



## Thameside Primary School: Pay Policy 2025/26

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<b>Policy reviewed by:</b>	Vicki Lucas, School Business Manager
<b>Last reviewed:</b>	October 2025
<b>Key Changes:</b>	<p>This policy is based on the RBC Model Teaching Pay policy and STPCD 2025 issued by Reading Borough Council Human Resources.</p> <p>Pay scales have been updated in accordance with NJC pay award uplift and STPCD 2025 pay uplifts.</p> <p><b>Teachers:</b> The 2025 School Teachers’ Pay and Conditions Document (STPCD) has been published by the DfE. The Government has accepted the STRB 4 per cent pay award for all teachers and leaders in England for 2025-26. All pay uplifts will be effective from 1 September 2025.</p> <p>A 4% uplift to the:</p> <ul style="list-style-type: none"> <li>• minimum and maximum values of all the teaching and leadership pay ranges and the;</li> <li>• minimum and maximum values for TLR and SEN allowances</li> </ul> <p>The school has reviewed its current Pay Policy and updated the pay progression arrangements with the salary values for September 2025.</p> <p>Other changes to STPCD 2025: The changes in this version of the Document relate to the 2025 pay award, the removal of performance related pay as a requirement. Performance-related pay (PRP) is no longer a statutory requirement in maintained schools.</p> <p>Also added to TLR section:  The STPCD 2025 introduces a significant change to Teaching and Learning Responsibility (TLR) payments, particularly in how they apply to part-time teachers or those sharing responsibilities.  Key Change: Pro Rata TLR Payments  From 1 September 2026, schools will be required to pro-rata TLR1 and TLR2 payments based on the proportion of the responsibility a teacher undertakes — not their contracted hours.  This means:  If a teacher is only carrying out part of a TLR role, they will receive a proportionate amount of the TLR payment.  This applies regardless of whether the teacher is full-time or part-time</p> <p><b>Support staff:</b> The local government pay offer for April 2025 has been accepted. A 3.2% uplift will be applied for all scale points up to SCP 43, backdated from 1 April 2025.</p>



## 1. Introduction

This document determines how Teaching and Support Staff will be paid and rewarded in accordance with their respective National Pay and Conditions of Service. The governing body has decided to continue to use pay points across all ranges in accordance with relevant national frameworks on pay and conditions of service which are set by:

- Teaching staff (School Teachers Pay and Conditions Document) and;
- Support Staff (NJC for Local Government Services.)

The relevant sections of the pay policy set out the values of those pay points for teaching and non-teaching support staff including pay committee discretionary payments.

The policy should be read in conjunction with the:

- Model Reading Borough Council Teaching Pay Policy 2025 and the:
- School Teachers Pay and Conditions document 2025 and,
- The 'Green Book' National Joint Council Terms and condition of service for Support Staff last issued 8<sup>th</sup> May 24.

**Support staff** pay is determined by the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) which is reflected in Reading Borough Council's incremental pay/grading system. The grades within the pay system are determined by the Local Authority and are applicable to support staff in maintained schools. Roles in schools for support staff have been broadly defined and evaluated centrally in accordance with the Local Authority Job Evaluation Scheme in order that equal and fair pay exists among school support staff in all Reading maintained schools. Prior to recruitment of new staff, existing Job Descriptions will be reviewed and if relevant submitted to the local authority's Human Resource Team for re-evaluation to determine the appropriate grade for the post.

Staff shall receive an incremental rise (until they have reach the top of scale within the grade of their post) annually on 1 April and would run alongside, but not wholly related to a successful performance appraisal review in accordance with the School's Appraisal Scheme. Pay awards (cost of living) increases are agreed between the National Employers and the recognised NJC Trade Unions (Unison, GMB and Unite) each year. Rates are negotiated and become applicable from 1 April each year (often backdated to 1 April as cost of living uplift are usually applied late while unions negotiate with the National Employer on support staff pay awards.) This process does take time, to allow unions to consult with its members and if necessary to conduct a ballot with to either accept or reject the pay offer.

**Teachers** employed at Thameside Primary School which is a "LA Maintained school" are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD September 2025) issued by the DfE. A copy can be found on-line at [www.gov.uk/government/publications/school-teachers-pay-and-conditions](http://www.gov.uk/government/publications/school-teachers-pay-and-conditions). This is a statutory document updated annually for each 1 September. The statutory requirements for teachers' pay and conditions for maintained schools in England are set out in the Document, and schools and local authorities (LAs) must abide by these.



The school has adopted Reading Borough Council's model Pay Policy for Teaching Staff in Schools last updated in September 2025. This policy has been produced as a framework document that can be adapted by schools to allow for the application of the guidance to suit their individual circumstances. This policy includes the statutory provisions pertained in the STPCD.

The statutory requirements for teachers' pay and conditions for maintained schools in England are set out in the Document, and schools and local authorities (LAs) must abide by these. The Education Act 2002 (the Act) gives the Secretary of State power to issue guidance on pay and conditions matters, to which those concerned must have regard. LAs and governing bodies are required to have regard to the statutory guidance, and in respect of guidance on procedural matters a court or tribunal may take any failure to do so into account in any proceedings. Broadly speaking, this means that any party not following this guidance would need to have good reason not to do so and would need to be able to justify any departure from it.

All pay-related decisions are made taking full account of the School Development Plan and other key school documents and objectives, and staff and unions have been consulted on this policy. All pay related decisions are taken in compliance with the Equality Act 2010, Employment Relations Acts of 1996, 1999 and 2002 as well as the Part-Time Workers' (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed Term Employees' (Prevention of Less Favourable Treatment) Regulations 2002.

This pay policy links with the School's appraisal scheme for teachers and support staff to provide and support a cycle of target setting, performance reviews and development opportunities. The aim of which is to maximise the quality of teaching and learning and help ensure that decisions on pay are managed in a fair, just and transparent way.

Where timescales are set out in this policy, these will be adhered to where possible. Where timescales are varied, for example because of national consultation periods, staff will be informed.

