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MODEL PAY POLICY FOR SCHOOLS

For implementation from 1st September 2025

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Policy Updated:

- September 2013 following publication of the final version of the 2013 School Teachers' Pay and Conditions Document (STPCD)
- March 2014 – to provide further guidance re NQT pay progression
- September 2014 – to reflect 2014 changes to STPCD and changes to arrangements for support staff appraisal
- July 2014 – appendix 4 reviewed
- October 2015 – appendix 5 reviewed in line with STPCD 2015
- August 2016 – to reflect 2016 changes to STPCD; addition of para 18.4 and ranges for allowances in appendix 5
- October 2017 – appendix 5 reviewed in line with STPCD 2017
- September 2018 – appendix 5 reviewed in line with STPCD 2018
- June 2019 increments decoupled from performance in community schools from April 2019
- September 2019 – appendix 5 reviewed in line with STPCD 2019
- October 2019 – Para numbers updated
- June 2020 – appendix 4 amended to reflect change to model appraisal policy
- October 2020 – appendix 5 reviewed in line with STPCD 2020
- October 2021 – paragraph 16 and appendix 5 reviewed in line with STPCD 2021
- June 2022 – amended to reflect change from NQTs to ECTs and clarification that paragraph 23 includes the leadership group and headteachers
- November 2022 – appendix 5 amended in line with STPCD 2022
- November 2023 – appendix 5 amended in line with STPCD 2023
- November 2024 – paragraphs 6, 7, 8, 9, 15 & 23 to reflect changes to practices following the removal of performance related pay. Previous appendix 4 and references to performance related pay in paragraphs 7 and 15 moved to new appendix 5. Pay points amended in line with the with STPCD 2024 and renamed as appendix 4.
- September 2025 – appendix 4 amended in line with STPCD 2025; removal of appendix 5 relating to previous performance related pay; paragraph 32.1 single status changed to GLPC Job Evaluation Scheme; paragraph 34.1 changed to include further information on



Job Evaluation taken from the DfE's "Staffing and employment advice for schools" (October 2023) and paragraph 17.5 additional clarity on pro rata TLR payments added.



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PAY POLICY

This Model Pay Policy can be used by Croydon schools and academies. It has been divided into three parts. Part 1 covers teaching staff. Part 2 covers support staff in community and voluntary controlled schools and must be adopted by them. Part 3 covers support staff in Croydon voluntary aided, foundation, trust schools and academies.

Text in bold italics does not form part of the policy itself, but acts as additional advice for schools. It includes options that the Governing Board will have to make a decision about: the final version of the policy should not therefore include this text. Schools will also have to appropriately select parts 2 or 3 and only include the relevant section in their final pay policy.

Text in red and/or in brackets indicates that the school should select the appropriate wording/paragraphs.

1 INTRODUCTION

- 1.1 This Policy has been adopted by the Governing Board and applies to all teachers and support staff employed to work at Selsdon Primary School (hereafter referred to as ‘the school’). It has been consulted on with staff and the recognised trade unions.
- 1.2 Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers’ Pay and Conditions Document (“STPCD”) which are mandatory. As a maintained school, the school will also adhere to the Council’s Employment Based Cost Review (EBCR) and job evaluation arrangements for support staff.

As a foundation school, the school has taken a decision to adopt and implement the single status and Council’s Employment Based Cost Review (EBCR) agreement. The purpose of the Policy is to set out adopted local agreements and supplement the nationally agreed salary arrangements, clarifying, in particular, how areas of discretion are to be exercised by the school.

- 1.3 The Policy will be reviewed annually by the Governing Board and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the ‘relevant body’. The review of the policy will include trends of progression across specific groups of staff to assess its effect and the school’s continued compliance with equalities legislation.



- 1.4 The Policy should be read in conjunction, as appropriate, with other Human Resources policies and procedures, including in particular the school's Recruitment Policy and the school's policy on Reorganisation and Restructuring. These are available from the school or in the Resources section on <http://www.croydoneducationpartnership.org>. Reference should also be made to the related documents section below.
- 1.5 The school will maintain a staffing structure, which shows the number and grades of jobs within the school. Staff, through their professional associations and trade unions, will be consulted on any proposed changes to this structure. This will include the school's policy for rewarding TLR3s, for example stating remuneration levels and whether all TLR3s will be of the same duration or whether duration will vary according to circumstances. *The current staffing structure is attached as Appendix 1.
- 1.6 The Governing Board has delegated full powers to the Resources Committee. This Committee is responsible for determining all pay matters in accordance with the Pay Policy, the schools appointments procedure and the school's Performance Management Policy. The Governing Board, operating through this Committee, will ensure that discretionary pay elements are used in a fair, equitable and consistent manner. Appendix 2 confirms the terms of reference of the Resources Committee.
- 1.7 The headteacher will make recommendations on pay for all staff in the school, and the Resources Committee will make the recommendation for the pay of the Headteacher. The Resources Committee will oversee all pay decisions

*** The school should attach their current staffing structure to this policy.**

Related Documents

This Pay Policy will be applied as supplemented by specific provisions contained within:-

