

Little Stoke Primary School



Pay and Conditions Policy 2025

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Signed	Dan Ross		Key changes
			September 2025: updated with new agreed SG pay grades

Contents

General principles, operation and review

- 1.1 Introduction
- 1.2 Operation and review
- 1.3 Pay committee
- 1.4 Pay reviews
- 1.5 Hearings and appeals

Pay determination for teaching staff

- 2.1 Introduction
- 2.2 Leadership pay
- 2.3 Headteacher pay
- 2.4 Deputy/Assistant Headteacher pay
- 2.5 Leading practitioner teaching posts
- 2.6 Classroom teaching posts
- 2.7 Movement to the upper pay range (UPR)
- 2.8 Part time teachers
- 2.9 Unqualified teachers
- 2.10 Supply teachers

Pay progression based on performance

- 3.1 Introduction
- 3.2 Leadership group progression
- 3.3 Leading practitioners progression
- 3.4 Progression for teachers on the upper pay range
- 3.5 Progression for teachers on the main pay range

3.6 Progression for unqualified teachers

Allowances

- 4.1 Teaching and learning responsibility payments (TLRs)
- 4.2 Special educational needs allowances (SEN)
- 4.3 Recruitment and retention payments and benefits (R&R)
- 4.4 Acting allowance – leadership posts
- 4.5 Other payments
- 4.6 Salary safeguarding

Support staff pay

Appendix 1

Model procedure for formal hearing/appeal

Appendix 2

Staffing structure

School pay policy

General principles, operation and review

1.1 Introduction

The Governing body of [Little Stoke Primary School](#) has agreed this policy. The document applies to all staff working at the school. The Governing Body is responsible for determining the salaries of teaching staff in accordance with the provisions of the School Teachers' Pay and Conditions Document (STP&CD) and for support staff in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions (Green Book) and the associated local provisions.

In exercising its responsibility for salary decisions the Governing Body will have regard to the following key principles:

- all decisions on pay will be made within the context of this pay policy, which is available to all staff and Governors;
- the pay policy will support the Governing Body in its statutory duty to promote high standards of educational achievement at the school;
- the pay policy and associated staffing structures will provide for all staff to be valued and to receive appropriate financial remuneration for the duties undertaken;
- any relationship between pay and performance will take account of provisions made within the school's appraisal policy and will have regard to any national requirements, standards or criteria set out in the appraisal regulations or STP&CD;
- there will be equality of opportunity for all staff and decisions will be made on a non-discriminatory basis and will comply with the requirements of the prevailing legislation; relevant adjustments will be considered to take account of absence situations or other special cases based on the particular circumstances that apply;
- procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability;
- staff who work on a part-time basis will be remunerated/receive entitlements pro-rata to full-time staff;
- in order to ensure fairness and transparency, assessments of performance will be based on evidence. The Governing Body will put arrangements in place to ensure appropriate quality assurance and moderation;
- all pay decisions will be properly recorded including the reasons for the pay determinations.

The School's pay policy including the school's staffing structure is available [on the school website: <https://littlestokeps.co.uk/parentscarers/policies/>](#) and paper copies can be requested from the school office.

1.2 Operation and review

The pay policy will be adopted and reviewed annually by the Governing Body after consultation with staff and their professional association/trades' union representatives. This

will include consideration of the equality impact of pay decisions. The Governing Body is responsible for determining the overall resources to be made available for salary purposes, for the general oversight of the operation of the pay policy and to establish review arrangements. Responsibility for the application of the pay policy is delegated to the pay committee (the pay committee therefore has fully delegated powers to determine pay decisions in accordance with the pay policy).

1.3 Pay committee

The pay committee membership will be 3 Governors. The Headteacher will attend in an advisory capacity and will withdraw when their salary is being considered. The current terms of reference for the pay committee are:

- to implement the pay policy in a fair and objective manner and to consider any individual representations that may be made in respect of pay decisions;
- on behalf of the Governing Body, to ensure that objectives and assessments are consistent by adopting the following arrangements for quality assurance and moderation:
 - ensuring that individuals undertaking appraisals have been properly briefed by the Headteacher or other member of the senior leadership team to ensure consistency of approach;
 - that normally a sample of anonymised appraisal objectives are shared with the pay committee;
 - verifying that normally at least one formal mid year review takes place with each member of teaching staff;
 - obtaining confirmation from the Headteacher that a moderation process has taken place;
 - providing appropriate training to those Governors undertaking the Headteacher's appraisal;
 - monitoring the outcomes and impact of this policy on an annual basis to assess its effect and the school's continued compliance with equalities legislation
- to undertake an annual pay review for each member of teaching staff based on the criteria set out in the pay policy with effect from 1 September;
- to observe all statutory and contractual obligations, including making arrangements to notify pay decisions to individual members of staff within appropriate timescales;
- to minute clearly the reasons for all decisions and report these decisions to the next meeting of the Governing Body;
- to recommend to the Governing Body the annual budget required for pay purposes, including provision for discretionary pay advancement arising from performance reviews;
- to keep informed of relevant developments including legislation and statutory guidance affecting the pay policy and to review and recommend changes or modifications to the Governing Body, as appropriate, and at least annually;

- to carry out the performance review of the Headteacher supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The terms of reference will be reviewed and amended as needed by the Governing Body.

In the case of new appointments to the staff, decisions on starting salary will be delegated to the Headteacher or selection panel as appropriate.

In the case of a new Headteacher appointment, the full Governing Body will determine and set the Headteacher pay range. Any determination of the Headteacher pay range must be compliant with this document. The starting salary on the pay range will be determined by the selection panel under their delegated powers, unless in exceptional circumstances where the pay range offered needs to be referred back to the full Governing Body for consideration (e.g. where there is difficulty making an appointment).

1.4 Pay reviews

The pay committee will ensure, through the Headteacher, that all staff are aware of the arrangements for the annual pay review and of how this relates to the school's appraisal policy. The Headteacher will make recommendations to the pay committee to consider performance related pay progression (where applicable) for those staff for whom they are the appraiser. The pay committee will also have regard to the recommendations from the nominated appraiser in all other cases, as well as taking into account the advice from the senior leadership team (normally the Headteacher).

The pay committee should ensure that pay reviews for all teaching staff are carried out by **30th November** each year. Such reviews will be initiated by the Headteacher (except their own review which will be initiated by the Chair of Governors and be completed by **31st December** each year.) All decisions will apply from 1 September on a retrospective basis. A written salary statement will be given after any review as soon as possible. The salary statement should include the individual's salary, any allowances and safeguarding and for TLR3s there should be a clear statement that salary safeguarding will not apply. Pay decisions will be notified in writing to each member of staff, normally by the Headteacher on behalf of the pay committee.

Reviews may take place at other times of the year, but only to reflect a change in circumstances or job description that lead to a change in calculating an individual's pay.

1.5 Hearings and appeals

An employee may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay. The following list includes the usual reasons for seeking a review of a pay determination. That the person (or committee) by whom the decision was made:

- incorrectly applied any provision of STP&CD;
- incorrectly applied the school's pay policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased;
- unlawfully discriminated against the employee.

The pay hearing and appeals' procedure in this pay policy perform the function of the grievance procedure in matters related to pay and so there is no recourse to the school's grievance procedure once this procedure has been exhausted under the pay policy.

The process will be as follows:

- the employee receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made;
- if the employee is not satisfied, they should seek to resolve this by discussing the matter informally with the Headteacher, normally within ten working days of the decision;
- where this is not possible or where the employee continues to be dissatisfied, they may follow a formal process. The employee should set down in writing the grounds for questioning the pay decision and send it to the Headteacher, normally within ten working days of the notification of the outcome of the discussion referred to above;
- the Headteacher should arrange a hearing of the pay committee (generally comprising three members of the committee), normally within ten working days of receipt of the written grounds for questioning the pay decision, and give the employee an opportunity to make representation in person to that committee. The employee is entitled to be accompanied by a professional association/trades' union representative or work colleague during the process. Following the hearing the employee should be informed in writing of the decision and the right to appeal as appropriate;
- any appeal should be heard by a panel of three Governors who were not involved in the pay determination/subsequent hearing normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, normally within 5 working days. Where the appeal is rejected the letter will include a note of the evidence considered and the reasons for the decision. There is no further right of appeal.

Appendix 1 details the model format for hearing and appeal.

Pay determination for teaching staff

2.1 Introduction

The Governing Body will determine the overall number and type of posts to be employed within the school, i.e.

- leadership group (Head, Deputy or Assistant Headteachers)
- leading practitioners
- classroom teachers (main pay range or upper pay range)
- unqualified teachers

The school's current staffing structure is set out in appendix 2. This includes details of relevant additional allowances.