It is important that this policy is read in conjunction with the following:

- School Teachers' Pay and Conditions Document (STPCD) September 2025  
<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>
- Local Government Services' Pay Agreement for Support Staff 2025/26-  
[National Joint Council for Local Government Services](#)
- Thameside's Staff Appraisal policy
- Thameside's Capability Managing Poor Performance Policy

## **2. Purpose**

This policy sets out the framework for making decisions on teachers' and support staff pay. The pay policy aims to achieve the following:

- Maximise and assure the quality of learning and teaching at this school
- Support the recruitment and retention of a high-quality teacher workforce and support staff



- Recognise and reward teachers and non-teaching staff appropriately for their contribution to the school
- Ensure accountability, transparency, objectivity, and fairness in the decision-making process.

### **3. Principles Governing Application of the Policy**

The governing body and Headteacher are guided by the DfE's advisory document Implementing Your School's Approach to Pay Document, revised October 2023 and as subsequently amended when making pay decisions

[https://assets.publishing.service.gov.uk/media/6527ee4daea2d00013219c6d/Implementing\\_your\\_schools\\_approach\\_to\\_pay\\_October\\_2023.pdf](https://assets.publishing.service.gov.uk/media/6527ee4daea2d00013219c6d/Implementing_your_schools_approach_to_pay_October_2023.pdf)

The governing body recognises that it is bound by the terms of the School Teachers' Pay and Conditions Document; the National Conditions of Service for School Teachers in England and Wales (also known as the "Burgundy Book"); and the Support staff National Joint Council Conditions of service (known as the 'Green Book') along with relevant local collective agreements on pay and conditions of service.

The governing body will use the School Development Plan as the starting point for consideration of pay issues. The governing body will exercise discretion using fair, transparent and objective criteria in order to secure consistency in pay decisions. Job descriptions will exist for all posts, agreed on appointment, will be kept up to date and will be reviewed annually as part of the appraisal process. The policy will be applied in such a way as to comply with the School's commitment to equal opportunities.

The governing body of Thameside Primary School will act with integrity, objectivity and honesty in the best interests of the school. The school will respect personal confidentiality. At the same time, it will be prepared to be open about the decisions made and the actions taken, and to justify them if appropriate to relevant parties. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness, and accountability.

The Governing Body will maintain teachers' previous pay entitlements in accordance with the principle of pay portability and ensure that teachers suffer no financial or professional detriment as a consequence of variations or changes to the teachers' pay structure. Likewise the Governing Body will apply the principle of pay portability in making determinations for all new Teacher positions. Support staff pay is determined based on the role, as determined in the Job Description and Person Specification.

The operation of the policy will be monitored by the governing body and reviewed annually and amended where necessary due to changes to the teachers' pay structure or changes in governing body policy. The policy will be subject to full consultation with staff and the representatives of the recognised trade unions.

All members of staff will receive a copy of the policy and representatives of the recognised unions will have access to relevant information on the school's budgetary and staffing situation.



The School is committed to equality in the development of staff and the financial recognition of performance.

All staff are expected to engage with the appraisal cycle, to commit to their targets and evidence how they have been met. Decisions about annual pay uplift and pay progression are linked to performance. All individual pay awards need to take account of performance and be objectively justifiable based on evidence. There is no need for the school to award an increase to an individual unless it is merited by performance in accordance with this pay policy. Performance-related pay progression enables schools to recognise and reward a staff performance through an increase in pay. It can act as an incentive for continuous improvement.

Copies of the school's pay policy, appraisal scheme, and the school's pay scales are available from the School Business Manager.

It is recommended that all staff retain pay related paperwork to assist with monitoring pensions, e.g. payslips, P60s, and annual reviews.

#### **4. Equality**

The governing body will promote equality in all aspects of school life, particularly regarding decisions on the advertising of posts; appointing, promoting and the remuneration of staff; and training and staff development. See 'governing body obligations' in relation to monitoring the impact of this policy.

#### **5. Performance-related pay (STPCD changes 2025)**

The governing body will ensure its processes are open, transparent and fair. All decisions will be objectively justified, and the minutes of any decisions (and the reasons for them) will be recorded. Adjustments will be made to take account of special circumstances, eg an absence on maternity or disability-related sick leave. The exact adjustments will be made on a case-by-case basis.

The 2025 School Teachers' Pay and Conditions Document (STPCD) introduces several significant changes to teacher appraisals and performance management in England.

The STPCD 2025 removes the mandatory link between performance management outcomes and pay progression. This means that teachers are now entitled to annual pay progression unless they are subject to formal capability procedures.

The appraisal scheme will continue to serve as a vital tool for supporting professional development and maintaining high standards of teaching. While the statutory link between appraisal outcomes and pay progression has been removed, schools may still use appraisal to inform broader decisions about staff development, support, and recognition, in line with this pay policy.

For Teachers, the school will review every Teacher's salary with effect from 1<sup>st</sup> September and no later than 31 October each year (31 December for the Headteacher) and give them a written statement



setting out their salary. Where an allowance is awarded, the statement will show why it has been awarded and whether it is permanent or fixed term. Where a teacher becomes entitled to be paid on the upper pay range this will be implemented from 1<sup>st</sup> September pursuant to a successful threshold progression application.

For support staff, the school will review a Support Staff's salary with effect from 1<sup>st</sup> April and no later than the 31<sup>st</sup> May each year usually after completion of a successful performance review.

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

All pay determinations will be informed by the need for fairness of application. This will be achieved by setting individual performance targets that are linked to the school's development plan and are challenging but achievable by the member of staff in the set timeframe.

## **6. Pay progression and appraisal**

While pay progression is no longer directly determined by performance management outcomes or the annual appraisal process, the school remains committed to maintaining high standards of teaching and learning. Appraisal continues to play a key role in supporting professional growth and accountability. Teachers are expected to demonstrate, through evidence aligned with their objectives, how they are sustaining effective teaching practice and contributing positively to pupil outcomes. Please visit the school's appraisal policy for full details.

Pay progression must be awarded unless there is clear evidence of underperformance. In cases where a teacher is subject to formal capability procedures, progression may be withheld in line with the school's pay policy and appraisal policy.

The school will notify the employee, in their mid-year appraisal review, if there is a possibility that a recommendation will not be made to receive an incremental increase in pay in that year and invoke formal capability procedures. The reason will be fully discussed with the employee and the Headteacher informed. The employee should be given clear expectations and objectives to work towards within an agreed timescale, so that objectives can be met prior to their final appraisal review.

If a mid-year appraisal review has not taken place, the school may only decide to withhold progression if a teacher is in performance related capability proceedings.