- The School Teachers' Pay & Conditions document
- The NJC National Agreement on Pay and Conditions of Service ("the Green Book")
- The Council's Policy covering job evaluation, grading and other local agreements
- The School's Restructuring & Reorganisation Policy
- The Teachers' Pension & Local Government Pension Scheme and the Council's policy regarding "discretionary" pension provisions, as determined by Croydon Council and the school's Governing Board
- The School's Capability procedures for Teachers and for support staff as recommended to Governing Boards
- The Council's Employment Based Cost Review



- The Council's Single Status Agreement
- The Rewarding Additional Duties policy & procedure
- The School's Redeployment policy
- The School's Appraisal policies for support staff and teachers
- The 'Burgundy book' for Teachers

2 PRINCIPLES AND OBJECTIVES

- 2.1 This model pay policy is not intended to duplicate the School Teachers' Pay and Conditions Document ("STPCD"), however, there are some sections within the Document which are discretionary. This Policy will indicate how Governing Boards will apply this.
- 2.2 The school recognises the need to manage pay equitably and will ensure through this policy that pay has a positive influence by undertaking to:
- support the school's development including current priorities and targets;
 - demonstrate that all pay decisions are made consistently and fairly, in compliance with anti-discrimination legislation;
 - ensure that appropriate arrangements are made for staff to appeal against any pay decision affecting them personally, and for such appeals to be heard by a panel of governors whose members have not been involved previously in the decision against which an appeal is made;
 - within its budget, and recognising the different terms and conditions, to reward all staff appropriately, with similar considerations being given to teaching staff and support staff;
 - to use the nationally and locally agreed pay scales, together with any discretions available to them, to best advantage in order to recruit and retain the highest quality staff at the appropriate rate of pay;
 - to ensure that all staff have confidence that they are receiving fair and equal treatment;
 - to inform staff of changes to their pay;



- to ensure that staff are aware of the procedures within which pay decisions are made and that any appeals arising from decisions on remuneration are addressed objectively, fairly and within agreed timescales.

All appointed teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time.

All pay-related decisions are made taking full account of STPCD and the teachers' professional associations and trade unions have been consulted on this pay policy. All pay related decisions are taken in compliance with current employment legislation including The Equality Act 2010, The Equal Pay Act 1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.



PART ONE - TEACHING STAFF

3 TERMINOLOGY

- 3.1 The “relevant body” for pay purposes in respect of teachers employed at the school is the Governing Board.
- 3.2 Unless otherwise stated the words in Part One of this Policy shall have the same meaning as the words in the STPCD

4 PAY RANGES AND PAY SCALES

4.1 The School Teachers Pay and Conditions Document gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers, Upper Pay Range Teachers, Leading Practitioners and the Leadership Group. The Governing Board determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Governing Board of this school are shown in Appendix 4 of this policy.

5 PAY REVIEWS

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

This will mean that recommendations about teacher’s pay should be completed by 10 October of each year in order to allow for any appeals against the recommendation to be lodged and heard.

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

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



6 BASIC PAY DETERMINATION ON APPOINTMENT

6.1 The Governing Board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. The starting salary will therefore be by negotiation following consideration of previous experience.

6.2 In making such determinations, the Governing Board may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- there is no assumption that the teacher will be paid at the same rate as they were being paid in a previous school although in practice this may be the norm in order to recruit able staff
- *the school may decide to issue other criteria, and these should be included here.*

7 PAY PROGRESSION

7.1 In this school all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the School's Appraisal Policy 2024

7.2 Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to receive pay progression within the maximum of their pay range unless they are subject to capability procedures.

8 EARLY CAREER TEACHERS (ECTs)



8.1 ECTs receive regular feedback during their induction years, and should expect to receive an increment at the end of their first and second years of teaching following successful process and finally, completion of the ECT programme.

9 MOVEMENT TO THE UPPER PAY RANGE

9.1 Decisions made about movement to the upper pay range in one school will not be binding on another school although in practice this may be the norm in order to recruit able staff.

9.2 Applications and Evidence

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

9.2.2 Applications may be made in writing to the headteacher once a year. The deadline for receipt is 30 September for progression from the start of that academic year.

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

9.2.4 All applications should include the results of reviews or appraisals under the 2012 regulations, (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence of substantial and sustained contribution to school life.

9.2.5 The fact that a teacher is paid on the upper pay range does not imply that they have to take on additional management responsibilities although they do have responsibilities for the wider work of the school including for example mentoring other teachers and assisting them to develop their teaching practice.

9.3 The Assessment

9.3.1 An application from a qualified teacher will be successful where the Governing Board is satisfied that the teacher's achievements and contribution to the school are substantial and sustained.



- ‘substantial’ means of real importance, validity or value to the school; play a significant role in the life of the school. Some examples may include to take responsibility for an area of the school development plan, to have oversight of a student/ECT teacher considering the time implication of workload, to provide a role model for teaching and learning; to make a distinctive contribution to the raising of pupil standards; to take advantage of appropriate opportunities for professional development and to use the outcomes effectively to improve pupils’ learning; and

‘sustained’ means maintained continuously over the previous academic year and demonstrated by satisfactory appraisals. A lesser period of time can be considered in situations such as family leave or long term sickness. If a teacher is working on a part time basis, the period of time remains as the previous academic year and is not lengthened on a pro rata basis.

9.3.2 The application will be assessed by (insert details of how the school will ensure that applications are assessed robustly, transparently and equitably, including who makes the initial assessment (e.g. line manager/subject leader/head of school/head teacher) and the role of the governance board in making the final determination).