The pay range available for any vacancy will be set out within the advertisement, including details of any additional allowance(s) that will be payable.

In order to attract the best range of candidates, classroom teacher vacancies will normally be advertised without any restrictions on the pay point available within the main or upper pay ranges; however teaching vacancies may be advertised in a more restricted way to meet the needs of the school (the impact on equalities must be considered before adopting this approach).

The starting salary on appointment as well as salary progression for serving teaching staff will be determined in accordance with this document.

[The Governing Body has adopted the advisory pay points in full. All pay ranges are fully documented within this document.](#)

2.2 Leadership pay

The Governing Body has established the following pay ranges for leadership group pay:

Leadership group	
Min	£51,773
L2	£53,069
L3	£54,394
L4	£55,747
L5	£57,137
L6	£58,569
L7	£60,145
L8	£61,534
L9	£63,070
L10	£64,691
L11	£66,368
L12	£67,898
L13	£69,596
L14	£71,330
L15	£73,105
L16	£75,049
L17	£76,772
L18 max group 1	£77,924
L18	£78,702

L19	£80,655
L20	£82,654
L21 max group 2	£83,860
L21	£84,699
L22	£86,803
L23	£88,951
L24 max group 3	£90,255
L24	£91,158
L25	£93,424
L26	£95,735
L27 max group 4	£97,136
L27	£98,106
L28	£100,540
L29	£103,030
L30	£105,595
L31 max group 5	£107,131
L31	£108,202
L32	£110,892
L33	£113,646
L34	£116,456
L35 max group 6	£118,169
L35	£119,350
L36	£122,306
L37	£125,345
L38	£128,447
L39 max group 7	£130,274
L39	£131,578
L40	£134,860
L41	£138,230
L42	£141,693
Max	£143,796

2.3 Headteacher pay

For newly appointed Headteachers, the Headteacher pay range will normally be set within the relevant school group size, in accordance with an assessment of the unit total of all pupils calculated mainly according to pupil numbers at each key stage and the number with statements or special educational needs.

Where a Headteacher is appointed as Headteacher of more than one school on a temporary or permanent basis the Headteacher group size will be calculated by combining the unit score for all of the schools for which the Headteacher is responsible to arrive at a total unit score which will determine the Headteacher group size.

The Headteacher pay range will normally be a [seven](#) point pay range.

In setting the Headteacher's pay range, the Governing Body must take the following factors into consideration:

- all of the permanent responsibilities of the post;

- any challenges that are specific to the role, such as particular features within the school that have significant impact on managerial requirements;
- the unit total of the school in relation to the range for the school group;
- trends or predictions with regards to pupil numbers;
- relative salary levels within the leadership team, having regard to recruitment and retention factors, as well as pay differentials;
- the skills and competencies required to undertake the role;
- any factors which may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates e.g. location or specialism.

The Governing Body will ensure that no double counting takes place (e.g. responsibility for an additional school being already reflected in the total unit score for the group size).

The Headteacher pay range will remain unchanged unless:

- there is significant change in the responsibilities or size of the school that have a significant impact on managerial requirements (e.g. moving from one form entry to two form entry, or taking on leadership of another school)
- a review is required to ensure consistency for pay purposes within all leadership posts because of new appointments to the leadership team or due to significant changes in responsibility of existing postholders within the leadership team.

A newly appointed Headteacher will normally commence at the lowest point on the Headteacher pay range. However, the post may be offered above the lowest point where it is necessary or appropriate to secure the appointment of a suitably qualified and experienced candidate. The discretion to award points beyond the lowest point may be applied on the condition that there is headroom for performance related pay progression over time.

The Governing Body will ensure that the Headteacher pay range set will **not** normally exceed the maximum of the Headteacher group applicable to the role. However, the Governing Body may decide to exceed the maximum of the Headteacher group size by up to 25% because of circumstances specific to the role or candidate warrants a higher payment (e.g. because of the context and challenge arising from pupil needs, a high degree of complexity and challenge such as accountability for multiple schools where not already reflected in the unit score, any other additional accountability (e.g. leading a teaching school alliance) or other factors that may impede the school's ability to attract the necessary candidate (e.g. location of the school).

