St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

WHOLE STAFF PAY POLICY

2026-27

Date Approved and Minuted	**MAT Directors**	**15th October 2026**
Date of Next Review		**1st September 2027**

POLICY FOR ALL STAFF

1. INTRODUCTION

1.1. This policy applies to both school and central St Edmundsbury and Ipswich Diocesan Multi-Academy Trust ('the Trust') staff and together with the Trust's Appraisal Policy, provides a clear framework for the management of staff pay and grading.

1.2. Both policies aim to:

- Maximise the quality of teaching and learning across the Trust, allowing it to develop successful learners, confident individuals and responsible citizens
- Support the recruitment and retention of high quality staff
- Ensure that performance management and appraisal is a developmental and supportive process, designed to ensure that all staff have the skills and support they need to carry out their role and that they continue to improve their professional practice throughout their career
- Recognise and reward all staff appropriately for their contribution to the Trust
- Ensure that decisions on pay are managed appropriately.

1.3. Where different arrangements apply to different groups of staff by virtue of their terms and conditions of employment, this is clearly stated within the different sections of this policy.

1.4. For all staff, pay progression will be clearly attributable to the individual's performance and local governing bodies will be able to objectively justify their respective decisions.

1.5. This procedure applies to all employees of the Trust, including those who are centrally employed and not working within a school, with the exception of those paid on the Executive pay scale for which there is a separate policy. It does not apply to individuals working within the Trust under contract arrangements with external providers.

2. EQUALITIES LEGISLATION

The Trust will comply with relevant equalities legislation.

3. EQUALITIES AND PAY

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 employee's circumstances and the school's circumstances.

4. JOB DESCRIPTIONS

Headteachers will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by their local governing body (see Appendix 1). Job descriptions may 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 descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

5. TRUST AND SCHOOL OBLIGATIONS

5.1. The Trust shall fulfil its obligations to:

- Teachers: as set out in the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book') and as far as agreed annually by the Trust, the School Teachers' Pay and Conditions Document ('the Document'). The Trust will also comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers

- Support staff: as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and Suffolk County Council's Single Status Agreement and local pay and grading arrangements, as they apply to schools and, where not already amended, as described in this policy or the Trust's Appraisal Policy.

5.2. The Trust shall consider any updated policies to ensure that the appropriate arrangements for pay and appraisals are in place; can be applied consistently; and that pay decisions are properly documented and can be objectively justified. It will at all times assure itself that public money is being used effectively and with propriety, as necessary, seeking appropriate independent advice and complying with audit requirements.

5.3. Local governing bodies shall ensure that they make funds available to support pay decisions, in accordance with this pay policy (see paragraph 11) and each school's respective spending plan. Local governing bodies will also endeavour to ensure that schools provide appropriate support for all staff, such as good working facilities, appropriate non-contact time and support for continued professional development.

5.4. Local governing bodies will monitor the outcomes of pay decisions, including the extent to which different groups of staff may progress at different rates, ensuring their continued compliance with equalities legislation and a strong link between performance management, appraisal and salary progression. Local governing bodies will report the outcome of their periodic monitoring of pay decisions to the Trust in order that the Trust Board can assess the effectiveness of procedures (including any equality issues) across its family of academy schools and consider any related advice it should offer to local governing bodies.

6. HEADTEACHER OBLIGATIONS

Headteachers will:

- Ensure that the provisions contained in this policy are implemented
- 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 its governing body and ensure the governing body has sufficient information upon which to make pay decisions
- Ensure that all staff are informed about decisions reached and that records are kept of recommendations and decisions made.

7. EMPLOYEE OBLIGATIONS

Employees will:

- Engage fully with appraisal and continuous management of their performance
- Keep records of their performance objectives and review them throughout the appraisal process
- Work with their appraiser to ensure that they gather evidence throughout the year to demonstrate that they have met (1) the Teachers' Standards (teaching staff only); and (2) their performance objectives
- Share any evidence they consider relevant with their appraiser
- Under normal circumstances ensure they have, as a minimum, an annual review of their performance.

8. DIFFERENTIALS

8.1. The need to create or maintain appropriate differentials between posts within the Trust's schools will be considered, recognising:

8.1.1. accountability and job weight;

8.1.2. the Trust's need to recruit, retain and motivate sufficient employees of the required quality at all levels; and

8.1.3. the more recent removal from the Document of prescribed differentials between leadership posts.

9. PAY ON APPOINTMENT

9.1. Local governing bodies will determine the starting salary for any new appointment having considered:

- The nature of the post
- The relevant pay range for the post as set out in their staffing structure (see Appendix 1)
- The pay rates applicable to that pay range (see Appendix 3)
- The level of qualifications, skills and experience needed
- The wider Trust context
- Market conditions.