9.4 Processes and procedures

9.4.1 The assessment and determination of the Governing Board will be made by 31 October and applicants will receive a response within 10 working days of the date of the determination.

9.4.2 If successful, applicants will move to the upper pay range from the start of the academic year. (Insert who will decide (e.g. head teacher/governance board /Pay Committee) where on the upper pay range a successful teacher is placed, and, if teachers can start further up the range, insert how their position on the upper pay range will be decided in a fair and consistent way (e.g. based on considerations including: a) the nature of the post and the responsibilities it entails and b) the level of qualifications, skills and experience of the teacher). Successful applicants should be placed on the minimum of the upper pay range other than in exceptional circumstances.

9.4.3 If unsuccessful, feedback will be provided by . (Insert who will decide (e.g. head teacher/governance board /Pay Committee) within 10 working days of the date of the determination by the Governing Board and will be confirmed in writing

9.4.4 Any appeals against a decision not to move the teacher to the upper pay range will be heard under the arrangements outlined in paragraph 23 .



10 PART-TIME TEACHERS

10.1 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Board will give them a written statement detailing their working time obligations and the standard 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 post.

11 SHORT NOTICE/SUPPLY TEACHERS

11.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

12 PAY INCREASES ARISING FROM CHANGES TO THE SCHOOL TEACHERS PAY AND CONDITIONS DOCUMENT

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

12.2 Cost of living pay rises in the School Teachers' Pay and Conditions Document are only made to the minimum and maximum of the pay ranges. Although schools have the option of only applying the cost of living awards to the minimum and maximum of the pay ranges this school has decided to apply the same percentage cost of living pay increase to all spine points in the pay ranges.

12.3 This school will apply the same cost of living increases to TLR and SEN allowances as are applied to the pay ranges, provided they are within the ranges stipulated in the STPCD.

13 UNQUALIFIED TEACHERS

13.1 The School will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available;
- overseas trained teachers;



- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

13.2 Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Board determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

13.3 It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has:

- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teachers professional skills and judgement ; or
- qualifications or experience which bring added value to the role s/he is undertaking.

13.4 Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

An unqualified teacher who becomes qualified

13.5 Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers.

13.6 Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Board considers to be appropriate.

13.7 A teacher who obtains qualified teacher status retrospectively under the regulations will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.

13.8 The aforementioned lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any



allowances) the teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

14. LEADING PRACTITIONER

14.1 Teachers are entitled to be paid on the pay range for leading practitioners if they are in a post whose primary purpose is to model and lead improvement of teaching skills.

14.2 Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher.

14.3 A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- (a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
- (b) disseminating materials and advising on practice, research and continuing professional development provision;
- (c) assessment and impact evaluation, including through demonstration lessons and classroom observation ;
- (d) helping teachers who are experiencing difficulties.

14.4 They may also be required to undertake this role in other schools or in relation to teachers from other schools.

14.5 The nationally determined minimum and maximum for the pay range for leading practitioners is given in the School Teachers' Pay and Conditions Document. The school will determine the post range when it establishes a leading practitioner post within its staffing structure.

15. LEADERSHIP GROUP



15.1 Headteachers, Deputy Headteachers and Assistant Headteachers employed at the school shall be paid on the salary ranges determined in accordance with the provisions of the STPCD.

15.2 The salary ranges are determined according to a three step process. Further details about how to undertake this process can be found in the Department for Education document “Implementing your school’s approach to pay””

15.3 The pay band for the headteacher is L15 to L21. It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or body who can decide whether it is justifiable to exceed the limit in a particular 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.

15.4 Where consideration is given to the Headteacher being appointed to as a Headteacher of more than one school, either on a temporary or permanent basis then the provisions of the STPCD will apply.

Review

15.5 Progression through the appropriate pay range for all teachers in the leadership group will be automatic unless subject to capability procedures.

15.6 An annual review of the performance of Assistant and Deputy Headteachers must be undertaken by 31 October and by 31 December for Headteachers using the schools appraisal process. This will mean that pay reviews for the Assistant and Deputy Heads should be completed by 31 October and recommendations about the pay of Headteachers should be completed by 1 December of each year in order to allow for any appeals to be lodged and heard.

15.7 To be fair and transparent, appraisal outcomes will be evidence based.

15.9 A successful review, as prescribed by the appraisal process, will involve the following:

- school improvement objectives;
-
- teacher standards
- other evidence.



16. DETERMINATION OF DISCRETIONARY PAYMENTS TO HEAD TEACHERS

16.1 The approach to setting headteacher pay means that the need to make additional payments using allowances will be largely unnecessary as all relevant factors should be taken into account when setting the pay range. The exception to this is for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments should be clearly time limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding does not apply to such arrangements. The total value of the salary and temporary payments made to a headteacher in any one year must not exceed 25% above the maximum of the headteacher group for their school. It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or body who can decide whether it is justifiable to exceed the limit in a particular 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.

17. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

17.1 TLRs will be awarded to classroom teachers undertaking a sustained responsibility in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure.

17.2 In awarding a TLR 2 payment, the school is satisfied that the teacher's duties include a significant responsibility for which s/he is accountable, not required of all classroom teachers, and that-

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
- e) involves leading, developing and enhancing the teaching practice of other staff.



