WINDMILL CHURCH OF ENGLAND PRIMARY SCHOOL

Teacher Pay Policy

Removing the link between Performance and Pay Progression

September 2025

Based on Kirklees Model Policy

Contents

Section	Content	Page
1.	INTRODUCTION TO THE MODEL PAY POLICY Interpretation Adoption of the policy	1
2.	MODEL POLICY FOR DETERMINING TEACHERS' PAY Pay decisions	2-3
3.	EQUALITIES	3
4.	PAY REVIEWS	3-4
5.	BASIC PAY DETERMINATION ON APPOINTMENT	4-5
6.	PAY PROGRESSION	5
7.	PAY PROGRESSION AND CAPABILITY	5-6
8.	LEADERSHIP GROUP PAY Determination of the school's Head Teacher group Determination of Leadership pay ranges Determination of temporary payments to Head Teachers	6-7
9.	PAY PROGRESSION FOR LEADERSHIP GROUP MEMBERS	8
10.	MAIN PAY RANGE (MPR) – CLASSROOM TEACHERS	8
11.	UPPER PAY RANGE (UPR) – CLASSROOM TEACHERS Applications and evidence for UPR Teachers The assessment for UPR Teachers Processes and procedures for UPR Teachers Classroom Teachers on UPR	8-10
12.	LEAD PRACTITIONER TEACHERS	10-11
13.	UNQUALIFIED CLASSROOM TEACHERS	11

Section	Content	Page
14.	ALLOWANCES AND OTHER PAYMENTS FOR CLASSROOM TEACHERS Teaching and learning responsibilities (TLR) payments Special Educational Needs (SEN) Allowances Allowance payable to unqualified teachers Acting allowances Part-time teachers Teachers employed on a short term basis Residential duties Additional payments Recruitment and Retention incentives and benefits Safeguarding Honoraria	11-15
15.	APPEALS PROCESS	15
16.	SUPPORT	16
	APPENDICES **A** Terms of Reference for the Pay Committee **B** Salary/pay range for Leadership group **C** Guidance re Leadership pay determination **D** Upper Pay Range application form **E** Upper Pay Range progression criteria **F** Pay Appeals Procedure **G** School salary values	17-26

1. INTRODUCTION TO THE MODEL PAY POLICY

1.0.1 The School Teachers Pay and Conditions Document (STPCD) places a statutory duty on schools and LAs to have a pay policy in place which sets out the basis on which to determine teachers' pay and to establish procedures for dealing with appeals.

1.0.2 The model pay policy contained within this document will help to recruit, retain and motivate teachers, provide the basis for sound financial and personnel planning and ensure fair and equitable treatment for all teachers to minimise the risk of disputes and legal challenge in relation to pay decisions.

1.0.3 It follows the format of the DfE's model policy and is entirely consistent and compliant with the revised statutory provisions for teachers' pay which are effective from 1 September 2025.

1.1 Interpretation

1.1.1 Where individual academies do not have governing bodies, references in this model policy to the Governing Body should be taken to mean the relevant body to which the power to adopt the pay policy and take pay decisions has been delegated. The term 'Governing Body' denotes the body which is responsible for pay decisions.

1.2 Adoption of the Policy

1.2.1 The model policy within this document removes the link between pay progression and performance. It still allows for pay progression to be withheld if a teacher is in capability proceedings.

1.2.2 In adopting this policy the Governing Body should ensure that the name of the school is inserted and **only wording in italics contained within this document is changed** to meet the requirements of the individual school, including determining who will be responsible for making decisions on teachers' pay e.g. the full Governing Body or a committee. If the decisions are delegated to a committee the terms of reference and powers of delegation must be agreed by the full Governing Body and reviewed annually as must the policy itself.

1.2.3 From 1st September 2025, relevant bodies may determine the value of any existing or new TLR1 and TLR2 payment based on the proportion of the TLR responsibility the teacher is undertaking i.e. the proportion of the full-time equivalent duty. Where a part-time teacher is undertaking a TLR1 or TLR 2, relevant bodies are no longer mandated to utilise the pro rata principle when determining the value of the TLR1 or TLR 2 payment. From 1st September 2026, it will become a requirement that relevant bodies determine the value of any existing or new TLR1 and TLR 2 based on the proportion of the TLR responsibility the teacher is undertaking i.e. the proportion of the full-time equivalent duty. The Governing Body should ensure the approach to be taken from September 2025 is reflected in this policy and should select from the two options in Section 14.1.5.