In the case of early career teachers (ECTs), the pay committee will determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Education (Induction 6 Induction for early career teachers (England) - GOV.UK ([www.gov.uk](http://www.gov.uk)) 26 Arrangements for School Teachers) (England) Regulations 2012(7). The relevant body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.



The governing body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers.

The regulations state appraisal objectives for all teachers, including the leadership group, must be such that if they are achieved, they will contribute to the following:

- (a) Improving the education of pupils at that school
- (b) The implementation of any plan of the governing body designed to improve that school's education provision and performance.

In this school, judgements on performance will be made against the following evidence:

- Teachers' Standards
- Agreed objectives
- Impact of CPD
- Observations and examination results
- Agreed pupils' performance criteria
- External reports (eg LA's visit reports)
- Student tracking data
- Evidence of wider contribution to the school
- Curriculum review documents.

Although the school will establish a firm evidence base in relation to the performance of all teachers, there's a responsibility on individual teachers and appraisers to work together. Teachers should also gather, over time, any evidence they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (i.e. application to be paid on the upper pay range) so that it can be considered in the review.

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

## **7. Salary Budget**

The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for pay progression at all levels and pay scales, including threshold progression for teaching staff onto the Upper Pay Range. For budget planning, the School Business Manager will include assumptions where staff are eligible to apply for progression, although have not yet been agreed.

## **8. Monitoring**

The governing body will adopt methods of equality monitoring proportionate with the objective of identifying potential discrimination in workplace policies and procedures.



## 9. Job descriptions

The head teacher will ensure each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, to make reasonable changes in light of the evolving needs of the school.

## 10. Access to records

The head teacher will ensure reasonable access for individual members of staff to their employment records. Personnel records are held securely in a locked cabinet, accessible only to the School Business Manager and Headteacher. Staff must make a request to review their file to the headteacher giving at least 2 working days' notice.

## 11. Governing body's obligations

The governing body will fulfil its obligations to the following employees:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (STPCD) and the Conditions of Service for School Teachers in England and Wales (commonly known as the Burgundy Book)
- **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and the LA pay/grading system.

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

The governing body will ensure appraisers, decision makers and any appeal committee governors receive appropriate training to ensure fair and open decision-making.

The governing body will ensure year-end and mid-year reviews are undertaken for teachers and all members of the leadership group.

The governing body will ensure it makes funds available to support the cost of living increases, pay progression and any other pay-related decisions in accordance with this pay policy and the school's spending plan.

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



## **12. Head teacher's obligations**

The head teacher will do the following:

- Develop clear arrangements for linking appraisal to pay progression, and consult with staff and school union representatives on the appraisal and pay policies
- Submit updated appraisal and pay policies to the governing body for approval
- Ensure effective appraisal arrangements are in place, and make sure any appraisers have the knowledge and skills to apply procedures fairly
- Ensure year-end and mid-year reviews are undertaken for all teachers, including the leadership group
- Submit written pay recommendations to the governing body, and ensure the governing body has sufficient information on which to make pay decisions
- Ensure all staff are informed about decisions reached, and keep records of recommendations and decisions made.

## **13. Staff obligations**

All staff will do the following:

- Engage with appraisal; this includes working with their appraiser to ensure there's a secure evidence base for an annual pay determination to be made
- Keep records of their objectives, and review them throughout the appraisal process
- Share any evidence they consider relevant with their appraiser
- Ensure they have an annual review of their performance.

## **14. Differentials between job roles**

Appropriate differentials will be created and maintained between posts in the school that recognise accountability, job weighting and the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

For new appointments, the pay range for the post will be agreed before recruitment begins and on appointment the appropriate starting salary will be agreed based on current point and experience.

For support staff, new staff will be expected to start at the bottom of the grade and incremental progression reviewed in accordance with the Probationary & Appraisal Scheme. The governing body shall determine discretionary pay and will require justifiable evidence to appoint on a higher scale point within the grade. In reaching these decisions account will be taken of certain factors, for example the nature of the post, level of qualifications/skills/experience required, market conditions, and the wider school's development plan.

## **15. Job Evaluations**

All non-teaching posts will have a Job Description and Person Specification that has been evaluated against the LA job evaluation scheme. Any amendments to a description of a role will require re-evaluation to determine if the post should be re-graded.



## 16. 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.

## 17. Determining Teaching & Leadership Pay (Teachers)

### Procedures

The governing body will determine the annual pay budget on the recommendation of the pay committee and consider paragraph 19.2(e) of the STPCD which requires that continued good performance should give a classroom teacher “*an expectation of progression to the top of their respective pay range*” (para 19.2 (e), section 2, STPCD).

The governing body has delegated its pay powers to the pay committee. Any person employed to work at the school, other than the head teacher, must withdraw from a meeting where their pay and/or the pay or appraisal of any other employee of the school is under consideration. The head teacher must withdraw from that part of the meeting where the subject of consideration is their pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

Best practice indicates that no member of the governing body who is employed to work in the school shall be eligible for membership of the pay committee. It's advised that relevant bodies should only delegate such powers to a committee of the governing body, comprising three non-employee governors, who should carry out determinations of pay in accordance with the pay policy.

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

The terms of reference for the pay committee will be determined from time to time by the governing body. The current terms of reference are outlined in appendix C.

The report of the pay committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back. The latter may occur only if the pay committee has exceeded its powers under the policy.

## 18. Annual determination of pay

All teaching staff members' salaries, including those of the head teacher, deputy head teacher(s) and assistant headteacher(s), will be reviewed annually to take effect from 1 September. The governing



body will endeavour to complete teachers' annual pay reviews by 31 October and the head teacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

**A member of staff fully meeting their targets can expect one increment on the school's pay scale, unless they are subject to formal capability procedures and, despite support being provided by the school, sufficient progress has not been made to resolve those concerns. Refer to section 6 for more detail on pay progression.**

## 19. Notification of pay determination

Decisions will be communicated to each member of staff by the head teacher in writing in accordance with paragraph 3.4 of the STPCD, and the head teacher will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed or immediately after an appeal has been concluded.

## 20. Appeals procedure

A teacher may appeal against any determination in relation to their pay. The governing body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). The appeals process and grounds for appeal are set out in appendix B of this pay policy.