17.3 In awarding a TLR 1 payment, the school is satisfied that in addition to the criteria detailed above the teacher will also carry line management responsibility for a significant number of people.

17.4.1 The relevant body will award a fixed-term third TLR (TLR3) for clearly time-limited school improvement projects, 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. The annual value of a TLR3 will be within the range given in the STPCD. The duration of the fixed term must be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. The relevant body must not award consecutive TLR3s for the same responsibility unless it relates to tutoring as described above.

17.4.2 All TLR3s will be advertised internally, and all qualified teachers employed in the school will have an opportunity to apply for them.

17.5 The values of TLRs have been set by the Governing Board and are shown in the school's staffing structure (Appendix 1). The school will review the cash value of the TLRs annually in the light of pay awards made under the STPCD. The value of any existing or new TLR payment, should be based on the proportion of the TLR responsibility the teacher is undertaking.

18. SPECIAL EDUCATIONAL NEEDS ALLOWANCES (FOR CLASSROOM TEACHERS)

18.1 An SEN allowance will be paid to eligible classroom teachers under the provisions of the STPCD. The STPCD sets maximum and minimum values for such payments.

18.2 Where an SEN allowance is paid the spot value will be determined by taking account of the school's SEN provision and:

- i) whether any mandatory qualifications are required for the post;
- ii) the qualifications or expertise of the teacher relevant to the post; and
- iii) the relative demands of the post.

19. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS



19.1 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Governing Board from time to time. Please refer to current criteria in Appendix 3 to this policy.

19.2 Where it is determined to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

19.3 Where the Governing Board makes one or more such payments, or provides such financial assistance, support or benefits in one or more cases, the Governing Board will conduct a regular formal review of all such awards. The expected duration of any such incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn.

19.4 Recruitment and retention incentives and benefits may **not** be made to Head Teachers, Deputy heads or Assistant Heads.

20. OUT-OF-SCHOOL HOURS LEARNING ACTIVITIES (“OOSHLA”)

20.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.

20.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to the annual outer London salary at the top of the main scale divided by 975. This amount includes an element for preparation/marking etc.

21. ADDITIONAL PAYMENTS – TEACHERS

21.1 The Governing relevant body may make such payments as they see fit to a teacher, including a head teacher, in respect of-



- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- (c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body;
- (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools, unless appointed to more than one school on a permanent basis.

22. SALARY SAFEGUARDING - TEACHERS

21.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

23. REVIEW OF PAY DECISIONS AND APPEAL ARRANGEMENTS – TEACHERS

This paragraph includes all members of the Leadership Group, including headteachers.

23.1 Review

23.1.1 Where a teacher is not satisfied with a pay recommendation, they should seek to resolve this with the appropriate manager within 10 working days of receiving the decision.

23.1.2 Where this is not possible, the teacher may request a formal review of pay. This should be made in writing to the headteacher within 20 working days of the informal conversation in 23.1.1.

23.1.3 A formal hearing will be arranged and the panel will normally consist of the headteacher and another senior leader in the school who has not been involved in the pay decision. Where this is not possible, it may be necessary for a governor to sit on the panel.

23.1.4 The outcome of the meeting will be conveyed to the teacher in writing within 7 working days.

23.1.5 There is a right to appeal against this decision.



23.2 Grounds for Appeal

23.2.1 An appeal against a pay decision can be lodged within 10 working days of the date when the teacher receives written confirmation of their pay decision or of the date when the teacher receives the outcome of the pay review. It must clearly state the grounds for the appeal.

23.2.2 The only grounds which will be accepted as the basis of an appeal are that the person by whom the decision was made are claimed to have: -

- a. Incorrectly applied any provision in the School Teachers' Pay & Conditions Document
- b. Failed to have proper regard to statutory guidance
- c. Failed to take proper account of relevant evidence
- d. Taken account of irrelevant or inaccurate evidence
- e. Been biased and/or unlawfully discriminated against the teacher

23.2.4 The appeal will be heard by a committee of the Governing Board and their decision will be final.

23.2.5 The outcome of the appeal will be conveyed to the teacher in writing within 7 working days of the hearing.

23.3 Right to be accompanied

23.3.1 The teacher has the right to be accompanied by a work based colleague or trade union representative at the pay review hearing and the appeal hearing. If the employee's representative is not available at the time fixed for the meeting, it must be rescheduled to accommodate the availability of the companion, so long as a reasonable alternative date is proposed which is within 5 working days of the originally proposed date.

23.4 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.



PART TWO – SUPPORT STAFF IN COMMUNITY & VOLUNTARY CONTROLLED MAINTAINED SCHOOLS

This section applies to all community and voluntary controlled maintained schools and those schools that have chosen to implement single status and the Croydon Council's Employment Based Cost Review (EBCR). EBCR was amended in 2018 when incremental progression was decoupled from performance. All community and voluntary controlled schools must apply this. Other schools and academies may take this approach. All schools and academies must choose the correct option for paragraph 28.1

As a Foundation school this section should be read in conjunction with the Council's Single Status Collective Agreement and the Council's Employment Based Cost Review Collective Agreement, and the 2018 amendment to the EBCR. A copy of these Agreements can be obtained from the Council's HR department.

