



Pay Policy

2025-26

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September 2025 pay award (Part 1 STPCD)

Summary of changes to pay and conditions since 2024

The changes the School Teachers Pay and Conditions Document relate to the 2025 pay award, a change to the calculation for TLR1 and 2 in section 2 (paragraphs 20.6 – 20.8, for 41.1 – 41.2) and section 3 (paragraphs 40 and 50 – 51) and additional information relating to flexible working in section 3 (paragraphs 89 – 92).

Implementing flexible working (sections within the STPCD) for schools to consider alongside current flexible working policies.

89. Expanding and promoting flexible working opportunities in schools can help to recruit and retain high-quality teachers, improve staff wellbeing, and promote equality of opportunity in the workforce. Offering flexible working arrangements can help to ensure that teaching suits employees at different stages of their life, such as those:
- with caring responsibilities
 - planning a phased retirement
 - returning from a career break
 - combining work in a school with professional development or work in their field of study
90. By implementing flexible working, such as part-time working, personal or family days, and off-site PPA time, schools can support the working lives of their staff in modern, practical ways. Whilst not every form of flexible working will be suitable for every teacher, it is important that teachers are given the opportunity to work flexibly where they want to, and where feasible for the school to implement.
91. To support schools to implement effective flexible working arrangements, we have published [non-statutory guidance](#) and [a flexible working toolkit](#) which includes practical resources to help school leaders implement flexible working and to support staff to request it. These resources have been produced by school leaders and other sector experts, together with the department.

Flexible working policy

92 All employees, including teachers, have the statutory right to make a request for flexible working from the first day of employment. Schools are expected to have a clear flexible working policy in place, which responds to the needs of both staff and the employer and promotes a strategic approach to flexible working within the school. Having a flexible working policy supports consistency and helps ensure schools are complying with their responsibilities under flexible working legislation.

1. Introduction

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 has been consulted on with staff and the recognised Trade Unions.

In adopting this pay policy, the aim is to:

- Maximise the quality of teaching and learning at the school
- Support the recruitment and retention of a high quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decision on pay and allowance is managed in a fair, transparent and consistent way

The purpose of this local pay policy is to provide a clear framework for the Governing Board of Layton Primary School to exercise its powers in relation to the pay of employees for whom it is the relevant board i.e. locally managed.

This policy cannot override the requirements of the current national pay and conditions documents. The key purpose of the policy is to state the Governors' determination regarding the use of any discretionary pay elements.

This policy provides a framework for determining salaries on appointment. It outlines the principles that will apply to all teaching salary decisions.

The STPCD states: Work-life balance, Governing boards and School leaders, in carrying out their duties, must have regard to the need for the school leader and teachers at the school to be able to achieve a satisfactory balance between the times required to discharge their professional duties, including, in particular, in the case of teachers to whom paragraphs 51.2 to 51.12 apply, their duties under paragraph 51.7, and the time required to pursue their personal interests outside work. In having regard to this, Governors and School leaders should ensure that they adhere to the working limits set out in the Working Time Regulations 1998 (21).

Governing boards and school leaders also have a duty of care to protect the health and safety and welfare of their staff under the Health and Safety at Work Act 1984 and should ensure staff wellbeing is routinely considered in setting appraisal objectives and all performance related pay arrangements and decisions.

The Governing Body strives to be an equal opportunities employer and as such, oppose all forms of unlawful or unfair discrimination. Governors will operate a pay system that is transparent, based on objective criteria and free from bias. Employees will be recruited, trained and developed, based on their ability and the requirements of the job. The Governors will ensure pay decisions throughout the school comply with the legal provisions of the Equalities Act 2010.

The Governing Board acknowledges the Department of Education (DfE) warning that pay discretion must not be exercised with the objective of increasing final salary for pension purposes. Teachers' Pensions Regulations allows the Secretary of State to intervene where there is evidence of an unreasonable increase in salary and may disregard for pension purposes any such award, specifically if a teacher's salary has increased in any of the three years used in their average salary period by more than £7,726 or 10%, whichever is the greater. The figure of £7,726 is increased annually, in line with factors provided by HMRC.

A copy of this policy must be made available to all teaching staff.