9.2. Individual local governing bodies may, if necessary, use their discretion to award a recruitment incentive benefit to secure the candidate of their choice, after consultation with the MAT CEO. They will also consider the additional requirements of the Document when setting appropriate pay ranges for leadership posts (see paragraph 20)

10. DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

11. PROCEDURES

11.1. The Trust has delegated its pay powers to local governing bodies, which will determine the annual pay budget on the recommendation of the pay committee.

11.2. Any person employed by the Trust, other than the Headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of a school is under consideration. Pay committee meetings will be attended by the Headteacher in an advisory capacity. The Headteacher must withdraw from that part of the meeting where the subject of consideration is their own pay. Others must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

11.3. The Trust will arrange for a suitably qualified person to carry out the performance management review of the Headteacher and to make pay decisions on behalf of the Trust, together with a committee of the governing body.

11.4. Pay committee reports will be placed in the confidential section of local governing bodies' respective agendas and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy. In accordance with paragraph 5 above, pay committees will meet their respective obligations to report to the Trust.

12. APPRAISAL

12.1. Assessment will be based on evidence from a range of sources, as described in the Trust's Appraisal Policy. Although schools will establish a firm evidence base in relation to the performance of all employees, there is a responsibility on the individual and their appraiser to work together. Employees should gather any and all evidence that they deem is appropriate in relation to their performance objectives and other relevant criteria, including the Teachers' Standards and where applicable, Upper Pay Range/Teaching and Learning Responsibility ('TLR') criteria, so that such evidence can be taken into account at the performance review.

12.2. Performance objectives will become more challenging as staff progress through their pay range/grade.

12.3. Where not already directly responsible for performance objective setting and pay recommendations, Headteachers will moderate these to ensure consistency and fairness.

13. ANNUAL DETERMINATION OF PAY

13.1. All staff salaries will be reviewed annually to take effect, where headroom is available, from:

13.1.1. 1 September for all teaching staff, including the Headteacher, Deputy Head(s), Assistant Head(s); or

13.1.2. 1 April for all support staff.

13.2. Local governing bodies will endeavour to complete support staff annual pay reviews between 1 April and the end of the summer term, teachers' annual pay reviews by 31 October and the Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

13.3. Annual pay progression will be subject to the maximums of the employee's relevant pay range/grade/grade mid-point and local governing bodies' respective annual decision making processes.

13.4. Pay progression will not be considered during any probationary period. Normal appraisal and pay review arrangements will apply following the successful completion of any probationary period and, for support staff, subject to the "11 month rule" described in paragraph 19 of this policy.

13.5. To move up the relevant pay range, one annual point at a time, an employee will need to have been assessed as having achieved good overall performance. Specifically, this means having:

13.5.1. Been assessed as meeting all relevant professional standards (e.g. Teachers' Standards, Higher Level Teaching Assistant/Teaching Assistant standards or the expectations for Leadership posts and Upper Pay Range Teachers described in the appendices of this policy) to a good level, throughout the assessment period; and

13.5.2. Met the requirements of their job description/role, including any additional responsibilities (for example, in relation to a TLR payment); and

13.5.3. Demonstrated a personal responsibility for identifying and meeting their CPD needs, with appropriate support; and

13.5.4. Met their individual objectives, including objectives arising from a TLR/SEN allowance (see paragraph 14 regarding absence and/or partial achievement of objectives); and

13.5.5. For teachers, had their teaching assessed as at least good overall during the assessment period.

13.5.6. Additionally, for Upper Pay Range teachers, consistently good teaching and developing outstanding professional practice is required.

13.5.7. For Leading Practitioners, consistently outstanding teaching and professional practice is expected.

13.6. Where performance has been exceptional, local governing bodies may consider awarding two annual points at a time. This will normally only be considered where the employee has exceeded the above expectations and, in particular, can demonstrate a significant impact on teaching and learning outcomes or the promotion of achievement or wider education of young people.

13.7. Judgements will be properly rooted in evidence, as described in this policy and the Trust's Appraisal Policy. Any pay recommendation (i.e. no movement, one point, two points) will be clearly attributable to the performance of the employee. Local pay committees will be advised by Headteachers (or Headteacher's performance management review groups in the case of Headteachers) when making pay decisions and pay committees will be able to justify their decisions.

14. ABSENCE AND/OR PARTIAL ACHIEVEMENT OF OBJECTIVES

14.1. Where any member of staff has been absent for some or all of the appraisal period, for example, as a result of long-term sickness absence or maternity/adoption/shared parental leave, the assessment in relation to pay will be based on any period of attendance and/or prior performance.

14.2. For support staff, where objectives have not been fully met due to factors entirely outside the control of the reviewee, the reviewer may apply discretion in recommending pay progression. Such discretion will normally only be applied where the standard of work more generally has been of a high level:

15. SAFEGUARDING OF PAY

Where a pay determination leads or may lead to the start of a period of safeguarding, local governing bodies will comply with the relevant provisions of the Document or support staff terms and conditions of employment and will give the required notification as soon as possible and no later than one month after the determination.