24. EMPLOYMENT BASED COST REVIEW (EBCR)

24.1 The Council's Collective Agreement is incorporated into the school's support staff contract of employment.

The Collective Agreement changed the following terms and conditions of employment with effect from 1 April 2011:

- Incremental progression
- Overtime payments
- Weekend and night working
- Shift pay
- Car allowances and mileage rates
- Pay protection
- Redundancy pay
- Annual leave

24.2 A further amendment was made in 2018 regarding incremental progression in schools. With effect from 1 April 2019, incremental progression is no longer linked to performance.

25. STAFFING STRUCTURE

25.1 The school has agreed a staffing structure for support staff working at the school and this is attached at Appendix 1. The structure ensures that there is appropriate line management of all staff.



25.2 The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a role profile, along with a person specification setting out the criteria for each post. Generic role profiles were developed as part of the implementation of single status and these continue to be available on the resources section of the Croydon Education Partnership website. Additional template job descriptions are available from schools HR providers.

26. GRADING OF POSTS

26.1 The school will consult the Council about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998.

26.2 The school acknowledges that the Council has, as part of the Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools.

26.3 The school will be mindful of their obligations under equal pay legislation when making recommendations about support staff pay and grading. In putting together the role profile for a post, the school will refer to the Council's job evaluated role profiles and associated guidance. Where the school wishes to employ support staff to take on a new kind of role that does not have a direct comparator within the Council, a job evaluation will take place using the Greater London Provincial Council (GLPC) scheme. The schools HR provider will support this process. Where schools are not using one of the model role profiles, they must send the job evaluation paperwork to the Council – humanresources@croydon.gov.uk. The school will consider any pay and grading issues the Council may raise before putting forward a formal recommendation.

27. STARTING SALARY POINT

27.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum spinal column point (scp) of the grade unless:

- (i) The person appointed is an existing employee of Croydon Council and the employee is being redeployed. Please refer to the school's redeployment policy and salary protection.
- (ii) The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of Croydon Council, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:



- (a) current actual pay
- (b) recent relevant experience and qualifications.

28. INCREMENTAL PROGRESSION AND ACCELERATION

28.1 Unless staff are appointed on the top spinal point of their grade, staff are entitled to incremental progression to the top of their grade. Annual increments, where applicable, are payable on 1st April each year. The first increment will be payable as follows:

Date of Commencement of Employment	First Increment
1st October to 31st March	After the completion of 6 months' service in the Grade.
1st April to 30th September	On the 1st April following the appointment.

29. TERM TIME ONLY WORKING AND ANNUAL LEAVE

Term Time Working

29.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.4 or 7.8 weeks (made up of 29 or 31 days' annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who works 39 weeks each year this will mean their pay is based on 46.4 or 46.8 working weeks.

All Year Round Working

29.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the headteacher or manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school.

The whole year entitlement is as follows:



Midnight Sunday to 6am Monday	Enhancement of 20%
Bank Holidays (midnight – midnight)	Enhancement of 100%

For staff at grade 12 or above, payment will be paid at plain time.

31. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)

NB Schools should include the paragraph below if they have adopted or intend to adopt this policy

31.1 The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short-term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The Governing Board has adopted the School's Rewarding Additional Duties policy and procedure, please refer to available on the resources section of the Croydon Education Partnership website for details. Where the school, requires a member of staff to undertake additional duties, this will be in line with the above policy.

32. Appeal against Job Evaluation grading

32.1 Advice from the schools HR provider will be sought if the appeal relates to the grading of the post, as determined under the GLPC (Greater London Provincial Council) Job Evaluation Scheme.



PART THREE – SUPPORT STAFF IN VOLUNTARY AIDED, FOUNDATION, TRUST & ACADEMY SCHOOLS

This section applies to all voluntary aided, foundation, trust and academy schools. Those schools that have chosen to implement single status and the Croydon Council’s Employment Based Cost Review (EBCR) should select the relevant paragraphs in Part 2 and Part 3 before adapting the policy.

As a Foundation school, different paragraphs within the model pay policy will apply to support staff depending on decisions taken by this school in relation to Single Status and EBCR. This section should therefore be read in conjunction with the table below.

VOLUNTARY AIDED, TRUST, ACADEMIES & FOUNDATION SCHOOLS WILL NEED TO SELECT THE APPROPRIATE PARAGRAPHS FROM PART TWO & THREE

	Schools that have implemented Single Status only	Schools that have implemented EBCR only	Schools that have NOT implemented Single Status and EBCR	Schools that have implemented Single Status and EBCR
Starting Salary Point	Para 27	Para 27	Para 35	Para 27
Incremental Progression & Acceleration	Para 36	Para 28	Para 36	Para 28
Term Time Only Working & Annual Leave	Para 37	Para 29	Para 37	Para 29
Authorising & Paying for Working Additional Hours	Para 38	Para 30	Para 38 /Policy adopted by school/ Green Book	Para 30
Rewarding Additional Duties	Policy adopted by school	Policy adopted by school	Policy adopted by school	Policy adopted by school

33. STAFFING STRUCTURE



- 33.1 The school has agreed a staffing structure for support staff working at the school and this is attached at Appendix 1. The structure ensures that there is appropriate line management of all staff.
- 33.2 The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a role profile, along with a person specification setting out the criteria for each post.
- 33.3 The appointment of support staff is the responsibility of the Governing Board unless the Governing Board and Croydon Council have agreed that such appointments will be made by the Council (Regulation 29).
- 33.4 The arrangements for filling vacancies will be as set out in the school's policy on Recruitment and Selection.