The Governing Body will ensure that the maximum of the pay range and any additional payments made under paragraph 9 of the STP&CD do not exceed the maximum of the Headteacher group size by more than 25% other than in exceptional circumstances in which case the Governing Body will seek external independent advice before agreeing such an increase to support its decision with a business case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

Payments may be made to a Headteacher for clearly defined temporary responsibilities or duties where such a reason or circumstance has not been previously taken into account

when determining the Headteacher's pay range. The total sum of temporary payments in any school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher and the total sum of salary and any other payments made must not exceed 25% above the maximum of Headteacher group unless:

- there are wholly exceptional circumstances
- external independent advice has been sought before a business case has been produced
- the full Governing Body has fully considered and agreed the payment.

2.4 Deputy/Assistant Headteacher pay

Any Deputy Headteacher and Assistant Headteacher pay ranges will normally be a [five](#) point pay range. The pay range should take account of the size, the responsibilities and the challenges of the post, and the circumstances of the school, whether the post is difficult to fill, the structure of the school's leadership group and the Governing Body's decision on the need to provide for appropriate differentials. The additional factors listed above will also be considered, as appropriate.

The Governing Body will ensure that the maximum of the Deputy or Assistant Headteacher pay ranges will not exceed the maximum of the Headteacher's group and will only overlap with the Headteacher's pay range in exceptional circumstances.

A newly appointed Deputy or Assistant Headteacher will normally commence at the minimum of the pay range set. However, the post may be offered above the lowest point where it is necessary or appropriate to secure the appointment of a suitably qualified and experienced candidate. The discretion to award points beyond the lowest point may be applied on the condition that there is headroom for performance related pay progression over time.

2.5 Leading practitioner teaching posts

[The Governing Body does not envisage employing teachers as Leading Practitioners at the present time.](#)

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where these duties fall outside of the criteria for the TLR payment structure. The pay range applicable to each post will be set with reference to the responsibilities and requirements of the post in relation to other leadership and management positions across the school's staffing structure.

A newly appointed Leading Practitioner will normally commence at the minimum of the pay range set. However, the post may be offered above the lowest point where it is necessary or appropriate to secure the appointment of a suitably qualified and experienced candidate. The discretion to award points beyond the lowest point may be applied on the condition that there is headroom for performance related pay progression over time.

2.6 Classroom teaching posts

The Governing Body has adopted the advisory pay points in full. Pay for teachers on the main and upper pay range will be as follows:

Main pay range		2025 value
M1 (MPR minimum)		£32,916
M2		£34,823
M3		£37,101
M4		£39,556
M5		£42,057
M6 (MPR maximum)		£45,352
Upper pay range		
U1 (UPR minimum)		£47,472
U2		£49,232
U3 (UPR maximum)		£51,048
TLR 3 (for new TLR 3s awarded from 01.09.25)		
Min		£702
Max		£3,478
TLR 2 (insert additional lines if other values are in use)		
Min		£3527
Max		£8611
TLR 1 (insert additional lines if other values are in use)		
Min		£10174
Max		£17216
SEN allowances		
Min		£2787
Max		£5497
Lead practitioner (insert additional lines if other values are in use)		
Min		£52,026
Max		£79,062

For first teaching appointments the starting salary will normally be at the first point of the main pay range. However, if the teacher has demonstrable prior skills, qualifications and/or experience which are deemed to be of particular value and relevance or the nature of the post, market conditions or the wider school context would merit additional pay points in which case additional pay points may be awarded.

For teachers already in employment as qualified teachers in maintained schools, academies or other comparable educational settings the starting salary may be determined with reference to the last evidenced salary position on the main or upper pay range, as appropriate.

For all other appointments the salary position will be based upon the specific requirements of the post and the extent and relevance of prior relevant experience, having regard to the last evidenced salary position. The starting salary may be set within the upper pay range in appropriate circumstances.

2.7 Movement to the upper pay range (UPR)

Any qualified teacher paid on the main pay range may apply to be paid on the upper pay range and any application will be assessed in accordance with this policy. It is for the individual teacher to decide whether or not they wish to apply to be paid on the upper pay range. Teachers applying for progression to the upper pay range will be expected to have a proven record of successful teaching experience and will normally have reached the maximum point of the main pay range.

Applications may be made once a year using the school's application form. The form should be completed and submitted to the nominated appraiser prior to the scheduled annual review meeting. The teacher's application will be discussed as part of the review meeting and will be appended to the review statement, together with the appropriate recommendation on pay and comments.