2. MODEL POLICY FOR DETERMINING TEACHERS' PAY

Governing Body confirmation

Policy for determining teachers' pay, insert your school's name and the date of adoption in the relevant space.

The Governing Body of Windmill C of E Primary School adopted this policy on date: ***18.09.2025***

Teachers' salary will be reviewed on date:

Teachers will be notified by no later than date:

Head Teacher will be reviewed no later than date:

2.0.1 This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and includes wording from the STPCD. It has been consulted on with the recognised trade unions.

2.0.2 All procedures for determining pay should be consistent with the principles of public life, including objectivity, openness and accountability.

2.0.3 In adopting this pay policy the aim is to:

a) maximise the quality of teaching and learning at the school.
b) support recruitment and retention of a high-quality teacher workforce.
c) enable the school to recognise and reward teachers appropriately for their contribution to the school.
d) help ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating bureaucracy for all concerned.
e) ensure compliance with equalities legislation and that related responsibilities are met with no discriminatory effect against individuals or groups when making pay decisions. This includes compliance with the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

2.0.4 This policy applies to all teaching staff including leadership teachers and unqualified teachers employed by the Governing Body or Local Authority. It does not apply to anyone employed via an agency.

2.0.5 A copy of this policy and related documents, including the appraisal and capability policies should be made available to teaching staff.

2.1 Pay Decisions

2.1.1 Pay decisions at this school are made by the Governing Body which has delegated certain responsibilities and decision-making powers to the *Pay Committee* as set out in Appendix A. The *Pay Committee* shall be responsible for the establishment and review of the pay policy, subject to the approval of the Governing Body, and shall have full authority to take pay decisions on behalf of the Governing Body in accordance with this policy. The Head Teacher shall be responsible for advising the *Pay Committee* on its decisions.

3. EQUALITIES

3.0.1 This school is committed to complying with equalities legislation and ensuring that the application of this policy does not disadvantage any employee with protected characteristics as defied by the Equality Act 2010.

3.0.2 The Governing Body will ensure that pay processes are open, transparent and fair. All decisions made will be objectively justified and recorded. Reasonable adjustments will be made on a case by case basis to take account of special circumstances e.g. maternity leave or long term absence.

3.0.3 Where a teacher is away from school for a significant period for reasons covered by equalities legislation, it is unlawful for the school to deny that teacher a decision about their pay and any progression they would have been entitled to had they not been absent. A teacher who has been absence for such reasons will therefore progress automatically unless they were subject to capability proceedings immediately prior to their absence commencing.

3.0.4 If the absence is related to a protected characteristic under the Equality Act 2010, advice should be sought from the LA or Kirklees HR Service.

3.0.5 The Governing Body will monitor the outcomes and impact of this policy on an annual basis. Evidence of the operation of the pay policy, recording of pay decisions taken and equality impact, will be provided to union representatives upon request.

4. PAY REVIEWS

4.0.1 A teacher must be paid a salary within the minimum and maximum of the pay ranges set out in the STPCD. These ranges are as follows:

- Leadership Group Pay Range
- Main Pay Range
- Upper Pay Range
- Leading Practitioner Pay Range; and
- Unqualified Teacher Pay Range.

4.0.2 The Governing Body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous pay determination and at what salary within the relevant pay range in accordance with the STPCD.

4.0.3 The Governing Body will ensure that every teacher's salary is reviewed annually between 1st September and no later than 31st October (except in the case of the Head Teacher, where it should be no later than 31st December). Every teacher will be given a written statement setting out their salary and any other financial benefits and decisions following any review to which they are entitled.

4.0.4 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. Where applicable, a written statement will be given after any review and will give information about the basis on which it was made.

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

4.0.6 The Governing Body will ensure that the annual pay award is applied to all pay points and allowances from 1st September.

5. BASIC PAY DETERMINATION ON APPOINTMENT

5.0.1 The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment the Governing Body will determine the starting salary within the range to be offered to the successful candidate.