34. GRADING OF POSTS

- 34.1 The school uses a job evaluation scheme to determine grades and acknowledges that the Council has, as part of its Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools. In compiling job specifications for support staff, the governing board should be aware of any agreed local authority job profiles and any associated guidance. The governing board should consider any equal pay and grading issues that the local authority may raise before putting forward a formal recommendation.

35. STARTING SALARY POINT

- 35.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum scale point of the grade unless the person appointed is not currently paid on a salary range assessed in accordance with the salary policy of the school, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:
- (a) current actual pay
 - (b) recent relevant experience and qualifications.

36. INCREMENTAL PROGRESSION AND ACCELERATION

- 36.1 Unless staff are appointed on the top spinal point of their grade staff are entitled to incremental progression to the top of their grade, subject to satisfactory annual



assessment under the school's adopted appraisal scheme. Annual increments, where applicable, are payable on 1st April each year. The first increment will be payable as follows:-

Date of Commencement of Employment	First Increment
1 st October to 31 st March	After the completion of 6 months' service in the Grade.
1 st April to 30 th September	On the 1 st April following the appointment.

37. TERM TIME ONLY WORKING AND ANNUAL LEAVE

Term Time Working

37.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.4 or 8.4 weeks (made up of 29 or 34 days' annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who work 39 weeks each year this will mean their pay is based on 46.4 or 47.4 working weeks.

All Year Round Working

37.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the headteacher or manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school. The whole year entitlement is as follows:

- (a) Basic Entitlement:
- | | |
|--|------------------------|
| Staff on grades between Grade 1 and Grade 10 | 29 days
(5.8 weeks) |
| Staff on grades Grade 11 and above | 34 days |
- (b) Staff with at least five years' continuous local government employment
- | | |
|--|------------------------|
| | 34 days
(6.8 weeks) |
|--|------------------------|

37.3 Part time staff leave entitlement will be pro-rata to the leave entitlement of full time staff. Dependent on staff work pattern, this entitlement may be converted into hours. New



entrants to the school will be granted annual leave proportionate to their service during their leave year of entry.

37.4 The school will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, the school will ensure that staff receives the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.

37.5 The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked

38. AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS

[Schools should include the following paragraphs below for working additional hours if they have not implemented Single Status and the EBCR Agreement]

38.1 The total number of hours of work for all support staff will be determined at the time of appointment.

38.2 Where staff work additional hours, with the prior agreement of the head teacher, additional payment or time off in lieu (TOIL) will be arranged.

38.3 Overtime (other than planned overtime) is payable only to staff in receipt of basic salary of scp 28 or less on the following basis:

- (i) the basic salary shall be divided by 36 to ascertain the hourly rate of overtime
- (ii) extra time of less than half an hour on any day shall not rank for overtime. Overtime shall be aggregated for each calendar month (or other appropriate period where the hours are averaged over a period longer than a week), and only complete half hours paid for
- (iii) staff for whom it is a condition in their contract of employment that they shall work hours longer than the standard 36 a week shall be entitled to overtime payments unless the additional hours are recognised by some other payments or arrangements determined locally



- (iv) for overtime on any day other than a Sunday, or a general or public holiday, payment shall be at time and a half. For overtime on a Sunday, payment shall be at double time.

Allowances

(a) Weekend Working

- (i) For work on a Saturday or Sunday as part of the normal working week payment shall be at time and a half for all hours worked.
- (ii) The weekend work enhancement shall be payable, where appropriate, in addition to the enhanced rate of pay for night work worked as part of the normal week, and to the enhanced rate of pay for shift working.
- (iii) Work on a Saturday or Sunday outside the normal working week shall be regarded as overtime and paid for in accordance with the terms in paragraph 41.3 above.

(b) Night Work

- (i) For work at night as part of the normal working week, payment shall be at time and a third for all hours worked between 8.00 p.m. and 6.00 a.m.
- (ii) The premium rate for night work is not payable to staff when working irregular hours or employed on shift work.
- (iii) The night work rate shall be payable, where appropriate, in addition to the enhanced rate of pay for work as part of the normal working week on Saturday and on Sunday.
- (iv) Work at night outside the normal working week shall be regarded as overtime and paid for in accordance with the terms in paragraph 41.3 above.

38. AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS



[Schools should include the following paragraphs below for working additional hours if they have implemented Single Status and have not implemented the EBCR Agreement]

Working Hours and Pay

38.1 The following rates of pay will apply to hours worked as part of staff normal working week:

- (i) Monday to Saturday, between 7am and 7pm will be paid at staff normal hourly rate.
- (ii) Monday to Saturday, before 7am and after 7pm will be paid at staff normal hourly rate, enhanced by 33%.
- (iii) Sunday, any time, will be paid at staff normal hourly rate, enhanced by 75%.

For staff at grade 12 or above, payment will be paid at plain time.

Shift Working

38.2. If a member of staff is engaged on shift work they will receive either a 10% or 17% enhancement of basic pay depending on their shift pattern as specified below:

- (i) 10% will be paid for shifts where the period covered by shifts is 11 or more hours; there are at least four hours between the starting times of the earliest and latest shift; and the shift pattern is in place for at least 5 days a week
- (ii) 17% will be paid for shifts where the period covered by shifts is 24 hours; shifts are worked on a rota basis; and the shift pattern is in place for at least 6 days a week

38.3 Providing the qualifying conditions are met, staff will receive the enhanced hourly rates for Sunday working and night working in addition to the shift allowance mentioned above, save where clause 42.4 below applies.