The principal evidence for decisions will be the teacher's application form and the two most recent appraisal statements, together with any relevant supporting information which contributes to the school's appraisal procedures (e.g. classroom observations, pupil progress data, work sampling). The teacher will not be expected to submit documentation or other evidence which is already available from school records but will have the opportunity to submit any supplementary information they believe to be relevant.

Where they are not the nominated appraiser, the Headteacher will moderate applications for movement to the upper pay range and, where necessary, discuss relevant points with the teacher and appraiser prior to the application being formally considered by the pay committee.

If a teacher is simultaneously employed at another school(s) they must submit separate applications. This school will not be bound by any pay decision made by another school.

To approve an application for movement on to the upper pay range the pay committee must be satisfied that:

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

For the purposes of this school's pay policy 'highly competent' means the teacher has demonstrated good and developing depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

'Substantial' means 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.

'Sustained' means the teacher must have had at least two consecutive successful appraisal reports in this school and have made good progress towards their objectives

during this period. They will be expected to show that their teaching expertise has grown over the relevant period and is consistently judged good or better.

Following a successful application to the upper pay range, the pay committee will determine that the teacher is normally placed at the bottom of the upper pay range from 1 September, as applicable.

Where the teacher's application is unsuccessful the written notification will include the reasons for the decision and the arrangements for appeal, if required, as provided in a developmental context to include advice on areas for improvement in order to meet the school's stated criteria.

The decision will be notified in writing normally within 5 working days of the pay committee's decision.

2.8 Part time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent role. Pay and directed working time (where applicable) will be pro rata to a full time teacher based on 1265 hours in a school year (applies for 2022/23 academic year only). The only exception is the awarding of a TLR 3 which cannot be determined in accordance with the pro rata principle.

2.9 Unqualified teachers

The Governing Body has adopted the advisory pay points in full. Pay for unqualified teachers will be as follows:

Unqualified pay range	
U1 (UTPR minimum)	£22,601
U2	£25,193
U3	£27,785
U4	£30,071
U5	£32,667
U6 (UTPR maximum)	£35,259

An unqualified teacher will normally be paid on the pay range for unqualified teachers. The starting position on the pay range will have regard to the previous qualifications and experience of the individual, in particular where the individual holds a recognised overseas teaching qualification, a recognised post-16 teaching qualification or a recognised qualification relating to their subject area; and/or:

- has undertaken previous service in a teaching capacity in a recognised setting and/or
- has significant and relevant experience outside of teaching which contributes to their teaching role.

An unqualified teacher on an employment based route into teaching may be paid on the scale for qualified teachers where it is considered that they have the appropriate skills or experience to justify the application of this discretion. The Governing Body may specify that an additional allowance be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

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

The total salary paid to an unqualified teacher should not exceed the salary that would be applicable to a qualified teacher holding a broadly similar post.

2.10 Supply teachers

The payment of supply teachers will be calculated on an hourly basis based on 1/1265 of the annual salary (for the school year beginning in 2022 alone). Where a supply teacher is covering the full range of duties of the absent teacher, they will be paid 6.5 hours for each day worked. Otherwise payment will have regard to any wider professional duties required to be undertaken (e.g. preparation and marking) in addition to class contact time.

Pay progression based on performance

3.1 Introduction

The arrangements for teacher appraisal are set out in the school's appraisal policy. Decisions regarding pay progression will be made with reference to the teachers' annual appraisal reports and the pay recommendations they contain. In the case of early career teachers (ECTs) pay decisions will be made with reference to the statutory induction process. The Governing Body must ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

All pay progression decisions will be clearly attributable to the performance of the teacher in question. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by the annual monitoring of the pay policy and pay decisions. The evidence used in pay progression decisions will be that which is available through the school's appraisal procedures. The pay review arrangements will seek to avoid unnecessary administrative burdens on teaching staff and school leaders in so far as this is

compatible with the operation of an objective and evidence based policy for pay determination.

Final decisions about whether or not to accept the appraiser's recommendations on pay will be made by the Governing Body having regard to the professional advice of the Headteacher, where they are not the appraiser. The Governing Body will ensure that appropriate funding is allocated to provide for pay progression for eligible teachers in accordance with the stated criteria.