2.0 Definitions and Abbreviations

The 'relevant board' is the board with the authority and responsibility for implementing teachers' pay and conditions of service. In a locally managed school, this is the Governing Board and those given delegated responsibility by the Governing Board.

Reference to 'the Governors' is to the full Governing Board.

The 'Pay Committee' is a committee of Governors with delegated responsibility to consider pay recommendations on behalf of the full governing board i.e. UPR / Leadership.

The 'Appeals Committee' should comprise of three governors who were not involved in the previous discussions regarding pay determination.

The Department for Education (DfE)

The 'Local Authority (L.A)' is Blackpool Council.

3.0 Employees Covered by this Policy and Procedure

This pay policy covers all teaching staff under the remit of the Governing Board.

This policy applies equally to part-time and temporary staff employed by the school.

This policy does not cover staff who may regularly work in the school but for whom the L.A remains the relevant board i.e. where appointment, deployment and staffing decisions are not locally managed by the Governors.

4.0 General Principles

As the 'relevant board', the Governors agree to:

Maintain and improve the quality of services by having a staffing structure and pay policy, which supports the aims of the school and the School Development Plan,

Ensure that each member of staff is valued and receives proper recognition for their work and their contribution to the school,

Ensure fair and open treatment of staff within the school and to enhance and maintain staff morale through the management of the pay policy and through an awareness of the impact of decisions on all members of staff and on other schools,

Recognise the importance of a well-motivated staff of the highest quality through the appropriate use of recruitment and retention policies,

Use the flexibility inherent in the national conditions of service for all staff in a positive and constructive fashion within the resources available.

Adhere to the principle of pay portability and will apply this principle in practice when making all new appointments.

In seeking to apply these aims, the Governors will take account of advice issued by: the L.A, the DfE for example 'Managing Teachers and Leaders Pay (July 24), National Employers' Organisations and the Teacher Associations and Trade Unions.

In seeking to apply these aims, the Governors will take into account policies and procedures that run concurrently with this policy i.e. Appraisal Policy/ Capability procedure

The Governing Board will undertake an annual review of the pay policy in light of the previous year's implementation and any changes to national conditions of service. The Governing Board will through monitoring trends, ensure that this policy is managed in a fair, transparent and consistent way.

The school is an equal opportunity employer (in line with the Equality Act 2010) and intends that no job applicant or employee will receive less favourable treatment because of their age, disability, gender identity, marriage or civil partnership status, pregnancy or maternity, sex, sex orientation, race, religion or belief.

5. Role and Responsibilities of the school

The Governing Board have a statutory responsibility to determine a pay policy, which defines how they would remunerate teaching staff. Pay decisions and the basis for pay determination (including safeguarding) must be in writing to all teachers within one month of the pay decision and an opportunity to appeal with representation afforded.

Individual settings will have their own scheme of delegation outlining where pay decision-making powers are delegated. (You may then wish to refer to the first decision and the right of appeal to a different body).

In accordance with The School Governance (Procedures and Allowances)(England) Regulations 2013 the Governing Board can give delegated pay decision making powers to a pay committee of the Governing Board (comprising of three non-employee governors).

The school leaders will need to moderate the objectives set and the evidence that is being considered, as well as the pay recommendations (for example: UPR progression and allowances) being made to ensure that they comply with the school's policies and display consistency.

The school will need to maintain records of decisions and recommendations made, demonstrating that all decisions are made objectively and fairly, in compliance with equalities legislation.

6. The appraisal and pay determination cycle

Autumn term: All objectives, success criteria, and evidence to be used will be finalised between the Appraiser and Appraisee. If agreement cannot be reached, they are set by the Appraiser. The Appraisee can record their disagreement in writing which should then be taken into account at the review stage.

Spring and summer term: Performance is reviewed against objectives and standards as set out in the school's appraisal policy (such as through lesson visits and ongoing professional dialogue between the relevant parties and mid-year reviews). Additional support can be provided to the teacher if a need is identified at any point in the appraisal cycle, and this should be documented.

Summer and autumn term: At the end of the appraisal year, teachers must receive an appraisal report which includes (amongst other things) an assessment against their objectives and success criteria and the relevant standards.