5.0.2 In making the determinations above, the Governing Body may consider a range of factors including:

a) the nature of the post
b) the level of qualifications, skills and experience required
c) market conditions, including local recruitment and retention needs
d) the wider school context.

5.0.3 The Governing Body undertakes that it will not restrict the pay range advertised for or the starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

5.0.4 The Governing Body has discretion to apply the principle of pay portability in making pay determinations for all new appointees as follows:

a) one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
b) one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
c) one point for each seven years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people excluding any years spent in full-time study.

5.0.5 When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Governing Body can decide to pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

5.0.6 The Governing Body will ensure that when considering new appointments and appropriate levels of salary, that all decisions taken do not discriminate against any teacher because of a protected characteristic under the Equality Act 2010. Salary determinations at the school will always be monitored to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

6. PAY PROGRESSION

6.0.1 Teachers can expect to receive regular, constructive feedback on their performance and development. The annual appraisal process will recognise their strengths, inform plans for their future development and help to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

6.0.2 A written pay recommendation is required for each teacher following the outcome of their appraisal arrangements and, in making its decision, the Governing Body must have regard to this recommendation.

6.0.3 All teachers, except those referenced in 6.0.4 and 6.0.5 below, can expect to receive automatic annual progression within their determined pay range until they reach the maximum point unless they are subject to capability proceedings. Pay progression will not be withheld for reasons other than capability.

6 0.4 Applications for pay progression are necessary only where a qualified teacher is applying to progress to the Upper Pay Range (UPR). Progression requirements to move from the MPR to the UPR and for existing UPR teachers to move through the UPR are detailed in Section 11.

6.0.5 In the case of Early Careers Teachers (ECTs) the teacher's performance and any pay recommendation will be determined by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The Governing Body will ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. ECTs will progress through the pay range at the end of their first year if they have successfully completed their first year of induction.

6.0.6 The Governing Body will ensure that funding is allocated for progression for all eligible teachers.

7. PAY PROGRESSION AND CAPABILITY

7.0.1 Capability procedures apply only to teachers and school leaders where there are serious concerns about underperformance which the appraisal process, including informal support arrangements, have been unable to address.

7.0.2 Where a teacher's performance is being managed through capability proceedings, the appraisal process will be suspended until such proceedings have been concluded.

7.0.3 Pay progression will not be permissible under this policy whilst the teacher's performance is being managed through capability procedures.

7.0.4 Once capability proceedings are concluded, the teacher will go back into the appraisal cycle, pay progression will not be applied retrospectively.

8. LEADERSHIP GROUP PAY

8.0.1 In accordance with the requirements of the STPCD, the Governing Body must determine a salary for Head Teachers, Deputy Head Teachers and Assistant Head Teachers. The leadership group pay range has 43 salary points as displayed in Appendix B, Table 1.

8.1 Determination of the school's Head Teacher group

8.1.1 A school must be assigned to a Head Teacher group, and the Individual School Range (ISR) determined whenever it is proposed to appoint a new Head Teacher or where other changes occur where the Governing Body sees fit.

8.1.2 The8. ISR must consist of **7** consecutive points within the group size range and should be re-determined if the school group size changes. The ISR can also be re-determined at any point if there has been a significant change in the responsibilities of the Head Teacher e.g. becoming Head Teacher of a Federation of Schools. In the event of re-determining the ISR, the Governing Body will not take account of the salary of the serving Head Teacher.
The ISR relates to the position being filled rather than the individual filling the position.

8.1.3 Discretionary payments (which are permanent) will be considered if our school falls into any of the following cases: schools causing concern, difficulties filling a vacant Head Teacher post, difficulties retaining the current Head Teacher and temporary appointment as a Head Teacher of more than one school.

8.1.4 Additional payments may also be agreed in relation to the following circumstances: Continuing Professional Development (CPD), Initial Teacher Training Activities, Out of School Learning Activities and the provision of Services to another school (e.g., National Leader of Education).

8.1.5 A school is assigned to a Head Teacher group by determining its unit total score in accordance with pupil numbers on the most recent School Census. (The Kirklees HR Service will be able to provide the Governing Body with advice and support – Appendix C provides more detailed guidance).

8.2 Determination of Leadership pay ranges

8.2.1 The Governing Body must determine pay ranges for the Head Teacher and for Deputy Head Teachers and Assistant Head Teachers.