## 21. Head teacher's pay

### Pay on appointment

- The pay committee will review the school's head teacher group and the head teacher's pay range in accordance with paragraphs four, five, six and eight (mainstream school), or paragraphs four, five, six, seven and eight (special schools) of the STPCD 2025.
- The relevant body must assign its school to a headteacher group for the purposes of determining remuneration (section 5 and 6 of STPCD 2025 details how a group is determined for the size and pupil complexity of the school.) The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of 15 the Department for Education (DfE) School Census submitted to the DfE on behalf of the school. Each pupil with a statement of special educational needs (SEN) or from September 2014 an Education, Health and Care (EHC) plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units (section 6 is referred to determine the units for determining a headteacher group).
- If the head teacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of Section 6 and 7.
- The pay committee will determine an incremental pay range within the headteacher group and take account of the full role of the head teacher (section 9), which includes all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2) such as recruitment issues. The pay committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully;
- At the appointment stage, candidate-specific factors will be considered when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure an appropriate scope of 2 pay points for performance-related pay progression over time



- The pay committee will have regard to the provisions of paragraph 9.4 in particular, and it will also take account of the pay and ranges of other staff, including any permanent payments, to ensure appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- The pay committee will consider whether the circumstances specific to the role or candidate warrant a higher than normal pay range. It will exercise its discretionary powers, where appropriate, in accordance with paragraph 9.3. It will only set a range that exceeds the maximum value of the group range by more than 25% in exceptional circumstances. In such circumstances, it will make a business case to the governing body, and the governing body will seek external independent advice before giving agreement;
- The pay committee will consider whether there is a need for any temporary payments (paragraph 10) for clearly time-limited responsibilities or duties only. (The total sum of the temporary payments must not exceed the annual salary that is otherwise payable to the head by more than 25%; the total sum of salary and other payments made to a head teacher must not exceed the maximum of the head teacher group by more than 25% except in wholly exceptional circumstances);
- The pay committee may determine that temporary or other payments be made to a head teacher that exceed the limit above. These may be made in wholly exceptional circumstances when the committee has made a business case and secured the agreement of the governing body. The governing body will seek external independent advice before providing agreement.

### **Serving head teachers' pay**

- The pay committee will only re-determine the pay range of a serving head teacher (in accordance with paragraph nine) if the responsibilities of the post change significantly; or if the pay committee determines this is required to maintain consistency with pay arrangements for new appointments to the leadership group or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change (see paragraph four)
- It will also re-determine the pay range if the group size of the school increases, or if the head teacher takes on permanent accountability for an additional school(s) (paragraph nine of section three)
- If the pay committee re-determines the head teacher's pay range, it will take account of all indefinite responsibilities of the post, any specific challenges and all other relevant factors, including retention issues. The pay committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully
- The pay committee will consider using its discretion, in exceptional circumstances, to exceed the 25% limit beyond the maximum of the group range, as set out in paragraph 9.3. However, before agreeing to do so, it will make a fully-documented business case and seek external independent advice
- The pay committee will use pay points in the pay range and leave appropriate scope for performance-related pay progression of at least one pay points
- The pay committee will review the head teacher's pay in accordance with paragraph 11 of the STPCD (and paragraph 27 of the statutory guidance), and it will award one pay point when there has been sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the head teacher's most recent appraisal report.
- When the head teacher's performance is exceptional, the pay committee will award accelerated performance-related pay progression of two pay points and take account of the most recent appraisal and any recommendation on pay



- If the pay committee decides to re-determine the pay range, it will only determine the head teacher's pay range in accordance with paragraph nine and paragraph nine of the section three guidance
- The pay committee will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with paragraph 10
- The total sum of temporary payments made to a head teacher must not exceed the annual salary which is otherwise payable to the head teacher by more than 25%; and the total sum of salary and other payments made to a head teacher must not exceed the maximum of the head teacher group by more than 25% except for in wholly exceptional circumstances
- The pay committee may determine that temporary payments be made to a head teacher which exceeds the limit above in wholly exceptional circumstances and with the agreement of the governing body. The governing body will seek external independent advice before providing agreement.

## **22. Deputy/assistant head teachers' pay**

### **Pay on appointment**

- The pay committee will determine a pay range and take account of the full role of the deputy/assistant head teacher (part two), including all indefinite responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), such as recruitment issues. The pay committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully
- The pay committee will use pay points in the pay range.
- At the appointment stage, candidate-specific factors will be considered when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure an appropriate scope of one pay points for performance-related pay progression
- The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the STPCD and paragraphs 60 to 69 of section three

### **Serving deputy/assistant head teachers' pay**

- The pay committee will review and re-determine the deputy/assistant head teachers' pay range when there has been a significant change in the responsibilities of the serving deputy/assistant head teacher (paragraph 10 of the section three guidance). It will also review and, if necessary, re-determine the pay range to maintain consistency with pay arrangements for new appointments to the leadership group, or maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change
- When determining the pay range of a serving deputy/assistant head teacher, the pay committee will take account of all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), including retention issues. The pay committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully
- The pay committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure, but it will note paragraph 9.4
- The pay committee will consider whether the award of any additional payment is relevant, as set out in paragraph 26 of the STPCD and paragraphs 60 to 69 of section three



- The pay committee will use pay points in the pay range, and it will leave appropriate scope for performance-related pay progression of at least one pay points
- The pay committee will review pay in accordance with paragraphs 11, and it will award one pay point when there has been a sustained high quality of performance having regard to the results of the recent appraisal and any recommendation on pay progression recorded in the deputy/assistant head teacher's most recent appraisal report
- The pay committee will award accelerated performance-related pay progression of up to two pay points if there has been exceptional performance, and it will take account of the results of the most recent appraisal and any pay recommendation

### **23. Acting allowances**

Acting allowances are payable to teachers who are assigned and carry out the duties of the head teacher, deputy head teacher or assistant head teacher in accordance with paragraph 23 of the STPCD. The pay committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of the head teacher, deputy head teacher or assistant head teacher, for a period of four weeks or more, will be paid on the relevant pay range (e.g. head teacher's range, deputy head teachers' range or assistant head teachers' range), as the case may be. Payment will be backdated to the commencement of the duties.