In addition to assessing a teacher's achievement of objectives, it is important for line managers to also discuss workload, wellbeing, working hours, flexible working opportunities, and career aspirations in a supportive manner. This can help the teacher identify strategies to effectively manage their workload and wellbeing, as well as provide feedback to management for further improvement and retention.

The appraisals process should be intrinsically supportive and developmental, conducted within a school culture that values openness and fairness. Throughout the appraisal cycle, teachers should receive informal feedback on their performance and development areas. There should be early dialogue with teachers that have emerging performance issues, with prompt support put in place to ensure teachers have the appropriate guidance and opportunity to improve in the relevant areas.

7. Financial Considerations

The Governors will allocate monies annually for staff salaries to cover all planned commitments for the coming year, together with a contingency for unforeseen elements.

In considering the financial support for pay decisions, the Governors will ensure best value for money.

8 Mainscale Classroom Teachers

8.1 Basic Pay Determination on appointment

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

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

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context
- There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments:

Governors may wish to acknowledge portability and match salaries of existing teachers on appointment.

The Governing Board may, if necessary use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

8.2 Pay determinations for existing main pay range teachers, effective from 1 September 2025

A teacher on the main pay range must be paid such salary within the minimum and maximum of the main pay range set out below as the relevant body determines.

Annex 3 of the STPCD sets out advisory points for the main pay range and are set out to help support decision about pay for teachers on the pay range. However, the advisory point are advisory and not mandatory and all decisions relating to pay progression must continue to be based on performance.

The main pay range for qualified teachers is:

	England and Wales (excluding the London Area)
Minimum	£32,916
Maximum	£45,352

The pay committee **may also choose** to use the following pay points as reference points (Annex 3, STPCD 2025).

	England and Wales (excluding the London Area)
M1	£32,916

M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6 (Maximum)	£45,352

8.3 Pay Progression

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

The criteria this school will use when making decisions on pay progressions are:

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

9.0 Applications to be paid on the Upper Pay Range

A teacher on the Upper pay range must be paid such salary within the minimum and maximum of the upper pay range set out below as the relevant body determines.

Annex 3 of the STPCD sets out advisory points for the upper pay range and are set out to help support decision about pay for teachers on the pay range. However, the advisory point are advisory and not mandatory and all decisions relating to pay progression must continue to be based on performance.

The Upper pay range for qualified teachers is:

	England and Wales (excluding the London Area)
Minimum	£ 47,472
Maximum	£ 51,048

The Governing Board must pay a teacher on the upper pay range in accordance with paragraph 14.2 – 14.3 of the STPCD document 2025.

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range. The job description and responsibilities attached to the upper pay range post should be clear to the teacher. Applications may be made at least once a year.

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.

All applications include the results of reviews or appraisals under the 2011 or 2012 regulations, (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).

The Governing Board shall assess any such application received and make a determination on whether the teacher meets the criteria in paragraph 15.2 of the STPCD document 2025. Where teachers are subject to the 2012 regulations, the relevant Board shall have regard to the assessments and recommendations in teachers' appraisal reports under those regulations.

All teachers (including those on UPR) must have their appraisals conducted annually.

Schools need to make adjustments to accommodate teacher absence, for example, as soon as a teacher returns from maternity or sick leave, it should be a matter of priority to ensure that objectives are set or adjusted. In addition, the school should be flexible about the evidence period. If the teacher has been in school 26 weeks in aggregate of a complete academic year, there should be time to ensure that there is a robust evidence base. If they have not been within the setting for 26 weeks then a judgement should be made based on the previous appraisal outcome.

Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision because of her maternity.

Schools should ensure that this policy incorporates any adjustments which can reasonably be made to give a teacher who is absent for disability related reasons, an equal opportunity to participate in appraisal and to access pay progression.

When a teacher returns to work following a disability related absence, the school must not refuse a pay increase that the teacher would have received, following appraisal, had he or she not been absent for a reason of disability, if the reason for the refusal is the teacher's disability or the refusal cannot be objectively justified.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build an evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a **2 year period before the date of application** in support of their application. Any decision made under paragraph 15 applies only to employment in the same school.

9.1 Process:

An application may be submitted annually. The closing date will be **31st October 2025**; 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:

- Complete the school's application process in line with recognised school procedure (**see Appendix One**).