8.2.2 When determining an appropriate pay range, the Governing Body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the Governing Body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant Head Teacher group. The Governing Body must ensure that there is appropriate scope within the range to allow for progression over time.

8.2.3 Pay ranges for Head Teachers should not normally exceed the maximum of the Head Teacher group. However, the Head Teacher's pay range may exceed the maximum where the Governing Body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The Governing Body must ensure that the maximum of the Head Teacher's pay range, and any additional payments do not exceed the maximum of the Head Teacher group by more than 25% other than in exceptional circumstances; in such circumstances, the Governing Body must seek external independent advice before providing such agreement and support its decision with a business case.

8.2.4 The maximum of the Deputy or Assistant Head Teacher's pay range must not exceed the maximum of the Head Teacher group for the school. The pay range for a deputy or Assistant Head Teacher should only overlap the Head Teacher's pay range in exceptional circumstances.

8.3 Determination of temporary payments to Head Teachers

8.3.1 The Governing Body may determine that payments be made to a Head Teacher for additional temporary responsibilities or duties. In each case the Governing Body must not have previously taken such reason or circumstance into account when determining the Head Teacher's pay range.

8.3.2 The total sum of the temporary payments made to a Head Teacher in any school year must not exceed 25% of the annual salary, which is otherwise payable to the Head Teacher, and the total sum of salary and other payments made to a Head Teacher must not exceed 25% above the maximum of the Head Teacher group.

8.3.3 Paragraph 8.3.2 does not apply to payments made in accordance with:

a) paragraph 25 of the STPCD where those residential duties are a requirement of the post; or
b) paragraph 27 of the STPCD to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that Head Teacher.

8.3.4 The Governing Body may determine that additional payments be made to a Head Teacher which exceed the 25% limit in exceptional circumstances and with the agreement of the Governing Body. The Governing Body must seek external independent advice before producing a business case, seeking such agreement.

9. PAY PROGRESSION FOR LEADERSHIP GROUP MEMBERS

9.0.1 The Governing Body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and at what salary within the relevant pay range in accordance with the STPCD.

9.0.2 A recommendation on pay must be made in writing as part of the individual's appraisal report, and in making its decision the Governing Body must have regard to this recommendation.

9.0.3 All leadership group members can expect to receive automatic annual progression within their determined pay range until they reach the maximum point unless they are subject to capability proceedings. Pay progression will not be withheld for reasons other than capability.

9.0.4 Where the Governing Body has determined a pay range the maximum of which exceeds the highest salary payable, it must continue to pay any salary determined by reference to that pay range until such time as it reassesses the pay range for its leadership posts.

10. MAIN PAY RANGE (MPR) – CLASSROOM TEACHERS

10.0.1 A qualified teacher on the Main Pay Range (MPR) must be paid such salary within the minimum and maximum of the MPR as set out below:

1	£32,916
2	£34,823
3	£37,101
4	£39,556
5	£42,057
6	£45,352

11. UPPER PAY RANGE (UPR) – CLASSROOM TEACHERS

11.0.1 A teacher on the Upper Pay Range (UPR) must be paid such salary within the minimum and maximum of the UPR as set out below:

1	£47,472
2	£49,232
3	£51,048

11.1 Applications and evidence for UPR teachers

11.1.1 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, not the school, to decide whether or not they wish to apply to be paid on the Upper Pay Range.

11.1.2 Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix D) which should be submitted by the teacher to the appraiser at the appraisal planning meeting. The teacher's application will be appended to their appraisal planning statement for assessment at the end of the appraisal cycle.

11.1.3 To be successful in moving to Upper Pay Range a teacher must usually have completed two consecutive appraisal cycles immediately prior to the move (though in exceptional circumstances may be successful after one appraisal cycle) and be able to evidence that they are highly competent in all elements of the relevant Standards and making a substantial and sustained contribution to the school.

11.1.4 The evidence to be used will be only that available through the appraisal cycle.

11.1.5 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.