### **24. School Teacher Pay rises from September 2025**

Following the Department for Education's announcement that all **teachers will receive a 4% per cent pay rise** from September, the teacher pay scales have been updated.

### **25. Main Scale Classroom teachers' pay**

#### **Pay on appointment**

The governing body will maintain the teacher's previous pay entitlement in relation to the main pay range (MPR/UPR). The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice. This may be time limited and will be reviewed annually. A reason for the recruitment incentive should only be determined to maximise the quality of teaching and learning.

#### **Annual pay determination for Teachers**

The pay range for classroom teachers is determined against a minimum and maximum salary value as set out in the School Teachers' Pay and Conditions Document each year. The School applies the reference points as set out in the 2012 document, to give a six-point pay range, with salary values uplifted in line with nationally negotiated increases from time to time.



On the appointment of a class teacher who is already being paid on the main pay range or upper pay range, the starting spinal point will be no less than that teacher's current spinal point, and where an increment was due on 1 September, this increment will be honoured.

From 1 September 2025, 4% pay increase on the Main Scale Teacher pay range:

## Qualified Teachers

SPINE POINT	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
<b>Main pay range</b>		
<b>M1 (Minimum) [1]</b>	£31,650	£32,916
<b>M2</b>	£33,483	£34,823
<b>M3</b>	£35,674	£37,101
<b>M4</b>	£38,034	£39,556
<b>M5</b>	£40,439	£42,057
<b>M6 (Maximum)</b>	£43,607	£45,352

### Qualified Teachers returning to teaching

The governing body will consider awarding on a case by case basis consistently, with regard to equal opportunities, fairness and transparency:

One point on the main pay range for each three-year period spent outside teaching but working in a related area. This might include industrial or commercial training, time spent in an occupation relevant to the teacher's work at the school, and experience with children/young people.

One point for each three-year period of other remunerated or unremunerated experience, which includes caring for children during a career break – to a maximum total of two points.

Appraisal objectives will become more challenging as the teacher progresses up the MPR. Objectives will, however, be such that if achieved, they meet the requirements of the Appraisal Regulations 2012.

To move up the MPR, one annual point at a time, teachers will need to have made good progress towards their objectives and shown they are competent in the Teachers' Standards. The quality of teaching, learning and assessment should be consistently good.



If the evidence shows a teacher has exceptional performance, the governing body will consider the use of its flexibilities to award enhanced pay progression up to the maximum of 2 pay points. The quality of teaching, learning and assessment should be consistently outstanding.

Judgements will only be made on evidence gathered that is related to the formal appraisal process.

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

The pay committee will take account of the pay recommendation contained in the appraisal report, and it will be able to justify its decisions.

## **26. Applications to be paid on the Upper Pay Range (Threshold)**

Any qualified teacher can apply to be paid on the UPR. If a teacher is simultaneously employed at another school(s) and they wish to apply to be paid on the UPR in that school(s), they may submit separate applications. This school won't be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, including any recommendation on pay. When such information isn't applicable or available, e.g. those returning from maternity leave or sickness absence, a written statement and summary of evidence designed to demonstrate the applicant has met the assessment criteria must be submitted by the applicant.

For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers should ensure they build a mainly paper evidence base to support their application. Those teachers who have been absent, through sickness, disability or maternity, may cite written evidence from previous years in support of their application.

Paragraph 15 of the STPCD, sets out arrangements for accessing the upper pay range.

### **Process**

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

- Complete the school's application form
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31<sup>st</sup> May each year
- Receive notification of the name of the assessor of the application within five working days
- Wait for the assessor to evaluate the application, which will include a recommendation to the pay committee of the relevant body
- Wait for the application, evidence and recommendation to be passed to the head teacher for moderation purposes (if the head teacher is not the assessor)
- Wait for the pay committee to agree on the final decision (advised by the head teacher)



- Receive written notification of the outcome of your application *by the end of the summer term, Where the application is unsuccessful, the written notification will include the areas where it was felt your performance didn't satisfy the relevant criteria set out in this policy (see **assessment** section below)*
- Request verbal feedback from the assessor. Verbal feedback will be given in 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment, and it will include advice and support on areas for improvement to meet the relevant criteria;
- If successful, move to the minimum of the UPR on 1 September
- If unsuccessful and the applicant disagrees with the outcome, appeal the decision. The appeals process is set out in appendix B of this policy.

## **Assessment**

The teacher will be required to meet the criteria set out in paragraph 15 of the STPCD, namely, the following:

- The teacher is highly competent in all elements of the relevant standards
- The teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

In this school, this is interpreted as follows:

"Highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

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

"Sustained": in relation to a UPR application only, the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown the quality of teaching, learning and assessment are good to outstanding.

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

## **27. Upper Pay Scale Range (Post Threshold)**

Pay on appointment



The governing body will maintain the teacher's previous pay entitlement in relation to the upper pay range (UPR). The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice

### Annual pay determination

The UPR in this school will consist of three points: UPR 1 (minimum), UPR 2 (mid-point), UPR 3 (maximum) as set out in the STPCD. The values for each point as at 1<sup>st</sup> September 2025 are:

#### Upper pay range

<b>U1 (Minimum) [1]</b>	£45,646	£47,472
<b>U2</b>	£47,338	£49,232
<b>U3 (Maximum)</b>	£49,084	£51,048

Progression through the UPR will be considered annually, in line with the STPCD.

The pay committee will determine whether there has been continued good performance. In making such a determination, it will consider the following:

- Paragraph 19 and the criteria set out in paragraph 15.2 of the STPCD 2025
- The appraisal report and the pay recommendation of the appraiser
- The appraisal evidence that the teacher has maintained the criteria set out in paragraph 15.2. Namely, that the teacher is highly competent in all elements of the relevant standards and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled **applications to be paid on the UPR** above.

Pay progression on the UPR will be clearly attributable to the performance of the individual teacher. The pay committee will be able to justify its decisions objectively.

When it's clear that the appraisal evidence shows the teacher has continued good performance, as set out above, and made good progress towards their objectives, the teacher will move to UPR 2 or if already on the UPR 2, to UPR 3.

When it's clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above, the pay committee will use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. The quality of teaching, learning and assessment should be consistently outstanding.

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

The pay committee will be advised by the head teacher in making all such decisions.