All teachers will have the opportunity to progress to the top of their pay range as a result of successful appraisal reviews. It is expected that the majority of eligible teachers will fulfil the criteria for pay progression. Where this is not the case advice and clarification of expectations will be provided on a developmental basis; withholding pay progression does not imply that capability procedures will be invoked. Where teachers have joined the school part way through an appraisal cycle, the Headteacher will, where necessary, seek evidence from the previous school(s) to assist pay decisions. Should this not be available, relevant evidence or information may need to be provided by the teacher.

3.2 Leadership group progression

For those on the leadership pay range, there will be an annual review of pay, following a review of performance. To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and a review of performance against performance objectives.

To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful appraisal of performance. A successful performance appraisal will include consideration of:

- performance objectives
- classroom observation (where relevant)
- other evidence e.g. school performance data

To ensure that there has been high quality performance, the performance appraisal will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience. Where the performance criteria have been successfully achieved, by any member of the leadership group, then any increase in salary will normally be limited to one point. The discretion to award further points will only be considered where a) objectives which are particularly challenging have previously been agreed with the Headteacher/Deputy Headteacher/Assistant Headteacher or b) other exceptional circumstances apply.

3.3 Leading practitioners progression

For those working as a Leading Practitioner, there will be an annual review of pay, following a review of performance. To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to teaching and learning and pupil progress at the school and a review of performance against performance objectives.

To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful appraisal of performance. A successful performance appraisal will include consideration of:

- performance objectives
- classroom observation (where relevant)
- other evidence e.g. impact on other staff and whole school teaching and learning priorities.

3.4 Progression for teachers on the upper pay range

Teachers will be awarded pay progression of one point within the school's upper pay range following the successful completion of two successive annual appraisal reviews. To be successful the requirement is for a teacher to have achieved continued good performance by:

- having achieved or having made the necessary progress towards their objectives
- grown professionally by continuing to develop their teaching expertise
- consistently fulfilled the school's stated criteria for upper pay range teachers.

See appendix 3 for criteria for progressing through the main and upper pay scale.

3.5 Progression for teachers on the main pay range

Classroom teachers will be awarded pay progression of one point within the school's main pay range following each successful annual appraisal review. The discretion to award a main pay range teacher an additional pay point may be applied in exceptional circumstances where, in addition to a proven record of outstanding teaching, there has been a substantial contribution to wider school development or relevant activities beyond the normal expectations of a main pay range classroom teacher. A successful review will require that the teacher has achieved continued good performance by:

- having achieved or made the necessary progress towards their objectives
- demonstrated that they are suitably competent in all elements of the Teachers' Standards having regard to their specific role and experience
- been judged as good or better in relevant teaching observations carried out within the review period.

Appraisal objectives will become more challenging as the teacher progresses through the main pay range in order to reflect the teacher's developing experience and expertise.

3.6 Progression for unqualified teachers

Staff paid on the range for unqualified teachers will normally be awarded pay progression of one point within that range following each successful annual appraisal review. A successful review will require that the unqualified teacher has achieved continued good performance by:

- having achieved or made the necessary progress towards their objectives
- demonstrated that they are suitably competent to fulfil and develop the overall requirements of their role.

Allowances

4.1 Teaching and learning responsibility payments (TLRs)

TLR payments will be awarded for undertaking a sustained responsibility that is needed to ensure continued delivery of high quality teaching and learning for which an individual teacher is made accountable. A TLR will be paid to a teacher whose duties include a significant responsibility that is not required of all classroom teachers and:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgement
- 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 teachers assigned classes or groups of pupils and
- involves leading, developing and enhancing the teaching practice of other staff.

In addition before awarding a TLR1, the Governing Body must be satisfied that the responsibilities of the teacher include line management for a significant number of people.

TLRs will be awarded to the holders of the posts as indicated in the attached staffing structure (see appendix 2).

The annual value of a TLR1 will not be less than £9,272 and no greater than £15,690.

The annual value of a TLR2 will not be less than £3,214 and no greater than £7,847.

A teacher will not be awarded a TLR1 and TLR2 concurrently (in accordance with the STP&CD). However, a teacher in receipt of either a TLR1 or a TLR2 may be awarded a concurrent TLR3 (in accordance with the STP&CD).

Vacancies for posts carrying TLRs will be advertised within the school or more widely depending on the particular circumstances.

TLR1 and TLR2 payments will only be awarded on a temporary basis to teachers who are temporarily undertaking a substantive TLR post, for example to cover maternity leave, sick leave, a vacancy or secondment.