16. NOTIFICATION OF PAY DETERMINATIONS

16.1. Decisions will be communicated to each member of staff by Headteachers, in writing, at the earliest opportunity and no later than one month after the pay determination. Decisions on the pay of Headteachers will be communicated by local pay committees, again, in writing. All communication regarding pay determinations will set out the reasons for decisions having been taken. An instruction to HR to amend pay from the relevant date will be issued as soon as practicable after the pay decision has been made. The school will instruct HR in the case of Headteachers' pay, attaching email confirmation from the Chair of Governors, and copying in the MAT CEO.

16.2. In accordance with the Document, pay statements given to teachers, as part of the regular review process or when other pay decisions are taken, will state all remuneration, including any allowances, any payments or other financial benefits for recruitment and retention purposes, any safeguarded sums and any fixed term arrangements, as well as where a copy of the Trust's pay policy and staffing structure can be inspected.

17. PART-TIME EMPLOYEES

Headteachers and local governing bodies will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator. For teaching staff, this will include local governing bodies applying the provisions of the Document in relation to part-time teachers' pay and working time.

18. APPEALS PROCEDURE

The appeals procedure in relation to pay decisions for all staff is set out in Appendix 4 of this policy.

The following sections of the policy cover further pay arrangements as they apply to, firstly, Support Staff and, secondly, Teaching Staff.

PAY ARRANGEMENTS SPECIFIC TO SUPPORT STAFF

19. SUPPORT STAFF PAY

19.1. The grades and spinal points available to support staff are set out in Appendix 5. Pay on appointment will be determined, as for all other staff, as described in paragraph 9 of this policy. Appointment will normally be within the lower part of the grade, below 'the bar' (or midpoint) of the grade, unless the post is specifically designated as appropriately placed in the higher part.

19.2. Pay progression will be determined, also as for all other staff, as described in paragraph 13 of this policy. To ensure that an employee who is new in post is able to benefit from, where available, incremental progression when performance supports this, schools will ensure forward objectives are set as soon as possible (and upon completion of any probationary period) and that an appraisal review is completed within four to six months of this. Provided that this is done, an increment will be paid from the first day of eleventh month after the employee's start date. This is referred to elsewhere as the "eleven month rule". After that, the employee will fit into the normal appraisal review cycle. The eleven month rule will be applied to pay progression following promotion or the re-grading of an employee's post.

19.3. Local governing bodies may determine to make acting-up or honorarium payments to members of support staff. An acting-up payment may be appropriate where an employee takes on the full duties of a more senior post for a substantial period (usually four weeks or more) in the absence of the post-holder or where there is a vacancy pending recruitment to a vacant post. Where an acting-up payment is agreed, the employee will receive a salary which is not less than the minimum point of the salary for the "acting-up" post, and at least one incremental point higher than their substantive salary. An honorarium may be appropriate where an employee takes on additional duties of a higher paid post for a temporary period (for whatever reason), but not the full duties. Where an honorarium payment is agreed, the school will estimate the proportion of the duties at the higher level which the employee has undertaken, the period over which the duties have been undertaken and calculate a payment. Honoraria will normally be paid as a lump sum retrospectively.

19.4. The Trust will consider annually recommendations for the application of the National Joint Council (NJC) pay award for support staff and advise staff of their decision. Any national pay award agreed by the Trust will be applied to all salaries in payment on 1 April for support staff in post at the point of implementation.

PAY ARRANGEMENTS SPECIFIC TO TEACHING STAFF

Pay decisions relating to meeting objectives in the 2024-25 academic year will be made in accordance with the school's Pay and Appraisal Policies for 2024-25. The following paragraphs set out the arrangements for appointments or determinations made on or after 1 September 2025 and for pay decisions relating to meeting objectives throughout the 2025-26 academic year.

20. PAY RANGE FOR LEADERSHIP POSTS

20.1. Leadership postholders will be paid in accordance with the Pay Ranges for School Leaders ('Headteacher Groups') set out in Appendix 2.

20.2. In any determination or re-determination of leadership pay, the pay range for the Headteacher will start no lower than the minimum of the relevant Headteacher Group and the pay range for any Deputy or Assistant Headteacher will start no lower than the Leadership Minimum. Wider leadership posts will need to meet the basic criterion of 'leadership responsibilities across the whole school' to be paid on the leadership pay ranges.

20.3. Local governing bodies may seek independent advice and/or benchmarking data, as appropriate, when determining leadership pay. Local governing bodies will record the rationale for leadership pay determinations and the reasons for any re-determination of pay.