11.2 The assessment for UPR teachers

11.2.1 An application from a qualified teacher will be successful where the Governing Body is satisfied that:

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

11.2.2 For the purposes of this pay policy:

- 'highly competent' means practice which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

- 'substantial' means of real importance, and value to the school. The teacher plays a critical role in the life of the school, is a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

- 'sustained' means a teacher must usually have completed two consecutive appraisal cycles immediately prior to the move (though in exceptional circumstances, the teacher may be successful after one appraisal cycle).

11.2.3 For the purposes of this pay policy, the Governing Body must be satisfied that the teacher has met the requirements for progression to the Upper Pay Scale (see Appendix E). In making its decision, the Governing Body will have regard to assessments and recommendations made by the appraiser in the teacher's appraisal reports.

11.3 Processes and procedures for UPR teachers

11.3.1 The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, the Head Teacher will provide feedback as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's (general) pay appeals arrangements.

11.4 Classroom teachers on the UPR

11.4.1 Pay progression along the UPR will follow two successful appraisal reviews which evidence that expertise of the teacher has grown over time, is substantial and sustained. A review will be deemed to be successful unless the teacher is in capability proceedings. In exceptional circumstances progression may be awarded following one successful appraisal review. No further application is required to move through UPR.

12. LEAD PRACTITIONER TEACHERS

12.0.1 Teachers on the pay range for leading practitioners will exhibit exemplary teaching skills, modelling and leading on the improvement of teaching skills in the school and carry out the professional responsibilities of a teacher, other than a Head Teacher, including those responsibilities delegated by a Head Teacher. They will take a leadership role in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

12.0.2 The Governing Body shall determine where, within the individual post range for that particular post, each teacher covered by this paragraph will be paid. The leading practitioners pay range is set out below:

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1	£52,026
2	£53,332
3	£54,663
4	£56,022
5	£57,418
6	£58,857
7	£60,443
8	£61,836
9	£63,381
10	£65,010
11	£66,695
12	£68,233
13	£69,937
14	£71,682
15	£73,465
16	£75,419
17	£77,150
18	£79,092

12.0.3 The Governing Body must consider annually whether or not to increase the salary of leading practitioners who have completed a year of employment since the previous pay determination and at what salary within the relevant pay range in accordance with the STPCD. Leading Practitioners can expect to receive automatic annual progression within their determined pay range until they reach the maximum point unless they are subject capability proceedings. Pay progression will not be withheld for reasons other than capability.

13. UNQUALIFIED CLASSROOM TEACHERS

13.01 An unqualified teacher must be paid such salary within the minimum and maximum of the unqualified teacher pay range set out below as the Governing Body determines.

Unqualified Teacher Salary 1 September 2025

1	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,667
6	£35,259

13.02 Where an unqualified teacher gains qualified teacher status (QTS) while in post, they will be transferred to a salary on the main pay range for teachers, which will be equal to or higher than their previous unqualified teacher salary and any other payable allowances.

13.03 In cases where an unqualified teacher gains QTS retrospectively, they will be paid a lump sum calculated as the difference (if any) between their unqualified teacher salary and the salary they would have been paid as a qualified teacher for the same period (not including any allowances). The lump sum will cover the period from which they obtained QTS to the date the lump sum is paid.

14. ALLOWANCES AND OTHER PAYMENTS FOR CLASSROOM TEACHERS

14.1 Teaching and learning responsibility (TLR) payments.

14.1.1 The Governing Body pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the STPCD.

The current Kirklees ranges are as follows:

TLR1 a minimum of a £10,174 to a maximum of £17,216 with the following recommended levels:

a) £10,174
b) £12,520
c) £14,867

d) £17,216

TLR 2 a minimum of £3,527 to a maximum of £8,611 with the following recommended levels:

a) £3,527
b) £5,874
c) £8,219
d) £8,611

14.1.2 The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payments, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is 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; and
e) involves leading, developing and enhancing the teaching practice of other staff.

14.1.3 In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

14.1.4 Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

14.1.5 The relevant body will determine the value of any existing or new TLR1 and TLR2 payment in accordance with the pro-rata principle or

The relevant body will determine the value of any existing or new TLR1 and TLR2 payment based on the proportion of the TLR responsibility the teacher is undertaking i.e. the proportion of the full-time equivalent duty].