- 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.**
- Submit the application form and supporting evidence to the Headteacher by the cut-off date of **31st October 2025**
- Applicants should receive notification of the name of the assessor on application, within 5 working days; the assessor will review the application, and make a recommendation to the pay committee of the relevant board;
- The application, evidence and recommendation will be passed to the Deputy Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The pay committee will make the final decision, advised by the Headteacher;
- Applicants should receive written notification of the outcome of their application by the school. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback will be provided by the assessor within 10 working days from the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on **1 September 2025**.

The governing body can decide where on the upper pay range a successful teacher is placed, and, if teachers can start further up the range, but the school must clearly demonstrate how their position on the upper pay range will be decided in a fair and consistent way e.g. based on considerations including:

- The nature of the post and the responsibilities it entails
- The level of qualifications, skills and experience of the teacher.

Unsuccessful applicants can appeal the decision (see section 21 for procedure).

9.2 Assessment:

The teacher will be required to meet the criteria set out in Part 3, paragraph 15.2 of the STPCD, namely: An application from a qualified teacher will be successful where the relevant body is satisfied;

- (a) That the teacher is highly competent in all elements of the relevant standards; and
- (b) That the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

In this school, this means:

“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. For example; performance 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”: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues. For example, of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning.

“Sustained”: 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 that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

9.3 Pay determinations effective from 1 September 2025

The pay committee will be able to objectively justify and formally record its decisions and determine whether there should be any movement on the Upper Pay Range.

In making such a determination, it will take into account: paragraph 9.2 of this policy, and the criteria set out in paragraph 15.2, STPCD Document 2025; namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher’s achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in this policy (9.2).

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out in 9.2 of this policy, and have made good progress towards their objectives, the teacher will move on the Upper Pay Range; or if already on the mid-point, will move to the top of the Upper Pay Range.

Where it is clear from the evidence that the teacher’s performance is exceptional, in relation to the criteria set out above (see ‘Applications to be Paid on the Upper Pay Range’), and where the teacher has met or exceeded their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR.

Teaching should be ‘outstanding’ as defined by the following:

Outstanding’ occurs when a teacher exceeds the Teachers’ Standards and their appraisal objectives, for example:

Their performance is not only good but also good enough to provide coaching and mentoring to other teachers by demonstrating to them effective teaching practice and how to make a wider contribution to the educational provision of the children within the setting, i.e. in order to help them meet the relevant standards and develop teaching practice across the school.

The school can decide where on the upper pay range a successful teacher is placed, and, if teachers can start further up the range, but the school must clearly demonstrate how their position on the upper pay range will be decided in a fair and consistent way e.g. based on considerations including:

- The nature of the post and the responsibilities it entails
- The level of qualifications, skills and experience of the teacher.

If the evidence shows that a teacher has fallen short of meeting agreed targets and the majority of their teaching has been judged as 'requiring improvement' as defined by the policy then the governing board will consider using its flexibilities and may award no pay progression.

In such cases governors should be satisfied that concerns around performance have been raised with the teacher during the annual appraisal cycle and confirmed in writing.

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

10. Unqualified Teachers

10.1 Pay on appointment

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.

Annex 4: September 2025 advisory pay point structure for the unqualified teacher pay range (UTPR)

The unqualified teacher pay range including advisory points is:

	England and Wales (excluding the London Area)
Minimum	£22,601
	£25,193
	£27,785
	£30,071
	£32,667
Maximum	£35,259

The pay committee will pay any unqualified teacher in accordance with paragraph 17 of the STPCD 2025. The pay committee will consider whether it wishes to pay an additional allowance, in accordance with part 3 of the STPCD 2025.

An unqualified teacher who becomes qualified;

Upon obtaining qualified teacher status (QTS) under regulations made under section 132 of the Act (6) an unqualified teacher must be transferred to a salary within the main pay range for teachers in paragraph 13. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS the teacher must be paid a salary which is the same as, or higher than, the sum of the salary payable under paragraph 17.1 and any allowances payable

under paragraph 22 (including any Safeguarding sum payable under paragraph 31), as the relevant body considers to be appropriate.