20.4. The governing body has determined the pay points set out in Appendix 2 will apply to all leadership posts within schools, subject to the individual Leadership Pay Range determined for each post.

Headteacher, Deputy Headteacher or Assistant Headteacher - Pay on appointment, or following a significant change in responsibilities, or following an associated review of leadership pay

20.5. In accordance with the Document, local governing bodies will determine leadership pay on appointment and may re-determine leadership pay following any significant change in responsibilities. They may also choose to review the pay of all of leadership posts in order to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2016, or with pay arrangements for members of the leadership group whose responsibilities have significantly changed after that date.

20.6. Local governing bodies will assign their respective schools to a Headteacher Group (see Appendix 2) by reference to a school's total unit score, calculated in accordance with the Document, before determining the Leadership Pay Range for the post.

20.7. When determining the Leadership Pay Range, local governing bodies will take into account:

20.7.1. All the permanent responsibilities of the role, including any permanent responsibility as the Headteacher of more than one school

20.7.2. Any challenges that are specific to the role

20.7.3. All other relevant considerations, for example, any recruitment and retention difficulties, the requirement for a fixed-term appointment or candidate specific factors, including how well the appointee meets the requirements of the post and how much room is appropriate for progression for the individual.

20.8. Local governing bodies may also determine to use their discretion to set the leadership pay range up to 25% above the Headteacher Group. In exceptional circumstances and where supported by a business case, and having sought external independent advice, local governing bodies may agree to award above the 25% limit.

20.9. When determining the Leadership Pay Range to advertise, local governing bodies will consider whether or not they would pay above the advertised pay range for an exceptional candidate. If local governing bodies consider that they would, this information will be clearly stated in the advertisement and/or recruitment pack.

20.10. The appointment of the Headteacher (and associated pay arrangements) will be subject to the approval of the Trust Board.

Serving Headteachers, Deputy Headteachers and Assistant Headteachers

20.11. Local pay committees will review the Headteacher, Deputy Headteacher and Assistant Headteacher's pay in accordance with the Document, the Trust's Appraisal policy and this policy, including the criteria set out in paragraph 13. Usually committees will award one point progression. Local governing bodies may consider awarding two point progression where there is evidence of exceptional performance, but will need to obtain directors' approval.

Temporary Payments to the Headteacher

20.12. An additional Temporary Payment (of up to 25% of annual salary) in accordance with the provisions of the Document will only be considered for additional Headteacher responsibilities that are undertaken on a temporary basis, and which have not already been taken account of when setting base pay, for example, any temporary responsibility for additional schools. No additional payment will be considered for local collaboration as this forms part of the role of all Headteachers.

20.13. Ordinarily, local pay committees will ensure that the total sum of salary and any other payments made to a Headteacher in any school year does not exceed 25% above the maximum of the Headteacher Group, excepting any additional payments made for residential duties that are a requirement of the post or payment in respect of relocation benefits which relate solely to the personal circumstances of a Headteacher.

20.14. In wholly exceptional circumstances, local pay committees will consider using their discretion to exceed the normal limits on temporary payments and the sum of total salary, as set out in the Document. However, before agreeing to do so, they will seek the agreement of the local governing body which in turn will seek external independent advice before providing such agreement.

20.15. Local governing bodies may appoint a Headteacher on a fixed-term contract where it determines that the circumstances of the school require it. In establishing such a contract the relevant body will consider how reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale that would normally be the case.

21. ACTING ALLOWANCES

21.1 Local governing bodies may determine to pay an acting allowance in accordance with the Document to any teacher who is assigned and carries out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher. Local pay committees will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder 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.

21.2 Any teacher who carries out the duties of a Headteacher, Deputy Headteacher, or Assistant Headteacher, for a period of four weeks or more may be paid at an appropriate salary on the leadership pay range with payment backdated to the commencement of the duties, as determined by local pay committees. Where a pay range has been determined for the post for which an acting payment is being made, the 'appropriate salary' should not be lower than the minimum of that range.

22. OTHER TEACHERS

Pay on appointment (Unqualified, Main, Upper and Leading Practitioner pay ranges)

22.1 The pay ranges and pay reference points available for Unqualified Teachers, Main Pay Range Teachers, Upper Pay range Teachers and Leading Practitioners are set out in Appendix 5.

22.2 Pay on appointment and annual pay progression will be determined, as for all other staff, as described in paragraphs 9 and 13 of this policy. For teaching staff, evidence should show:

- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- An increasing contribution to the work of the academy
- An increasing impact on the effectiveness of staff and colleagues.

22.3 For Upper Pay Range Teachers, evidence should also show the teacher continues to meet the requirements of the Document, namely that they are highly competent in all elements of the relevant standards and the teacher's achievements and contribution to the school are substantial and sustained, as described in the Upper Pay Range assessment process below.