38.4 If a member of staff is engaged on shift work and all shifts undertaken fall during night work (defined as being between 7pm and 7am) there is no entitlement to a shift allowance. In such circumstances, the enhancement of 33% to staff normal hourly rate will apply to hours worked as part of staff normal working week.

Work on Public Holidays

38.5 If staff are required to work on a public holiday staff shall, in addition to their normal pay for that day, be paid at plain time for all hours worked within staff normal working hours for that day. In addition, at a later date, staff will be allowed time off with pay as follows:

Time worked less than half the normal working



hours on that day	Half Day
Time worked more than half the normal working hours on that day	Full Day

Standby and Call Out

- 38.6 If you are required to work standby or call out arrangements, the following apply.
- 38.7 Each week will be divided into 9 standby sessions, one each on Monday to Friday and two each on Saturday, Sunday and public holidays, with each standby session lasting a maximum of 12 hours.
- 38.8 A “flat rate” payment per call out session will apply for being on call, irrespective of the grade of the post. A standby payment of £30 per session will be made if there is a high likelihood of being called out (defined as being a 1 in 4 or greater chance of being called out) and £20 per session if the likelihood of being called out is low (defined as being lower than a 1 in 4 chance of being called out).
- 38.9 Time off in Lieu (TOIL) or other flexible working arrangements are considered initially as appropriate compensation for time you spend responding to work queries during a standby session. Should your manager agree that service requirements prevent you from taking TOIL, overtime payments may be made at the following rates:
- (i) For staff at grade 11 or below:
 - Hours worked Monday to Saturday to be paid at 133% of basic hourly pay.
 - Hours worked on a Sunday to be paid at 175% of basic hourly pay.
 - Hours worked on a Public Holiday to be paid at 200% of basic hourly pay.
 - (ii) For staff at grade 12 or above, payment will be paid at plain time.
- 38.10 No minimum payment of hours will apply except on Public Holidays where a minimum of 2 hours’ payment will be made.

39. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)

- 39.1 The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school’s Equal



Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The Governing Board has adopted the School's Rewarding Additional Duties policy and procedure, please refer to available on the resources section of the Croydon Education Partnership website for details. Where the school requires a member of staff to undertake additional duties, this will be in line with the above policy.

40. APPEAL ARRANGEMENTS – SUPPORT STAFF

40.1 Appeals against job evaluation outcomes are in line with the school/academy policy on job evaluation.



Appendix 1

Staffing Structure

Staffing Structure for Selsdon Primary School

Establishment on 1 March 2026

Teaching Staff

1 FT Headteacher
2 FT Assistant Headteacher
6 FT Class Teachers
1 PT Class Teachers
6 FT Class Teachers with a TLR 2a (£3,527)

Teaching Support Staff

1 FT HLTA
7 FT Teaching Assistant Level 3
1 PT Teaching Assistant Level 2
4 FT Teaching Assistant Level 2

Lunchtime Staff

3 PT School Meal Supervisors

Clubs

1 PT Clubs Leader
2 PT Club Assistant

IT

1 FT Technician

Administration

1 FT Finance Manager
2 FT Admissions and Attendance Officer/ Admin Assistants

Site Management

1 FT Site Manager
1 PT Cleaner
1 FT Cleaner



Appendix 2

Suggested Terms of Reference for the Pay Committee

Membership

Membership shall consist of at least three governors. The headteacher will attend in an advisory capacity and will withdraw when his / her salary is under discussion.

Clerking

The Governing Board clerk will clerk this committee. In the event this is not possible, a cover Governing Board clerk will be requested. Only in rare circumstances will the clerk be a governor of the committee. It is not appropriate for a member of school staff to cover this meeting.

Quorum

Three Governors

Frequency and conduct of meetings

- The Governing Board will appoint the Chair of the Committee at the beginning of the academic year.
- The Committee will meet when pay decisions have to be made and in line with the timeframe in the pay policy
- The agenda and all associated papers must be prepared and distributed at least seven days before the meeting.
- The draft minutes must be typed, approved by the committee chair and distributed to pay committee governors within 14 days of the meeting, and at least 7 days before the full Governing Board meeting.

Responsibilities

- 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.
- To oversee the annual pay review for each member of staff, including the leadership group, based on the criteria set out in the Pay Policy.
- On the basis of recommendations from the headteacher, make the determination about all applications to the upper pay range.
- 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 Board.
- To recommend to the Governing Board 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 to recommend changes or modification to the Governing Board, as appropriate and at least annually.
- To establish a moderation panel for staff appraisal.
- To quality assure and moderate the processes for pay progression.
- To review annually trends in pay progression, including an analysis of progression across specific groups of staff.
- If appropriate, to work with the School's link advisor.
- Decisions about starting salary for members of staff (except the headteacher) will be delegated to the headteacher or selection panel as appropriate
- In the case of a new headteacher appointment, the full Governing Board will determine the salary range, however the determination of the starting salary will be made by the selection panel under their delegated powers

Appendix 3

Sample Criteria for Recruitment & Retention Incentive & Benefits for teachers

Philosophy

We believe in the importance of having a school, which is a safe, secure and attractive place to work and where the staff feel valued, empowered and supported.