A teacher who obtains QTS retrospectively under those regulations must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained. The lump sum payable under paragraph 18.2 must be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was effectively obtained to the date when the lump sum is paid.

11. Teaching and Learning Responsibility Payments

11.1 TLR 1 and TLR 2 Payments

The pay committee may award a TLR 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. The award may be while the teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 20.2 and 20.3. Unqualified teachers may not be awarded TLRs.

TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. **All job descriptions** will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 20.

Having decided to award a TLR, the pay committee must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value:

- (a) The annual value of a TLR1 must be no less than **£10,174** and no greater than **£17,216**
- (b) The annual value of a TLR2 must be no less than **£3,527** and no greater than **£8,611**

11.2 TLR 3 Payments

The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited; school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than **£702** and no greater than **£3,478**.

The relevant body will from the outset put in writing to the teacher the duration of the fixed term, and the amount of the award that will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

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

With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3's, before awarding any TLR the relevant body board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that it;

- (a) is focused on teaching and learning
- (b) requires the exercise of a teachers professional skills and judgement;
- (c) requires the teacher to lead, manage and develop a subject or curriculum area; or lead and manage a 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.

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 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 (as defined at paragraph 40.1 of the STPCD) when determining the value of the TLR1 or TLR 2 payment. For the avoidance of doubt, relevant bodies must act fairly and appropriately when determining the value of a TLR1 or TLR2 payment. Please refer to Section 3, paragraph 50 (STPCD) for further guidance.

From 1st September 2026, it will become a requirement that relevant bodies 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 duty.

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

In addition, before awarding TLR1 the governing board must be satisfied that the sustained, additional responsibility referred to in paragraph 20.1 STPCD 2025 includes line management responsibility for a significant number of people.

12. Leadership Posts (School leader, Deputy, Assistant School leader)

12.1 Setting the pay or school leaders: Role of the governing board

The determination of leadership pay was introduced in 2014 and should only be applied to individuals appointed to a leadership post on or after the 1 September 2014, or whose responsibilities have significantly changed on or after that date. It will be for the governing body to determine in the light of a school's particular circumstances and context the extent, to which any change should be regarded as significant. In doing so, the governing body will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.

Schools may choose to review the pay of all of their leadership posts in accordance with the new arrangements introduced in 2014 if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1st September 2014 or with pay arrangements for a member or members of the leadership group whose responsibilities have significantly changed on or after that date.

The governance board's role in relation to leadership pay is to:

- Consider annually whether or not to increase the salary of members of the leadership group as a result of changed responsibilities
- Set the appropriate levels of pay for the different roles
- Assure themselves that appropriate arrangements for linking appraisal to pay are in place and can be applied consistently, and that pay decisions can be objectively justified

The statutory pay range for members of the leadership group is:

	England and Wales (excluding the London Area)
Minimum	£51,773
Maximum	£143,796

New appointments – three-stage process (pay on appointment)

The three-stage process offers governance board's substantial flexibility to set pay at the level needed to attract School leaders and other members of the leadership team by systematically considering the circumstances of the role before advertising the post.

The three stages are:

Stage one – Defining the role and determining the School leaders group

The governing board at this stage need to define the job and identify the broad pay range as a provisional guide to determining an appropriate level of pay. There will be a requirement to define and set out the specific role, responsibilities and accountabilities as well as the skills and relevant competencies required. For School leader posts, the Governing Board should assign the school to a School leader group which will determine the appropriate broad pay range.

For appointments on or after 1 September 2025, the governing board will determine the pay range to be advertised and agree pay on appointment, in accordance with part 2 paragraphs 5 to 11 of the STPCD 2025:

The pay committee when determining the School leader Pay range will adhere to the school Pay Group as determined in accordance with part 2 paragraphs 5.1 to 5.3 of the STPCD 2025.

Stage two – Setting the indicative pay range

The school need to consider the complexity and challenge of the role in the particular context of the school when making a judgement on pay. Governors will need to consider discretionary payments, such as allowances to attract and retain, permanent additional responsibilities (e.g. the provision of initial teacher training (ITT)), and long-term provision to other schools.

If the School leader takes on permanent accountability for one or more additional schools, the pay committee will set a Pay Range in accordance with the provisions of part 2 paragraph 6.6 of the STPCD 2025 and paragraphs 11 and 12 of the section 3 guidance.

