Pay and Performance Panel will pay any unqualified teacher in accordance with paragraph 17 of the School Teachers Pay and Conditions Document. The panel will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The panel will consider whether it wishes to pay an additional allowance, in accordance with paragraph 26 of the document.

### **Pay progression effective from 1<sup>st</sup> Sept 2025**

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills;
- an increasing positive impact on pupil progress;
- improvements in specific elements of practice identified to the teacher;
- an increasing contribution to the work of the school;
- an increasing impact on the effectiveness of staff and colleagues.

The Pay and Performance Panel will be advised by the Head Teacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The Pay and Performance Panel will be able to justify its decisions.

## **APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE**

From 1 September 2013 onwards, any qualified teacher can apply to be paid on the Upper Pay Range. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

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

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, e.g., through sickness, disability, adoption leave or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.

### **Process:**

One application may be submitted annually. The closing date for applications is normally 31<sup>st</sup> October each year; however, exceptions will be made in particular circumstances, e.g., those teachers who are on maternity or adoption leave or who are currently on sick leave. The process for applications is:

- notification of intention to gather supporting evidence to the Head Teacher by the cut-off date of October 31<sup>st</sup> and this will be acknowledged on the target setting paperwork
- the assessor will assess two appraisal cycles and, will include a recommendation to the Pay and Performance Panel of the relevant body;
- The application, evidence and recommendation will be passed to the Head Teacher for moderation purposes, if the Head Teacher is not the assessor;

- The Pay and Performance Panel will make the final decision, advised by the Head Teacher and confirmation will be sent by a letter from the Chair of Governors.
- Teachers will receive written acknowledgement of their application by 31st December
- A decision will be made on the application by the end of that year's appraisal cycle. This will usually be in the Summer Term but may be up to the 31<sup>st</sup> October. If the cycle runs to the later date, then pay will be backdated to 1<sup>st</sup> September. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- Successful applicants will move to the minimum of the UPR on 1 September of the year following notification of intention to apply.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix A at the back of this pay policy.

### **Assessment:**

The teacher will be required to meet the criteria set out in paragraph 17 of the Document, namely that:

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

### **In this school, this means:**

**“highly competent”:** the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working. Their performance should be good enough to provide coaching & mentoring to other teachers. This will include giving advice to them and demonstrating to them effective teaching practice and how to make wider

contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

**“substantial”**: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues. Their contribution will be of real importance, validity or value to the school; they will play a critical role in the life of the school; provide a role model for teaching & learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils learning.

**“sustained”**: the teacher must have had two, usually consecutive, successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions, e.g., maternity/sick/adoption leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. Any progression to a higher point on the UPR will require a **further** six consecutive terms of evidence.

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

## **UPPER PAY RANGE**

### **Pay progression effective from 1 September 2025**

The Pay and Performance Panel will determine whether there should be any movement on the Upper Pay Range, which will be limited to those who have been on their current Upper Pay Grade for at least 2 years. In making such a determination, it will take into account:

- the evidence base, which should show that the teacher has had a successful appraisal and has made good progress towards objectives;
- evidence that the teacher has maintained the criteria, namely 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.

Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The Pay and Performance Panel will be able to objectively justify its decisions.

Where it is clear that the evidence shows the teacher has made at least good progress, i.e. they continue to maintain the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and have made good progress towards their objectives, the teacher will move to the mid-point on the Upper Pay Range; or if already on the mid-point will move to the top of the Upper Pay Range.

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

The Pay and Performance Panel will be advised by the Head Teacher in making all such decisions.

The September-2025 pay award of 4% has been applied to all spine points in the range (outer London), hence the pay scale for Upper Pay Range teachers in this school is:

U1	£52,219
U2	£54,141
U3	£56,154

## **TEACHING AND LEARNING RESPONSIBILITY PAYMENTS**

The Pay and Performance Panel may award a TLR to a classroom teacher. TLR1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion.