## 28. Leading practitioner's role

It is not the intention of the governing body to create a leading practitioner role but the governing body will review the position from time to time. If the school decides to appoint a Leading Practitioner then it shall refer to the pay determination and scale set in the STPCD.

## 29. Early Career Teachers (ECT)

The governing body must determine the early career newly qualified teacher's performance and any pay recommendation in line with the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012(8). The governing body or Headteacher must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year on the Teachers' Main scale. ECTs will be appointed on M1 the bottom of the Teachers' Main scale.

## 30. Unqualified teachers' pay

It is not the intention of the governing body to employ unqualified teachers but the governing body will review the position from time to time. If the school decides to appoint an unqualified teacher then it shall only do so for one term at a time and subject to review at the end of each term and only when attempts to employ a qualified trained teacher have failed. A teaching in training, but not yet qualified, will be appointed and paid on the Unqualified Teacher pay range until such time they graduate with qualified teacher status (QTS). Pay is determined as set in the STPCD.

### Unqualified Teachers

SCALE POINT	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
<b>1 (Minimum)</b>	£21,731	£22,601
<b>2</b>	£24,224	£25,193
<b>3</b>	£26,716	£27,785
<b>4</b>	£28,914	£30,071
<b>5</b>	£31,410	£32,667
<b>6 (Maximum)</b>	£33,902	£35,259

## 31. Teaching and learning responsibility (TLR) payments

The criterion for TLR payments is set out clearly in the School Teachers' Pay and Conditions Document (STPCD). This is that a school 'may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.'



If schools require additional responsibilities to be undertaken by classroom teachers, teachers must be paid additionally and TLR payments are one of the means by which schools can reward teachers for carrying out additional responsibilities. The other is payment in the leadership group.

The purpose of the TLR system, however, is to enable teachers to be rewarded for teaching and learning management responsibilities as an alternative to movement to the leadership pay range.

Teaching and Learning Responsibilities – are awarded as a TLR1 or TLR2 to recognise sustained additional responsibilities within the school which focus on teaching and learning.

Before awarding any TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

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

The values paid at each level are determined in accordance with the minimum and maximum values and the criteria set out in the School Teachers' Pay and Conditions Document.

Such allowances are used to recognise responsibilities in a substantive post or that may be being covered as part of an acting-up or cover arrangement.

Fixed term TLR3 allowances can be awarded where a discrete piece of work or responsibility requires it. The minimum and maximum values and the criteria for use are as set out in the relevant School Teachers' Pay and Conditions Document each year. The fixed term of the allowance, and the reason for its award, will be clearly indicated to any teacher awarded such an allowance and shall be determined by the School's Pay Committee. TLR3 allowances are not safeguarded.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3



## Teaching and Learning Responsibilities (TLRs)

	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
<b>Payment 1 (TLR1)</b>		
<b>Minimum</b>	£9,782	£10,174
<b>Maximum</b>	£16,553	£17,216
<b>Payment 2 (TLR2)</b>		
<b>Minimum</b>	£3,391	£3,527
<b>Maximum</b>	£8,279	£8,611
<b>Payment 3 (TLR) (Fixed term)</b>		
<b>Minimum</b>	£675	£702
<b>Maximum</b>	£3,344	£3,478

**The ranges above are based on 1 FTE. This would be pro rata for part time Teaching staff. Thameside do not have any role that would attract a TLR1 payment.**

Each school can decide for itself the number of levels of TLR payments within the two bands and the specific values of the TLR payments at each level. There is no longer any prescribed minimum differential between each level of TLR payment in schools.

### 32. TLR payments awarded at Thameside

It has been determined by the governing body that Thameside shall not have any requirement for a role that would attract a level of responsibility requiring a TLR1 payment to be awarded. The governing body will review its position if a need shall arise in the school's staffing structure.

The pay committee determine the value of a TLR appropriate for the post, within the parameters laid down and in accordance with job weight. Posts of equal weight should be allocated equal value. Decisions to make payments above the applicable minimum level should be justifiable in relation to the level of responsibilities attached to the post. Changes in the value of TLRs, once set by the relevant body, should only occur for two reasons: (a) the STRB recommends, and the Secretary of State accepts and introduces, a general change in the TLR values; or (b) the relevant body reviews its staffing structure and determines that the responsibilities of the post have changed materially.

TLR1s and TLR2s should only be awarded to teachers placed in the specified posts in the staffing structure and to the cash value set out in the pay policy. Where such TLRs are awarded to part-time teachers they must be paid pro rata at the same proportion as the teacher's part-time contract.



TLR1s and TLR2s are permanent while the postholder remains in the same post in the staffing structure. The overarching criterion for the award of TLR1s and TLR2s includes provisions that the responsibility for which the TLR is awarded must be 'sustained' and that the TLR must be awarded 'in the context of the relevant body's staffing structure'.

The Finance and Staffing committee have determined that a TLR2 payment will be awarded to all teaching staff that hold a Phase (Team Leader) or who hold a position where the postholder must hold accredited SENCO qualification. This payment recognises an individual's sustained additional responsibility to ensure the continued delivery of high-quality teaching, learning and SEND support across all key phases – EYFS, KS1 and KS2.

Furthermore, the Finance and Staffing committee have agreed that only the TLR2 Minima payment (known as TLR2a) **£3,527** shall be awarded to Team/phase leaders. It is not expected that any other teaching post in the school's staffing structure shall attract a TLR2 payment. This amount shall increase annually in accordance with the STPCD national pay award applicable in September each year. Variations between schools on the levels and values of TLR payments will increase inequality within and between schools and complicate the career path for teachers therefore it is decided that Thameside shall remain consistent with other schools in Reading. The TLR is expected to be paid in full for the hours the Teacher is employed and pro rata for a part time Teacher.

Phase/Team Leaders rewarded a TLR2a payment are expected:

- To have a significant responsibility that is not required of all classroom teachers and that is focused on teaching and learning;
- To have significant input and responsibility of the learning progress and outcomes of SEND children in their phase;
- To exercise their professional skills and judgement;
- Lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- Appraise staff in phase and give guidance to other teaching and learning professionals;
- To have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- Be involved in leading, developing and enhancing the teaching practice of other staff.