The pay committee will have regard to the provisions part 2 of paragraph 9 and will also take account of any other permanent payments, made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;

The pay committee will exercise its discretion under paragraph 9 and pay on the appropriate point on the group in order to secure the appointment of its preferred candidate. This will include the pay committees ability to exercise its discretion to award an additional payment under 9.3 STPCD Document 2025 where the governing board determines that circumstances specific to the role or candidate warrant a higher than normal payment.

The pay committee must ensure that the maximum of the School leaders pay range and any additional payments made under paragraph 10 does not exceed the maximum of the School leaders group by more than 25% other than in exceptional circumstances; as set out in paragraph 9.3 STPCD Document 2025 and paragraphs 13 – 15 section 3. However, before agreeing to do so, it will seek the agreement of the governing board, which in turn will seek external independent advice before providing such agreement.

Governors will ensure that no double counting takes place, e.g., where items taken into account in Stage 1, such as responsibility for an additional school is already reflected in the total unit score. Also that the school does not increase base pay nor pay an additional allowance for regular local collaboration which is part of the School leaders role.

There should be a clear audit trail for all decisions made and the reasoning behind them.

Stage three – Deciding the starting salary and individual pay range

The first two stages provide the means for determining the appropriate pay range. Stage 3 requires governors to decide on the starting salary. This should be based on the candidates-specific factors, and how these meet the requirements of the post.

Governors should also ensure that there is scope for performance-related progression over time.

12.2 Current Serving School leaders

It is the responsibility of the governing board to consider how school leaders' pay progression is awarded. Although there is no longer a requirement for schools to use a performance related pay system for teachers or leaders, schools can continue to use performance related pay if they wish. Whatever system a school chooses, it should also ensure clarity and transparency around pay progression. Schools wishing to retain performance related pay should mitigate any workload impacts of retaining it.

The pay committee will review the School leader's pay in accordance with paragraph 11.2 of the Document and award pay progression where there has been a 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 School leader's most recent appraisal report.

The pay committee may determine the School Leaders range, within the head's group for the school, as at 1 September or at any time if they consider it is necessary (paragraph 8-9 of section 3 guidance STPCD Document 2025);

If the pay committee makes a determination to change the School Leaders range, it will determine the head's range within the head's group for the school, in accordance with paragraph 8; and paragraph 9 of the section 3 guidance STPCD Document 2025;

If the School leader takes on temporary accountability for one or more additional schools, the pay committee will consider awarding a temporary payment under part 2 paragraph 10 STPCD Document 2025.

The pay committee will consider the use of additional payments, as per the provisions of part 2 paragraph 10 STPCD Document 2025 and section 3 paragraphs 11 - 12.

The pay committee must ensure that the maximum of the School leader pay range and any additional payments made under paragraph 10.2 does not exceed the maximum of the School leader group by more than 25% other than in exceptional circumstances; as set out in part 2 paragraph 9.3 STPCD Document 2025 and paragraphs 13 – 15 section 3. However, before agreeing to do so, it will seek the agreement of the governing board, which in turn will seek external independent advice before providing such agreement.

There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

12.3 Deputy/ Assistant School leaders

Pay on appointment

The governing board will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows;

The pay committee will determine a pay range in accordance with part 2 paragraph 9 of the STPCD 2025, taking account of the role and responsibilities of the Deputy/ Assistant School leader.

The Pay committee will record its reasons for the determination of the Deputy/ Assistant Head pay range, in accordance with paragraph 10 of the section 3 guidance.

The pay committee on recruitment of a Deputy/ Assistant School leader will exercise its discretion under part 2 paragraph 9.4 of the STPCD 2025, and identify a starting salary within the agreed range, in order to secure the appointment of its preferred candidate.

The pay committee will exercise its discretion under part 2 paragraph 9 of the STPCD 2025 where there are recruitment issues.

12.4 Current Serving: Deputy/ Assistant School leaders

The pay committee will review pay in accordance with part 2, paragraph 11 and award points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the Deputy/ Assistant head's most recent appraisal report.