22.4 For Leading Practitioners, evidence should also show the teacher:

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

23. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

23.1 Any qualified teacher can apply to be paid on the Upper Pay Range. It is the responsibility of the teacher to decide whether or not they wish/when to apply to be paid on the Upper Pay Range.

23.2 If a teacher is simultaneously employed at another school(s) outside of the Trust, they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). The Trust will not be bound by any pay decision made by another school.

23.3 Applications will normally include the results of the two most recent appraisals in the Trust, including any recommendation on pay. Where such information is not applicable or available, e.g. those newer to teaching or returning from maternity 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.

23.4 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, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

Process:

23.5 One application may be submitted annually (see application form in Appendix 3). The closing date for applications is normally 30 September each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity/adoption/shared parental leave or who are currently on sick leave. The process for applications is:

- The teacher must complete the school's application form (Appendix 3 and submit it and any supporting evidence to the Headteacher by the cut-off date of 30 September;
- The teacher will receive notification of the name of the assessor for their application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the pay committee;
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The local pay committee will make the final decision, advised by the Headteacher;
- The teacher will receive written notification of the outcome of their application by 30 November. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's professional development did not meet the relevant criteria set out in this policy (see 'Assessment' below);
- If requested, verbal feedback will be provided by the assessor, within 10 working days of the date of notification of the outcome. Feedback will be given in a positive and encouraging manner 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 backdated to 1 September;
- Applicants can appeal the decision. The appeals process is set out in Appendix 4.

Assessment:

23.6 The teacher will be required to meet the criteria set out in 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.

23.7 For the purposes of paragraph 23.6:

23.7.1 "highly competent" means that the teacher's performance is assessed as having exceptional 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.

23.7.2 "substantial" means that 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.

23.7.3 "sustained" means that typically, the teacher will have had two consecutive successful appraisal reports and will have met their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will be expected to show that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

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

24. LEADING PRACTITIONER ROLES

24.1 Local governing bodies will take account of the Document when determining the role and pay range (including pay points) of any leading practitioner role in the Trust. Additional duties will be set out in the job description of any leading practitioner and will include:

24.1.1 A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;

24.1.2 The modelling and leading improvement of teaching skills within school;

24.1.3 Improving the effectiveness of staff and colleagues, within school and other settings as appropriate, defined by the Headteacher.

24.2 The Headteacher will agree appraisal objectives for any leading practitioner.

24.3 To move up the agreed leading practitioner pay range, one annual point at a time, the most recent appraisal should show that the leading practitioner:

24.3.1 Has met their objectives;

24.3.2 Is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;

24.3.3 Has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;

24.3.4 Is highly competent in all aspects of the Teachers' Standards;

24.3.5 Has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

24.4 "Highly competent" and "substantial" are defined in paragraph 23.7.

25. TLR PAYMENTS

25.1 Local pay committees may award a TLR to a classroom teacher in accordance with this policy and the Document. A TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of a 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 criteria and factors set out in the Document. Appraisal objectives will reflect the full scope of the post holder's responsibilities.

25.2 Local pay committees may award a TLR3 of between £702 to £3,478 (2025-26 rates) for clearly time-limited school improvement projects, or one-off externally driven responsibilities 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 as set out in and taking into account the criteria set out in the Document. Local governing bodies will set out in writing to the teacher the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3. In accordance with the Document, the governing body will not award consecutive TLR3 payments for the same responsibility unless that responsibility relates to tutoring, as set out above.

26. ALLOWANCE PAYABLE TO UNQUALIFIED TEACHERS

26.1 Local governing bodies may award such additional allowances as they consider appropriate to an Unqualified Teacher where, in the context of the schools' staffing structure, the teacher has:

26.1.1 Taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgment, or

26.1.2 Qualifications or experience which bring added value to the role being undertaken.

27. SPECIAL NEEDS ALLOWANCE

27.1 The pay committee of local governing bodies will award an SEN spot value allowance on a range of between £2,787and £5,497 (2025-26 rates) to any classroom teacher who meets the criteria as set out in the Document, where responsibilities are not separately recognised through payment on the leadership pay spine or through a TLR or other allowance.

27.2 When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post.

27.3 Local governing bodies will keep SEN allowances and associated responsibilities under regular review and ensure that any additional responsibilities are clearly specified in individual teacher's job descriptions and are clear in the school's published staffing structure. Whilst local governing bodies may review SEN allowances at any time, normally, any review will be follow recommendations arising from the annual performance review meeting.

28. TEACHERS EMPLOYED ON A SHORT NOTICE BASIS

Teachers who work on a day-to-day or other short notice basis will have their pay determined in accordance with the Document. They will be paid on a daily basis, calculated on the assumption that a full working year consists of 195 days, with periods of work of less than a day being calculated pro-rata. This will be calculated by dividing the full-time equivalent annual salary by 194 and then dividing again by 6.5 to arrive at an hourly rate.