14.1.6 The Governing Body will act fairly and appropriately when determining the value of a TLR1 or TLR2 payment.

14.1.7 Before making any TLR3 payment, the Governing Body must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects, 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; and that the responsibilities

are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

14.1.8 Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment within the published range and the duration of payment will be clearly set out (TLR 3 payments must be no less than £702 and must not exceed £3,477).

14.1.9 The Governing Body will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects, or one-off externally driven responsibilities. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

14.2 Special Educational Needs (SEN) Allowances

14.2.1 The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the STPCD (no less than £2,787 (Kirklees' SEN 1) and no more than £5,497 (Kirklees' SEN 2).

14.3 Allowance payable to unqualified teachers

14.3.1 The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy that the teacher has:

a) taken on a sustained additional responsibility which:
   (i) is focused on teaching and learning; and
   (ii) requires the exercise of a teacher's professional skills and judgment; or
b) qualifications or experience which bring added value to the role being undertaken.

14.4 Acting Allowances

14.4.1 Where any teacher is required to act in their own school as Head Teacher, Deputy Head Teacher or Assistant Head Teacher for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is equal to the pay range of the substantive post.

14.4.2 Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

14.5 Part-time teachers

14.5.1 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 Body 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. Any additional hours worked by agreement from time to time will be paid at the same rate.

14.5.2 The salary and any allowances, except TLR payments, of a part time teacher must be determined in accordance with the pro rata principle as detailed in Paragraph 40 of the STPCD.

14.6 Teachers employed on a short-term basis

14.6.1 Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of the STPCD 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.

14.6.2 A teacher to whom paragraph 14.6.1 above applies and who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more by way of remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

14.7 Residential duties

14.7.1 Any payment to teachers for residential duties must be determined by the Governing Body.

14.8 Additional payments

14.8.1 The Governing Body or Local Authority may make such payments as it sees fit to a 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:
d) 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.

14.9 Recruitment and retention incentives and benefits

14.9.1 Subject to paragraph 27.2 of the STPCD, the Governing Body or, where it is the employer in the case of an unattached teacher, the authority, may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers

and the retention in their service of existing teachers.

14.9.2 Where the Governing Body or, where it is the employer in the case of an unattached teacher, the authority, is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the Governing Body or authority must conduct a regular formal review of all such awards. The relevant body or authority should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

14.9.3 Head Teachers, Deputy Head Teachers and Assistant Head Teachers may not be awarded payments under the STPCD paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs.

14.9.4 All other recruitment and retention considerations in relation to a Head Teacher, Deputy Head Teacher or Assistant Head Teacher – including non-monetary benefits must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a Head Teacher, Deputy Head Teacher or Assistant Head Teacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this document.

14.10 Safeguarding

14.10.1 The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD.

14.11 Honoraria

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

15. APPEALS PROCESS

15.1.1 The arrangements for considering appeals on pay determination are set out in Appendix F of this document.

16. SUPPORT

16.1.1 Should you require further advice about the application of this policy, please contact Kirklees HR. For any matters relating pay calculations, please contact HD-One SchoolPay.

APPENDIX A
Terms of Reference for the Pay Committee of the Governing Body

The Pay Committee will comprise at least three governors. All governors, including those employed at the school, are eligible for membership of the Pay Committee and to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school**. (NB: Kirklees does not recommend the inclusion of staff governors on the committee.)**

Monitoring and review of the policy

The Pay Committee is responsible for:

- reviewing the outcomes and impact of this policy on an annual basis and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- approving the policy on an annual basis
- providing evidence of the operation of the pay policy, recording of pay decisions taken and equality impact, will be provided to union representatives upon request.

Application of the policy

The Head Teacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant Head Teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the deputy and assistant Head Teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Head Teacher;
- taking decisions regarding the pay of the Head Teacher following consideration of the recommendations of the governors responsible for the Head Teacher's performance review;
- submitting reports of these decisions to the Governing Body; and
  ensuring that the Head Teacher is informed of the outcome of the decision of the Pay Committee and the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

APPENDIX B
Salary/Pay range for members of the Leadership group at 1 September 2025:

Table 1

	£			**£**
L1	51,773		L24	91,158
L2	53,069		L25	93,424
L3	54,394		L26	95,735
L4	55,747		L27*	97,136
L5	57,137		L27	98,106
L6	58,569		L28	100,540
L7	60,145		L29	103,030
L8	61,534		L30	105,595
L9	63,070		L31*	107,131
L10	64,691		L31	108,202
L11	66,368		L32	110,892
L12	67,898		L33	113,646
L13	69,596		L34	116,456
L14	71,330		L35*****	118,169
L15	73,105		L35	119,350
L16	75,049		L36	122,306
L17	76,772		L37	125,345
L18*	77,924		L38	128,447
L18	78,702		L39*	130,274
L19	80,655		L39	131,578
L20	82,654		L40	134,860
L21*	83,860		L41	138,230
L21	84,699		L42	141,693
L22	86,803		L43	143,796
L23	88,951			
L24*	90,255			

** These points and point L43 are the maximum scale points for the eight Head Teacher Group Ranges. The higher values shown for L18, L21, L24, L27, L31, L35 & L39 should otherwise be used*.

APPENDIX C

The Unit Total is calculated as follows: -

Total Unit Score	Group
Up to 1000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

6.2 Subject to paragraphs 6.3 to 6.5, the total unit score must be determined in accordance with the number of pupils on the school register.

KEY Stage	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third key stage	9
For each pupil in the fourth key stage	11
For each pupil in the fifth key stage	13

6.3 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 the Department for Education (DfE) School Census.

6.4 Each pupil with a statement of special educational needs (SEN) or an Education, Health and Care plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 6.2, and if not in such a special class be counted as three such units only where the relevant body so determines.

6.5 Each pupil who attends for no more than half a day on each day for which the pupil attends the school must be counted as half as many units as the pupil would otherwise be counted as under paragraphs 6.2 or 6.4.

6.6 Where the Head Teacher is appointed as Head Teacher of more than one school on a permanent basis, the relevant body of the Head Teacher's original school or, under the Collaboration Regulations, the collaborating body must calculate the Head Teacher group by combining the unit score of all the schools for which the Head Teacher is responsible to arrive at a total unit score, which then determines the Head Teacher group.

7. Unit totals and Head Teacher groups – special schools

7.1 Subject to paragraph 8, a special school must be assigned to a Head Teacher group in accordance with the following table by reference to its modified total unit score calculated in accordance with paragraphs 7.2 to 7.8:

Modified total unit score	Group
Up to 2,200	**2**
2,201 to 3,500	**3**
3,501 to 5,000	**4**
5,001 to 7,500	**5**
7,501 to 11,000	**6**
11,001 to 17,000	**7**
17,001 and over	**8**

7.2 The relevant body must calculate the proportion of staff to pupils at the school expressed as a percentage ("the staff-pupil ratio") in accordance with the following formula:

$$\frac{A}{B} \times 100$$

Where A is the number of teachers and support staff weighted as provided in paragraph 7.3 and B is the number of pupils at the school weighted as provided in paragraph 7.4

7.3 The weighting for a teacher is two units for each full-time equivalent teacher, and the weighting for each support staff member is one unit for each full-time equivalent individual.

7.4 The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.

7.5 The relevant body must calculate the staff-pupil ratio modifier in accordance with the following table by reference to the staff-pupil ratio determined in accordance with paragraph 7.2 to 7.4:

Staff –pupil ratio	Staff –pupil ratio modifier
1 - 20%	1
21 - 35%	2
36 - 50%	3
51 - 65%	4
66 - 80%	5
81% or more	6

7.6 The relevant body must determine the school's total unit score in accordance with the number of pupils on the school register calculated as follows:

Key Stage	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	**10**
For each pupil in the third key stage	**12**
For each pupil in the fourth key stage	**14**
For each pupil in the fifth key stage	**16**

7.7 The relevant body must determine the school's modified total unit score by multiplying the school's total unit score determined under paragraph 7.6 by the staff-pupil ratio modifier calculated under paragraph 7.5.

7.8 In this paragraph:

a) The number of pupils on the school register must be determined by the numbers as shown on the most recent return of the DfE School Census; and

b) "support staff member" means a member of the school staff who is not:

i. a teacher;

ii. a person employed in connection with the provision of meals;

iii a person employed in connection with the security or maintenance of the school premises; or

iv.a person employed in a residential school to supervise and care for pupils out of school hours.