The pay committee may award a TLR3 of between **£702 and £3,478** for clearly time-limited school improvement projects or one-off externally driven responsibilities as set out in paragraph 20.3. The project/responsibility will focus on teaching and learning, require the exercise of a teacher's professional skills and judgement, and have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. If a TLR3 is awarded to a part-time teacher, the pro rata principle will **not** apply. No safeguarding will apply in relation to an award of a TLR3.

From 1st September 2025, the governing body may determine the value of any existing or new TLR1 and TLR2 payment, based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility. Where a part-time teacher is taking on the responsibilities



associated with a TLR1 or TLR 2, relevant bodies are no longer mandated to utilise the pro-rata principle (as defined at paragraph 40.1) when determining the value of the TLR1 or TLR 2 payment. Equally, a part-time TLR may be awarded to a full-time teacher where the responsibilities are being shared with another teacher.

From 1st September 2026, it will become a requirement that the governing body will determine the value of all existing and new TLR1 and TLR 2 payments based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility.

The pro-rata principle does not apply to any TLR3 award.

All pay determinations will be informed by the need for fairness of application of this policy.

All pay recommendations are reviewed by the governing body and this will include a moderation role to ensure consistency of application of this policy.

### 33. Special educational needs (SEN) allowance

Allowances are paid between a minimum and maximum value as set out in the School Teachers Pay and Conditions Document each year, and in accordance with the criteria set out in the Document.

#### Special Educational Needs (SEN) Allowances

	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
<b>SEN Minimum</b>	£2,679	£2,787
<b>SEN Maximum</b>	£5,285	£5,497

An SEN allowance will be paid for any role where a teacher is wholly or mainly in charge of a designated class with pupils with statements of special educational needs, are hearing impaired, or visually impaired.

An SEN allowance will be paid for any role where the teacher is making a particular contribution to the teaching of pupils with special educational needs, over and above what would normally be expected of a classroom teacher.

An SEN allowance will be paid where a teacher with significant support and teaching of children with SEND and has experience relevant to the work.

The pay committee will award a SEN spot value allowance on a range of between **£2,787** and **£5,497** to any classroom teacher who meets the criteria as set out in paragraph 21 of the STPCD.

When deciding on the amount of the allowance to be paid, the governing body will consider 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 (paragraph 21.3 of the STPCD). The governing body will also establish differential values in relation to SEN roles in the school to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of paragraphs 55 to 59 of the section three guidance.

It is determined by the pay committee that the following roles will attract the following SEN allowance (Sept 23):

### **SEND Classroom Teacher (Rainbow/Garden)– SEN1 £2,787**

Allowances shall be pro rata for the FTE of the position unless determined that the percentage of the role attracting the allowance is less than the FTE.

The Assistant Head of Inclusion is paid on the Leadership scale and does not receive additional SEN allowances.

The schools SENDCo role is paid on current Teachers Pay scale and attracts a TLR 2a min payment subject to having the required SENDCo accreditation.

### **34. Support staff pay scales**

The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and chapter six of the associated guidance. The Governing Body agrees to pay support staff on grades determined by Reading Borough Council NJC pay structure. The school will determine the pay grade of support staff on appointment based on their job role and evaluation of the role job description currently applicable in relation to employment with the local authority (LA). It is expected that new appointed staff will start on the bottom of the pay grade for their post unless they have previous reckonable school service in a similar school based role, or experience outside the education sector which is considered 'highly relevant' to the role. The starting scale point would not be more than 1 scale point above the bottom of the scale.

Within each pay band there are a number of incremental points to allow pay progression in post. Staff will progress from point to point on an annual basis to the top point in their pay grade (provided their performance is satisfactory and they demonstrate the agreed knowledge and skills appropriate to that part of the pay band or range).

The NJC pay scales, which are local government pay scales resulting from negotiations between the employer and trade union sides of the National Joint Council, have been agreed for the 2024/25 year.

The National Employers have put forward the final pay offer backdated to 1 April 2025 to 31 March 2026. The 2025/26 Local Government & Schools Pay offer is as follows:

- **with effect from 1 April 2025**, all staff will receive a 3.2% pay award (pro rata for part-time employees) to be paid as a consolidated, permanent addition on all NJC pay points 2 to 43 inclusive.



Pay scales (RG Reading Grades) and details of the grading system for Thameside is available from the School Business Manager. Agreed NJC pay scales from 1 April 2025:

SCP	01-Apr-24		01-Apr-25	
	per annum	per hour	per annum	per hour
1	<i>Deleted wef 01 Apr 23</i>			
2	£23,656	£12.26	£24,413	£12.65
3	£24,027	£12.45	£24,796	£12.85
4	£24,404	£12.65	£25,185	£13.05
5	£24,790	£12.85	£25,583	£13.26
6	£25,183	£13.05	£25,989	£13.47
7	£25,584	£13.26	£26,403	<u>£13.69</u>
8	£25,992	£13.47	£26,824	£13.90
9	£26,409	£13.69	£27,254	£14.13
10	£26,835	£13.91	£27,694	<u>£14.35</u>
11	£27,269	£14.13	£28,142	<u>£14.59</u>
12	£27,711	£14.36	£28,598	£14.82
13	£28,163	£14.60	£29,064	<u>£15.06</u>
14	£28,624	£14.84	£29,540	£15.31
15	£29,093	£15.08	£30,024	£15.56
16	£29,572	£15.33	£30,518	£15.82
17	£30,060	£15.58	£31,022	£16.08
18	£30,559	£15.84	£31,537	£16.35
19	£31,067	£16.10	£32,061	£16.62
20	£31,586	£16.37	£32,597	<u>£16.90</u>
21	£32,115	£16.65	£33,143	£17.18
22	£32,654	£16.93	£33,699	£17.47
23	£33,366	£17.29	£34,434	<u>£17.85</u>
24	£34,314	£17.79	£35,412	<u>£18.35</u>
25	£35,235	£18.26	£36,363	<u>£18.85</u>
26	£36,124	£18.72	£37,280	£19.32
27	£37,035	£19.20	£38,220	£19.81
28	£37,938	£19.66	£39,152	£20.29
29	£38,626	£20.02	£39,862	£20.66
30	£39,513	£20.48	£40,777	£21.14
31	£40,476	£20.98	£41,771	£21.65
32	£41,511	£21.52	£42,839	<u>£22.20</u>
33	£42,708	£22.14	£44,075	£22.85
34	£43,693	£22.65	£45,091	£23.37
35	£44,711	£23.17	£46,142	<u>£23.92</u>
36	£45,718	£23.70	£47,181	£24.46
37	£46,731	£24.22	£48,226	£25.00
38	£47,754	£24.75	£49,282	£25.54
39	£48,710	£25.25	£50,269	£26.06
40	£49,764	£25.79	£51,356	£26.62
41	£50,788	£26.32	£52,413	<u>£27.17</u>
42	£51,802	£26.85	£53,460	£27.71
43	£52,805	£27.37	£54,495	£28.25



Each role is graded in accordance with the LA job evaluation scheme. Human Resources, Reading Borough Council evaluate Job Descriptions.