29. ADDITIONAL PAYMENTS

29.1 The governing body may make payments as they see fit to a teacher in respect of:

- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- Participation in out-of-school hours learning activity agreed between the teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the local governing body;
- Participation in out-of-school hours CPD agreed between the teacher and the Headteacher;
- Additional responsibilities and activities due to, or in respect of, the provisions of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

29.2 In accordance with the Document, no such payments will be made to the Headteacher.

29.3 The local governing bodies' pay committees will make additional payments to teachers in accordance with the Document where advised by the Headteacher. Payment will be as local governing bodies see fit.

30. RECRUITMENT AND RETENTION INCENTIVE BENEFITS

30.1 Local governing bodies may award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive for teaching staff, after consultation with the MAT CEO.

30.2 Local pay committees will consider exercising their respective powers under the Document 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.

30.3 Local Governing Bodies will, nevertheless, conduct an annual formal review of all such awards, and report the outcomes to the Trust.

30.4 In the case of the Headteacher, Deputy Headteachers and Assistant Headteachers, such payments will be limited to reasonably incurred housing/relocation costs where pay has been set under the 2014 or later Document (and has already been taken account of when determining base pay) and subject to the overall limits on pay set out in paragraphs 20.12 to 20.14 of this policy.

31. HONORARIA

The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the Document for the payment of bonuses or honoraria in any circumstances.

32. PAY PROGRESSION FOR EXISTING MAIN PAY RANGE TEACHERS

To move up the main pay range, one annual point at a time, teachers will need to have met their objectives, shown that they are competent in all elements of the Teachers' Standards

As a teacher moves up the main pay range, their performance will be appraised against teachers standards and objectives. The Headteacher will advise the pay committee in making all incremental decisions, and the pay committee will be able to justify them.

The governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of one additional point if there is evidence of exceptional performance

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

33. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

Any qualified teacher can apply to be paid on the Upper Pay Range. However, in order to be able to demonstrate that they meet the assessment criteria set out in the Document (see below), particularly around the teacher's achievements and contribution to the school being substantial and sustained, it is likely that applications will be submitted by teachers with a number of years of classroom teaching experience, typically a minimum of three years and often significantly more. It is the responsibility of the teacher to decide whether or not they wish/when to 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.

Applications will normally include the results of the two most recent appraisals in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those newer to teaching or returning from maternity 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, through sickness, disability 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 (see application form in Appendix 3). The closing date for applications is normally [30 September] each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity/adoption/shared parental leave or who are currently on sick leave. The process for applications is:

- The teacher must complete the school's application form (Appendix 3);
- The teacher should submit the application form and supporting evidence to the Headteacher by the cut-off date of [day/month];

- The teacher will receive notification of the name of the assessor for their application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the pay committee;
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The pay committee will make the final decision, advised by the Headteacher;
- The teacher will receive written notification of the outcome of their application by [day/month]. 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 which 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/request for feedback. 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 [*either:* following the application, *or:* of the year in which the application was submitted];
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 4.

Assessment:

The teacher will be required to meet the criteria set out in 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 exceptional depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

"substantial": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

"sustained": typically, the teacher will have had two consecutive successful appraisal reports in this school and will have met their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will be expected to show that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

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

34. PAY PROGRESSION FOR EXISTING UPPER PAY RANGE TEACHERS

The pay scale for Upper Pay Range teachers in this school is:

Upper Pay Range	**2026-27 rates**
Minimum	£47,472
Reference Point 2	£50,956
Maximum	£52,835

To move up the upper pay range, one point biennially, upper pay range teachers will need to have had two successful performance reviews in which they have met their objectives, maintained the criteria set out in paragraph 23 (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, as defined above).

Where it is clear from the evidence that the teacher's performance has been exceptional in relation to the above criteria, teaching is consistently outstanding and the teacher has exceeded some or all of their objectives, the local pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of Upper Pay Range.

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

As a teacher progresses through the upper pay range, their performance will be appraised against teachers and UPR standards and objectives. The Headteacher will advise the pay committee in making all incremental decisions, and the pay committee will be able to justify them.