7.9 Where the Head Teacher is appointed as Head Teacher of more than one school on a permanent basis, the relevant body of the Head Teacher's original school or, under the Collaboration Regulations, the collaborating body must calculate the Head Teacher group by combining the unit score of all the schools for which the Head Teacher is responsible to arrive at a total unit score, which then determines the Head Teacher group.

8. Unit totals and Head Teacher groups – particular cases

Expected changes in number of registered pupils and teaching establishments

8.1 Subject to paragraph 8.2, where in the case of an ordinary school the total unit score and in the case of a special school the modified total unit score is expected by the relevant body to rise or fall after the date to which the assignment refers, the relevant body may instead assign the school to the appropriate group which would result after the expected change in numbers has taken place.

8.2 Where the relevant body is the Governing Body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

New schools

8.3 Subject to paragraphs 8.4 and 8.5, in the case of a school which is newly opened or not yet open, the relevant body must assign the school to the group appropriate in the case of an ordinary school to the total unit score and in the case of a special school to the modified total unit score expected by the authority or, in the case of a school with a delegated budget, by the Governing Body after consulting with the authority to be applicable not less than four years from the date of opening.

8.4 The relevant body must, as necessary, revise its assignment as the expectations on which its calculation was based change.

8.5 Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

APPENDIX D

Upper Pay Range Application Form

Teacher's Details:

Name_____

Post_____

Appraisal Details:

Years covered by appraisal planning/review statements:

Schools covered by appraisal planning/review statements:

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria, and I submit appraisal planning and review statements covering the relevant period.

Applicant's signature_____

Date_____

APPENDIX E

Upper Pay Range Progression Criteria

(1) Professional attributes

1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX F

Pay Appeals Procedure

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

a) incorrectly applied any provision of the STPCD;
b) failed to have proper regard for statutory guidance;
c) failed to take proper account of relevant evidence;
d) took account of irrelevant or inaccurate evidence;
e) was biased; or
f) 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, they may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision 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 committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

   For any formal meeting, the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

APPENDIX G

School Salary Values

TEACHER SALARY SCALES 2025/26									
Pay award 4.0%									
MAIN SCALE	APRIL 25	SEPT 25		LEADERSHIP	APRIL 25	SEPT 25			
	£	£		GROUP	£	£			
M1	31650	32916	4.0%	L1	49781	51773	4.0%		
M2	33483	34823	4.0%	L2	51027	53069	4.0%		
M3	35674	37101	4.0%	L3	52301	54394	4.0%		
M4	38034	39556	4.0%	L4	53602	55747	4.0%		
M5	40439	42057	4.0%	L5	54939	57137	4.0%		
M6	43607	45352	4.0%	L6	56316	58569	4.0%		
				L7	57831	60145	4.0%		
UPPER PAY SCALE	APRIL 25	SEPT 25		L8	59167	61534	4.0%		
	£	£		L9	60644	63070	4.0%		
UPS 1	45646	47472	4.0%	L10	62202	64691	4.0%		
UPS 2	47338	49232	4.0%	L11	63815	66368	4.0%		
UPS 3	49084	51048	4.0%	L12	65286	67898	4.0%		
				L13	66919	69596	4.0%		
				L14	68586	71330	4.0%		
TLR	APRIL 25	SEPT 25		L15	70293	73105	4.0%		
	£	£		L16	72162	75049	4.0%		
TLR1a	9782	10174	4.0%	L17	73819	76772	4.0%		
TLR 1b	12038	12520	4.0%	L18	75675	78702	4.0%	74925	L18*
TLR 1c	14295	14867	4.0%	L19	77552	80655	4.0%		
TLR 1d	16553	17216	4.0%	L20	79475	82654	4.0%		
TLR 2a	3391	3527	4.0%	L21	81441	84699	4.0%	80634	L21*
TLR 2b	5648	5874	4.0%	L22	83464	86803	4.0%		
TLR 2c	7902	8219	4.0%	L23	85529	88951	4.0%		
TLR 2d	8279	8611	4.0%	L24	87651	91158	4.0%	86783	L24*
TLR 3 - minimum	675	702	4.0%	L25	89830	93424	4.0%		
TLR 3 - maximum	3344	3478	4.0%	L26	92052	95735	4.0%		
				L27	94332	98106	4.0%	93399	L27*