Class Teaching support roles who regularly cover the Teacher's PPA time, will receive an uplift to scale point 17 on the NJC grading structure. This will be paid on submission of a timesheet. This is to recognise additional responsibilities supervising the class, similar to a unqualified Teacher.

### **35. Part-time employees**

**Teachers:** The governing body will apply the provisions of the STPCD in relation to part-time teachers' pay and working time, in accordance with paragraphs 40, 41 and 43 onwards, and paragraphs 28, 35, 39-44 and 79-87 of the section three guidance.

**All staff:** The head teacher and governing body will use their best endeavours to ensure all part-time employees are treated no less favourably than a full-time comparator. Support Staff are paid for minimum 38 weeks per year, term time plus 5.6 weeks of annual leave. This is paid as time in lieu of leave as they are not required to work during the holidays. Some staff may be required to work additional weeks, if relevant to their role e.g. to work inset days. This is role specific.

#### **Teachers employed on a short-notice basis**

Such teachers will be paid in accordance with paragraph 42 of the STPCD.

### **36. Additional payments**

In accordance with paragraph 26 of the STPCD and paragraphs 60-69 of the section three guidance, the relevant body may make payments as they see fit to a teacher, excluding a head teacher, in respect of the following:

- Continuing professional development is undertaken outside the school day
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school
- Participation in out-of-school hours learning activity agreed between the teacher and the head teacher
- Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 26 where advised by the head teacher.

Payment will be calculated on a daily basis at 1/195<sup>th</sup> of the teacher's actual salary. Teachers are required to work 195 days/1265 hours (or equivalent for part time staff) for the school year.

Recruitment and retention incentive benefits



The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the STPCD and paragraphs 70-72 of the section three guidance).

The pay committee will consider exercising its powers under paragraph 27 of the STPCD when they consider it is appropriate to do so to recruit or retain relevant teachers. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which it may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

No new awards of recruitment and retention incentive benefits will be made to a head teacher, deputy head teacher or assistant head teacher other than as the reimbursement of reasonably incurred housing or relocation costs. However, where the governing body is already paying such an incentive or benefit, determined under a pre-2014 STPCD and subject to review, it may continue with it at the existing value until such time as the leadership group member moves to the new leadership group pay arrangements, as set out in paragraph 27.3 of the 2020 STPCD.

At that point, all recruitment and retention factors in relation to a leadership group member will be considered when determining the pay range.

### **37. Salary sacrifice arrangements**

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement, and their gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 28 of the STPCD and paragraph 73 of the section three guidance.

### **38. Guaranteed planning and preparation time**

All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours, referred to in paragraph 51.5 of the STPCD or pro rata equivalent (as the case may be) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's timetabled teaching time. Where reasonably appropriate and agreed by both the individual teacher and the headteacher, PPA can be taken in one weekly unit and it can be taken away from the school site. A teacher must not be required to carry out any other duties during the teacher's PPA time.

### **39. Management time**

A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.



**V Lucas, SBM Oct 2025**



## Appendix A

The statutory provisions of the STPCD 2024 state that when determining the pay range of a leadership group member, the relevant body must consider “all of the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.” (part two, paragraph 9.2 of the STPCD 2024).

NAHT has determined that these factors below, along with any others that are relevant to your establishment, should be considered when determining pay ranges for the leadership group.

- Social challenge:
  - Number of pupils eligible for the pupil premium/free school meals
  - Number and challenge of children with special needs (NB: pupils with statements or education, health and care plans (EHCP) are considered when calculating the group size of the school<sup>1</sup>)
  - Number of 'looked after' children
  - Level of pupil mobility in the area
  - Number of pupils with English as a second language
- The complexity of the pupil population and school workforce
  - Number of staff
  - Variety of school workforce (eg teachers, speech therapists, etc)
  - Small school
  - Rural school
  - Specialist units or centres
- Any specific challenges associated with running more than one school, eg managing geographically split sites
- Contribution to the wider educational development
  - NLE, SLE, LLE responsibilities that don't have a time limit
  - Teaching school status
  - Other relevant issues (eg NQT lead, multi-stakeholders, etc)
- Recruitment and retention issues

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<sup>1</sup>Section two, paragraph 6.4



## Appendix B

### Appeals procedure

The STPCD requires schools and LAs to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

A teacher may appeal against any determination in relation to their pay or any other decision taken by the governing body that affects their pay.

The grounds for appeal are that the person or committee by whom the decision was made –

- a) incorrectly applied the school's pay policy;
- b) incorrectly applied any provision of the Document;
- c) failed to have proper regard for statutory guidance;
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence;
- f) was biased; or
- g) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, they should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, the teacher may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The person or committee who made the determination should arrange a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the hearing's decision and the right to appeal.



6. Any appeal against this decision should be heard by a panel of three governors not previously involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The panel will give the teacher the opportunity to make representations in person and to be accompanied by a trades union representative or a work colleague. The decision of the appeal panel will be given in writing, and will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.
7. Where the teacher has left the school before the pay decision is made and communicated, the appeal arrangements in point 6 above still apply.

## Appendix C

### Terms of reference for the pay committee

- To achieve the aims of the whole school pay policy in a fair and equitable manner
- To apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review
- To observe all statutory and contractual obligations
- To minute clearly the reasons for all decisions and then report the fact of these decisions to the next meeting of the full governing body
- To recommend to the governing body the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion
- To keep abreast of relevant developments, and to advise the governing body when the school's pay policy needs to be revised
- To work with the head teacher to ensure the governing body complies with the Education (School Teachers' Appraisal) (England) Regulations 2012.