A TLR3 payment of between £639 and £3,169 may be awarded, for time limited school improvement projects, one-off externally driven projects or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day, in accordance with STP&CD provisions. The additional responsibilities, the level of payment and its duration will be specified prior to the appointment being made and will be confirmed in writing to the teacher(s) concerned. The school will not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring as set out above. Where a decision is taken to award a TLR3 to a teacher with a fixed term of less than one year then the total value should be determined proportionately to the annual value.

4.2 Special educational needs allowances (SEN)

The payment of spot value SEN allowances will be awarded in line with the criteria laid down in the relevant paragraphs of the STP&CD. Any SEN allowances awarded will be no less than £2,539 and no more than £5,009 per annum.

All teachers working within a special school should be awarded an SEN allowance of £2,539 as a minimum.

Where an SEN allowance is to be paid, the spot value awarded will take into account:

- whether any mandatory qualifications are required for the post
- the qualifications or expertise of the teacher relevant to the post
- the relative demands of the post.

4.3 Recruitment and retention payments and benefits (R&R)

The Governing Body may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention of current teachers. Where such payments or benefits are made, a regular formal review of all such awards will take place.

There are some suggested tools for recruitment and retention such as a salary advance scheme for a rental deposit or transport season ticket loans for travel costs. Before introducing any such benefit you will need to speak to your payroll provider to see if they can facilitate such a provision, as well as speaking to your HR Consultant to discuss operational issues such as how the scheme will be applied and if it should be extended to support staff.

Where recruitment and retention incentives and benefits are awarded to a teacher then written notification should include:

- whether the award is for recruitment or retention
- the nature of the award (e.g. housing costs)
- when/how it will be paid
- unless it is a one off award, the start date and expected duration of the incentive
- the review date after which time it may be withdrawn
- the basis for any uplifts.

Where it is decided to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any review period or time limit will be set out in writing to the teacher concerned.

4.4 Acting allowance – leadership posts

Any teacher who is assigned and carries out the duties of a Headteacher, Deputy Headteacher or Assistant Headteacher (but has not been appointed as acting Headteacher, Deputy or Assistant Headteacher) the Governing Body will, within the period of at least 4 weeks beginning on the day on which the duties are first assigned and carried out, determine whether or not an acting allowance must be paid. If the initial decision is not to pay the acting allowance then the Governing Body may review this decision at a later date. Where the Governing Body have decided to award a teacher an acting allowance, then the teacher must receive the level of pay equivalent to the salary to which the Governing Body considers is appropriate. Where a Governing Body assigns a teacher to carry out the duties of a Headteacher, Deputy or Assistant Headteacher whose post has an allocated pay range then the teacher's total pay must not be lower than the minimum of the respective pay range as long as the acting allowance is paid. (An acting allowance payable in these circumstances may be paid from when the duties for such posts are assigned to a teacher as determined by the Governing Body). The teacher will be made aware that the contractual framework for the Headteacher, Deputy or Assistant Headteacher post as applicable will apply to that teacher for the duration of the acting allowance.

4.5 Other payments

The Governing Body may make additional payments to teaching staff as provided for in the STP&CD 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 as 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 at one or more additional schools

Any payments to be made will be determined by the pay committee and will be clarified prior to the relevant activity taking place. Payments will normally be based on the teacher's actual salary. Activities undertaken outside of contractual obligations will be on a mutually agreed basis.

4.6 Salary safeguarding

The Governing Body recognises its responsibilities for safeguarding the salaries of teachers as set out in the STP&CD.

Support staff pay

The salaries for support staff posts will be determined in accordance with the pay and grading structure of South Gloucestershire Council. Grades will be established with reference to model job descriptions and related advice provided by the Local Authority. The Governing Body will (through the Headteacher) request the job evaluation of individual posts where there is no comparable model job description/grade available.

The commencing salary for any post will normally be the minimum of the range for that grade. Discretion to appoint at a higher point may be exercised where this is necessary to recruit a suitably qualified and/or experienced candidate, taking account of the individual's previous employment history and/or salary level.

Incremental progression will be applied within the relevant salary range as provided for under the conditions of service for Local Government staff.

Payments for overtime working and any other additional allowances will be in accordance with those applicable to South Gloucestershire staff.

Any representations by support staff regarding pay and grading issues will be considered under the procedure outlined under para 1.5.