APPENDICES

1. **School Staffing Structure**
2. **Pay Ranges for School Leaders, 2025/26**
3. **A) Application for Upper Pay Range**

   B) Expectations for Upper Pay Range Teachers
4. **Appeals Procedure**
5. **2025/26 Pay Rates for Teachers**
6. **2025/26 Pay Rates for Support Staff**

APPENDIX 1 – SCHOOL STAFFING STRUCTURE

Insert school staffing structure

APPENDIX 2 – RECOMMENDED PAY RANGES FOR SCHOOL LEADERS, 2026/27

		England and Wales (excluding the London Area)		
Leadership Minimum[1]		53,586		
Headteacher Group	**Range**	**Salary Range**	**Total Unit Score**	**School Group**
1	**L6 - L18**	60,619 – 80,652	**Up to 1,000**	**1**
2	**L8 - L21**	63,688 – 86,796	**1,001 to 2,200**	**2**
3	**L11 - L24**	68,691 – 93,414	**2,201 to 3,500**	**3**
4	**L14 - L27**	73,827 – 100,536	**3,501 to 5,000**	**4**
5	**L18 - L31**	81,457 – 110,881	**5,001 to 7,500**	**5**
6	**L21 - L35**	87,664 – 122,305	**7,501 to 11,000**	**6**
7	**L24 - L39**	94,349 – 134,834	**11,001 to 17,000**	**7**
8	**L28 - L43**	104,059 –148,829	**17,001 and over**	**8**
Headroom for Headteachers of multiple very large schools				

1 Minimum for Deputy and Assistant Headteachers only

APPENDIX 3 – APPLICATION TO BE PAID ON THE UPPER PAY RANGE

APPENDIX 3a – APPLICATION TO BE PAID ON THE UPPER PAY RANGE

Having read paragraph 23 of this policy, please complete this form and return it to the Headteacher no later than 30th September, including written evidence to support your application.

Examples of evidence that you may wish to include are:

- Most recent appraisal report(s)
- Classroom observations
- Reviews of assessment results
- Reviews of lesson planning records
- Reviews of children's work
- Internal tracking of pupil progress
- Moderation within and across schools
- Pupils' voice
- Parents' voice
- Subject leadership and evidence of impact
- Evidence supporting progress against Teachers' Standards including self-assessment
- *[Optional]* Evidence matched to the criteria set out in Appendix 3b of this policy
- Records of CPD and evidence of impact.

Continued overleaf…

1. Progression to the Upper Pay Range (UPR) requires evidence that the applicant is a "highly competent" in all elements of the relevant standards.

   Please outline below how you meet this criteria, with reference to the Teachers' Standards (https://www.gov.uk/government/publications/teachers-standards), the Expectations for UPR Teachers (Appendix 3b) and the particular role that you are fulfilling/the context within which you are working:

2. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school are “substantial”.

   Please outline below how your contribution has raised standards of teaching and learning, not just in your own classroom but as a significant wider contribution to school improvement – this should show a clear impact on pupil progress across the school and on the effectiveness of colleagues.

3. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school have been “sustained”.

   Please outline below how your teaching expertise has developed over a sustained period of time and is consistently of a high standard of professional practice:

Please attach any other written evidence that you have collated to support your application. Thank you.

Name:

Signed:

Date:

APPENDIX 3b – EXPECTATIONS FOR UPPER PAY RANGE TEACHERS

All teachers on Upper Pay Range (UPR) will be:

- Highly competent in all elements of the Teachers' Standards and
- Their achievements and contribution to the school will be substantial and sustained.

This following table provides an overview of what post threshold teachers should aspire to at each pay level and to achieve the next level.

UPR 1	UPR 2	UPR 3
Accepted professional	**Established professional**	**Senior and leading professional**
• Consistently good teaching and developing exceptional professional practice • Will regularly support activities • Most pupils will make good progress • Will take an enthusiastic and proactive role in the school • Performance Management objectives met each year • Demonstrate and model good practice within own classes for other members of staff • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback especially with those new to the profession • Evaluate and develop the planning and delivery of the curriculum by contributing to schemes of work and developing resources	Over a sustained period: • Consistently high standards of teaching and increasingly exceptional professional practice • Will lead activities • Some pupils will exceed good progress • Will take an enthusiastic and proactive role in school • Performance Management objectives met each year • Will demonstrate and model good practice for other members of staff and contribute to policy and practice which has improved teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice and providing advice and feedback enabling teachers to improve their teaching practice. • Evaluate and develop the planning and delivery of the curriculum across the school, taking the lead on schemes of work and developing resources	• Consistently high standards of teaching and regularly outstanding teaching and exceptional professional practice • Will create, develop and lead activities • Over a sustained period, many pupils will exceed good progress • Will take an enthusiastic and proactive role within the school and with wider stakeholders • Challenging Performance Management objectives met each year • Will coach and mentor staff to excellence and/or lead on the development of policy and practice which will improve teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers to competent teaching • Evaluate and develop the planning and delivery of the curriculum across the school; taking the lead on schemes of work and developing resources, including cross-curricular themes

APPENDIX 4 - APPEALS PROCEDURE

Introduction

As part of the overall appraisal process, a pay recommendation is made by the appraiser (normally the line manager) and discussed with the employee at their review meeting prior to being submitted to the school's Pay Committee or relevant decision maker.