We believe that retaining, developing and motivating the school's workforce is a key to providing the best education for our pupils.

We believe in a consistent and equitable approach to the appointment of all staff.

The purpose of the allowance is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways

Allowances

The Governing Board will pay recruitment awards to teacher of £500 for a maximum of three years in the following circumstances:

- ***Teachers in shortage subjects***
- ***Poor response to adverts as evidenced by the need to re-advertise***

The Governing Board will review the level of payment/benefits annually.

The Governing Board will make clear at the outset the expected duration of the allowance and the review date after which it may be withdrawn.

A review of rates will be necessary if the Governing Board intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the Governing Board may determine.

The above will be kept under review and subject to change.

Appendix 4

Croydon Teacher Pay Scales

This appendix to the model pay policy for Croydon schools uses pay scales based on the Outer London Area pay ranges for teachers.

It can be used by academies, but it should be noted that references to statutory terms and conditions do not apply to them, although they may choose to continue to model their pay arrangements on the School Teachers' Pay and Conditions Document.

Schools that choose not to adopt these pay scales must ensure that the minimum and maximum of their pay scales are those shown in STPCD for both the leadership group and for the pay ranges for teachers.

The statutory ranges for allowances have been included in this appendix for ease of reference.

Leadership Pay

However, Points 18, 21*, 24*, 27*, 31*, 35*, 39* and 43 on the Leadership Pay Range are the salary figures for head teachers at, or moving to, the top of the school group ranges only. These different figures are a legacy of the 2015 STPCD which provided for no uplift to the maxima of the eight head teacher group ranges.*

PAY SCALE **FOR LEADERSHIP GROUP - Sept 2025**

Leadership Group Pay Reference Points	2024 £	2025 £
L1	53,731	55,881
L2	54,980	57,180
L3	56,247	58,497
L4	57,556	59,859
L5	58,893	61,249
L6	60,266	62,677
L7	61,787	64,259
L8	63,117	65,642
L9	64,593	67,177
L10	66,152	68,799
L11	67,762	70,473

L12	69,239	72,009
L13	70,873	73,708
L14	72,531	75,433
L15	74,239	77,209
L16	76,112	79,157
L17	77,773	80,884
L18*	78,841	81,995
L18	79,630	82,816
L19	81,508	84,769
L20	83,426	86,764
L21*	84,550	87,932
L21	85,396	88,812
L22	87,409	90,906
L23	89,477	93,057
L24*	90,694	94,322
L24	91,602	95,267
L25	93,779	97,531
L26	96,000	99,840
L27*	97,307	101,200
L27	98,281	102,213
L28	100,623	104,648
L29	103,013	107,134
L30	105,479	109,699
L31*	106,925	111,202
L31	107,995	112,315
L32	110,573	114,996
L33	113,228	117,758
L34	115,928	120,566
L35*	117,534	122,236
L35	118,708	123,457
L36	121,547	126,409
L37	124,477	129,457
L38	127,458	132,557
L39*	129,172	134,339
L39	130,464	135,683
L40	133,628	138,974
L41	136,865	142,340
L42	140,190	145,798
L43	142,178	147,866

* These points and point 43 are the maximum salaries for the eight head teacher group ranges

PAY SCALE
FOR LEAD PRACTITIONERS - Sept 2025

Lead Practitioners Group Pay Reference Points	2024 £	2025 £
1	53,994	56,154
2	55,250	57,460
3	56,524	58,785
4	57,841	60,155
5	59,183	61,551
6	60,562	62,985
7	62,089	64,573
8	63,429	65,967
9	64,910	67,507
10	66,479	69,139
11	68,094	70,818
12	69,581	72,365
13	71,224	74,073
14	72,889	75,805
15	74,604	77,589
16	76,487	79,547
17	78,155	81,282
18	80,022	83,223

**PAY SCALE
FOR TEACHERS – September 2025**

Explanatory note:

From 1 September 2025, it is a requirement of the STPCD to uplift all pay and allowance ranges and advisory points by an average of 4.0%.

The tables below reflect these uplifts to reference points and allowances.

Unqualified Teacher Pay Scale

Unqualified Teacher Pay Reference Points	2024	2025
	£	£
1	25,758	26,789
2	28,252	29,383
3	30,744	31,974
4	32,947	34,265
5	35,438	36,856
6	37,932	39,450

Main Pay Scale

Main Pay Reference Points	2024	2025
	£	£
M1	36,413	37,870
M2	38,318	39,851
M3	40,322	41,935
M4	42,430	44,128
M5	45,000	46,800
M6	48,532	50,474

Upper Pay Scale

Upper Pay Scale	2024	2025
	£	£
U1	50,210	52,219
U2	52,068	54,151
U3	53,994	56,154

Allowances

Allowance	2024	2025
	£	£
TLR1	Minimum £9,782 Maximum £16,553	Minimum £10,174 Maximum £17,216
TLR2	Minimum £3,391 Maximum £8,279	Minimum £3,527 Maximum £8,611
TLR3	Minimum £675 Maximum £3,344	Minimum £ 702 Maximum £3,478
SEN	Minimum £2,679 Maximum £5,285	Minimum £2,787 Maximum £5,497