The Local Authority Conditions of Service will determine the safeguarding arrangements for support staff which include (in relevant circumstances) a personal pay protection for three years, limited to a maximum of 12.5% above the maximum contractual pay for the new post.

In undertaking its responsibilities for applying pay and grading decisions to support staff where South Gloucestershire Council is the employer, then the Governing Body will be mindful of the Council's residual responsibilities under equal pay legislation and will apply the outcomes of a job evaluation review whenever it is necessary to do so.

Appendix 1 – Model procedure for formal hearing/appeal

This is a suggested procedure and some adjustment may be necessary depending on the nature of the issue being considered. The overriding requirement is that the hearing is conducted in a structured and objective manner and that both parties are able to make representations to the panel.

Hearing

All parties should receive copies of the appropriate documentation prior to the hearing/appeal to allow for sufficient consideration.

1. Chair introduces those present. Checks all documentation is held by all parties and confirms the procedure for the meeting.
2. Employee/representative present their case (including witnesses if any).
3. Questions may be asked by Headteacher/management representative, followed by questions from the panel.
4. Headteacher/management representative presents their case (including witnesses if any).
5. Questions may be asked by the employee/representative, followed by questions from the panel.
6. Employee invited to sum up the employee case.
7. Headteacher/management representative invited to sum up the management case.
8. Adjournment.
9. Panel considers information provided and decides on outcome. This must be confirmed in writing with the employee being informed of their right of appeal, as appropriate.

Appeal

Same procedure as above but the appeal panel should be Governors who were not involved in the original determination and/or the hearing. The decision should be confirmed in writing. The decision of the appeal panel is final – there is no further right of appeal.

Appendix 2 – Staffing structure

SCHOOL Structure 2025 - 2026

Teaching Staff
Headteacher
Deputy Head
Early Years Class Teacher (maternity Job share:0.6/0.6)
Year 1 Teacher
Year 2 Teacher
Year 3 Teacher
Year 4 Teacher
Year 5 Teacher
Year 6 Teacher (job share 0.4/0.6)
SENCO (3 days)
Support Staff
3 part time roles linked to EHCP children 1 HLTA Pastoral Lead (0.8) Other TAs are placed in classes according to need – most are part time.
Administration
1 Business Manager, 1 Administrative Assistant
Lunchbreak Staff
1 Senior Lunchbreak Supervisor, 5 Lunchbreak Supervisors
Extended Schools
After School Club Leader, After School Club Assistants, Breakfast Club Assistant
Grounds

Site manager/caretaker

Appendix 3 – Main and upper pay scale point descriptors:

Professional Area	Relevant Teachers Standards	M2	M3	M4	M5	M6	UPS1	UPS2	UPS3
Professional Practice	1 - 7	Teaching and learning is not inadequate; the majority is good or better	All teaching and learning is good or better	All teaching and learning is good or better	All teaching and learning is good or better and some is outstanding	All teaching and learning is good and much is outstanding	All teaching and learning is good and much is outstanding	All teaching and learning is good and much is outstanding	All teaching and learning is good and most is outstanding
Professional Outcomes	6	Progress is inline with national floor targets and outcomes are in line with school expectations as identified in the SDP	Progress is inline with national floor targets and outcomes are in line with school expectations as identified in the SDP	Progress is inline with national floor targets and outcomes are in line with school expectations as identified in the SIDP; some exceed them	Progress is inline with national floor targets and outcomes are in line with school expectations as identified in the SIDP; some exceed them	Progress is inline with national floor targets and outcomes are in line with school expectations as identified in the SIDP; some exceed them	Progress is inline with national floor targets and outcomes are in line with school expectations as identified in the SIDP; some exceed them	Progress is inline with national floor targets and outcomes are in line with school expectations as identified in the SIDP; many exceed them	Progress is inline with national floor targets and outcomes are in line with school expectations as identified in the SIDP; many exceed them
Professional Relationships	1 and 8	Positive working relationships with pupils, colleagues and parent/carers	These relationships are securely focussed on improving provision for pupils	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or phase teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes
Professional Development	8	Able, with support, to identify professional development needs and responds to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of phase of team colleagues. A substantial and sustained contribution must be made to progress through the UPS	Plays a proactive role in leading the professional development of colleagues across the school. These contributions are substantial and sustained	Plays a proactive role in leading the professional development of colleagues across the school. These contributions are substantial and sustained

[illegible]