At this particular stage of the pay determination process, if the employee 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 the employee believes that the final pay recommendation/decision falls short of their expectations and they wish to seek a further review of the information that affects their pay, they 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. Employees have a statutory right to be accompanied at any stage of a formal appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps: Informal Stage

An employee may seek informal review of the pay recommendation made by their appraiser, using the approach described above. There is no requirement to submit their concerns in writing under the informal stage of the appeal procedure, although doing so may help clarify the concerns/evidence in support of a review of the pay recommendation.

Appeal Procedure Steps: Formal Stage

If an employee wishes to exercise their right of appeal under formal procedures, they must write to the Chair of the local governing body at the earliest opportunity and normally within 10 school working days of the written advice of their pay determination, or the conclusion of discussions under the informal stage of the procedure. Written notification of the appeal should include a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

On receipt of the written appeal, the Chair of the local governing body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee. The meeting will be convened at the earliest opportunity and normally no later than 20 school working days after 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 Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations and questions by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the employee notifying them 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 Committee 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 an employee 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 employee must have set out details of their appeal in writing;

2. The employee must have sent a copy of their appeal to the Chair of the local governing body;

3. The Chair of the local governing body will consult with relevant school personnel and provide the employee with an appropriate written response on behalf of the school.

APPENDIX 5 –Teachers Pay Rates 2026-27

Mainscale Teachers	
Abbreviation	MS
Standard Increment	1
Maximum point	6
Point	Sep-26
1	34,069
2	36,042
3	38,400
4	40,941
5	43,529
6	46,940

Upper Pay Scale Teachers	
Abbreviation	UPS
Standard Increment	1
Maximum point	3
Point	Sep-26
1	49,134
2	50,956
3	52,835

Unqualified Teachers	
Abbreviation	UQ
Standard Increment	1
Maximum point	6
Point	Sep-26
1	23,732
2	26,075
3	28,758
4	31,124
5	33,811
6	36,494

Lead Practitioners	
Abbreviation	UQ
Standard Increment	1
Maximum point	18
Point	Sep-26
1	53,847
2	55,199
3	56,577
4	57,983
5	59,428
6	60,917
7	62,559
8	64,001
9	65,600
10	67,286
11	69,030
12	70,622
13	72,385
14	74,191
15	76,037
16	78,059
17	79,851
15	81,861

Allowances	
SEN	Sep-26
Min	2885
Max	5690
TLRs	Sep-26
TLR1 Min	10,531
TLR1 Max	17,819
TLR2 Min	3,651
TLR2 Max	8,913
TLR (Fixed Term) Min	727
TLR (Fixed Term) Max	3,600

Leadership Range				
Abbreviation	LS			
Standard Increment	1			
Maximum point	43			
Point	Sep-26		Point	Sep-26
L1	53,586		L22	89,842
L2	54,927		L23	92,065
L3	56,298		L24	94,349
L4	57,699		L25	96,694
L5	59,137		L26	99,086
L6	60,619		L27	101,540
L7	62,251		L28	104,059
L8	63,688		L29	106,637
L9	65,278		L30	109,291
L10	66,956		L31	111,990
L11	68,691		L32	114,774
L12	70,275		L33	117,624
L13	72,032		L34	120,532
L14	73,827		L35	123,528
L15	75,664		L36	126,587
L16	77,676		L37	129,733
L17	79,460		L38	132,943
L18	81,457		L39	136,184
L19	83,478		L40	139,581
L20	85,547		L41	143,069
L21	87,664		L42	146,653
			L43	148,829

APPENDIX 6 –Support Staff Rates 2026-27

Single Status Full time salaries from 1 April 2026

SCP	01 April 2026	Grades		Hourly rate
1	DELETED			
2	DELETED			
3	25,614		Grade 2	13.28
4	26,016	Grade 3		13.48
5	26,427			13.70
6	26,847			13.92
7	27,273			14.14
8	27,709			14.36
9	29,071		Grade 4	15.07
10	29,542			15.31
11	30,515			15.82
12	31,015			16.08
13	32,046			16.61
14	33,119			17.17
15	34,811	Grade 5		18.04
16	35,571			18.44
17	36,581			18.96
18	37,561			19.47
19	38,510			19.96
20	39,480			20.46
21	40,444			20.96
22	42,123		Grade 6	21.83
23	42,872			22.22
24	44,026			22.82
25	45,167			23.41
26	46,317			24.01
27	48,607	Grade 7		25.19
28	49,752			25.79
29	50,890			26.38
30	52,037			26.97
31	53,182			27.57
32	54,320			28.16
33	55,563			28.80
34	56,804			29.44
35	58,048			30.09
36	60,521		Grade 8	31.37
37	61,768			32.02
38	63,008			32.66
39	64,245			33.30
40	65,484			33.94
41	66,713			34.58
42	67,959			35.22
43	69,202			35.87
44	70,791			36.69
45	73,338			38.01