The Pay and Performance Panel may award a TLR3 for clearly time-limited school improvement projects, The Governing Body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

The TLR bands are as follows: 4% from Sept 2025

TLR1 Band	£10,174	£17,216
TLR2 Band	£3,527	£8,611
TLR3 Band	£702	£3,478

Schools now determine the number of TLR payments available in the school and the values of those TLR payments, subject to statutory criteria set out in the STPCD. The TLR2a and TLR2b reference points have been maintained by the Pay and Performance Panel of Holy Trinity Junior School,

## **REPAYMENT OF TRAINING COSTS**

From 1 September 2015 the Governing Body introduced a legal agreement for repayment of training costs for staff attending training courses in excess of £800 whereby staff members will be liable to repay some or all of the fees, expenses and costs associated with training as set out in the Terms & Conditions for the agreement.

## **SPECIAL NEEDS ALLOWANCE**

The Pay and Performance Panel will award an SEND spot value allowance to any classroom teacher who meets the criteria. A SEND allowance 4% from Sept 2025) of no less than £2,787 and no more than £5,497 per annum is payable to a classroom teacher. The relevant body must award a SEND allowance to a classroom teacher:

- a) in any SEND post that requires a mandatory SEND qualification (9) and involves teaching pupils with SEND;
- b) in a special school;
- c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- d) in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
  - i. involves a substantial element of working directly with children with SEND;
  - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEND; and
  - iii. has a greater level of involvement in the teaching of children with SEND than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

Where a SEND allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school's SEND provision and the following factors:

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

The relevant body must set out in its pay policy the arrangements for rewarding classroom teachers with SEND responsibilities.

## **PART-TIME EMPLOYEES**

**Teachers:** The Governing Body will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with the STPCD 2025.

**All staff:** The Head and Governing Body will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

## **RECRUITMENT AND RETENTION INCENTIVE BENEFITS**

The Governing Body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive. A salary advance scheme for a rental deposit may be one of a number of tools that schools may wish to consider using to support recruitment or retention. The relevant body or authority should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn. Headteachers, deputy headteachers and assistant headteachers may not be awarded payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined.

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

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

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

## **CONCLUSION**

This policy has been agreed by the Governing Body of..... School on..... and supersedes all previous pay and conditions of service policies.

Chair of Governors

Date

Appendix A

## **APPEALS PROCEDURE**

The School Teachers’ Pay and Conditions Document requires schools to have a pay policy in place that sets out the basis on which teachers’ pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the appraiser and discussed with the teacher at the Review Meeting prior to being submitted to the school’s Pay and Performance Panel or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of his or her expectations and they wish to seek a further review of the information that affects their pay, he/ she may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

## **APPEAL HEARING PROCEDURE**

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

### **Guidance**

- When a teacher feels that a pay decision is incorrect or unjust, he /she may appeal against that decision, especially when there is new evidence to consider;
- Teachers / Head Teachers should put their appeal in writing to either the Head Teacher or the Governing Body; their appeal should include sufficient details of its basis;
- Appeals should be heard without unreasonable delay and at an agreed date, time and place;
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

### **Appeal Procedure Steps: Informal Stage**

As part of the pay determination process, the line manager (“the recommendation provider”) will make a recommendation to the “the decision maker” (the person/s or panel responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher’s pay, “the decision maker” will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm his or her right to appeal the decision to “the decision maker”.

If the teacher wishes to appeal the decision, he or she must do so in writing to “the decision maker”, normally within 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, “the decision maker” must then arrange to meet the teacher to discuss the appeal. “The recommendation provider” should also be invited to the meeting to clarify the basis for the original recommendation.

“The decision maker” will reconsider the decision in private and write to the teacher to notify him or her of the outcome of the review and of the teacher’s right of appeal to the Governing Body. If the teacher wishes to exercise his or her right of appeal, he or she must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a

statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

### **Appeal Procedure Steps: Formal Stage**

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Panel that should consist of three governors, none of whom is an employee of the school or has been previously involved in the relevant pay determination process and convene a meeting of the Appeal Panel at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” will be required to attend the meeting.

The Chair of the Appeal Panel will invite the employee to set out his or her case. Both “the recommendation maker” and “the decision maker” will also be asked to take the panel through the procedures that were observed in his or her part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Panel will then consider all the evidence in private and reach a decision. The Appeal Panel will write to the teacher notifying him or her of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Panel is final.

### **The Modified Procedure**

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school’s employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body;

The Chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.