The pay committee will review and, if necessary, re-determine the Deputy/ Assistant Head pay range where there has been a significant change in the responsibilities of the serving Deputy/ Assistant Head. The pay committee should take account of the responsibilities and challenges of the post and whether the post is difficult to fill (section 3, paragraph 10 of STPCD).

The pay committee may determine the Deputy/ Assistant Head pay range at any time in accordance with paragraph 9 of the STPCD document.

12.5 Leadership Acting Allowances

Acting allowances are payable to teachers who are assigned and carry out the duties of Head, Deputy Head or Assistant Head in accordance with part 4 paragraph 23.1 to 23.6 of the STPCD 2025. 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 (acting 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 head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the head's Pay range, deputy head range or assistant head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

In all cases, acting – up arrangements are intended to be temporary, should be regularly reviewed and should cease as soon as it is practicable to make permanent arrangements.

13. Special Needs Allowance

The pay committee will award an 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 part 4, paragraph 21.2 of the STPCD 2025.

When deciding on the amount of the allowance to be paid, the governing board will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (part 4, paragraph 21.2 and 21.3 of the STPCD). The governing board will also establish differential values in relation to SEN roles in the school in order 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 board will take account of paragraphs 55 to 59 of the section 3 guidance STPCD Document 2025.

Schools may wish to identify a full range of allowance if they have spot value points between **£2,787** and **£5,497**.

14. Part Time Teachers

In accordance with section 3 paragraphs 39 and 44 of the STPCD 2025 and section 3 paragraphs 79-86 of the STPCD guidance, each school will calculate the proportion of time a part time teacher works against the School's Timetabled Teaching Week (STTW). The Schools Timetabled Teaching Week (STTW) refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding:

- break times
- registration
- assemblies

The STTW of a full time classroom teacher is to be used as the figure for calculating the percentage of the STTW for a part time teacher at the school.

Part time teachers cannot be required to work or attend non-pupil days, or parts of day, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the school leader. This provision also covers INSET days. Schools are advised to take into account part time teachers patterns of work when setting INSET days/ and or secure the part time teachers agreement to attend the INSET day and reimburse them accordingly.

15. Additional Payments for Teaching Staff

In accordance with part 4 paragraph 26 STPCD Document 2025 and paragraphs 60-68 of the section 3 guidance STPCD Document 2025, the relevant board may make payments as they see fit to a teacher, other than a School leader in respect of:

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

16. Recruitment and Retention Incentive Payments

The governing board can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (part 4 paragraph 27.1 to 27.3 of the STPCD Document 2025 and paragraphs 70 - 72 of the section 3 guidance, of the STPCD Document 2025).

The pay committee will consider exercising its powers under part 4 paragraph 27 STPCD Document 2025 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

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

School leaders / Deputy School leaders/ Assistant Head Teachers may **not be awarded** payments under paragraph 27.1 – 27.2 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to School leaders Deputy School leaders/ Assistant Head Teachers must be taken into account when determining the pay range.

17. 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 part 4 paragraph 28 of the STPCD Document 2025.

18. Pay Committee and Remit

The Governing board will establish a Pay Committee. It is recommended that three non-employee Governors are appointed to the Committee

Under the Education (School Government) (England) Regulations 1999, any person who is employed to work at the school must withdraw from any meeting during the consideration or discussion of the pay or performance of any individual employed to work at the school. Therefore, no teacher/ staff governor can be present at any meeting of the Committee when it is considering pay matters.

The School leader will put pay recommendations to the Committee and ensure the committee have sufficient information upon which to make their decisions. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Committee, having regard to the summary appraisal report and taking into account advice from the senior leadership team. The Committee will consider its approach in light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

The School leader has the right to attend all meetings of the Committee (except in relation to discussion and decision making about his/her own salary when he/she must withdraw from the meeting) in order to provide information and offer advice.

The Pay Committee will have delegated responsibility and authority to implement the policy by:

- Contributing to the Governing Board's annual review of the pay policy in the provision of information on the previous year's implementation;
- Applying the statutory elements of the School Teachers' Pay and Conditions Document and the National Conditions of Service for Support Staff;
- Ensuring that the implementation of the discretionary elements of the pay policy meets the needs of the school to recruit, retain, develop and motivate staff and also has regard to employment legislation, equal pay and the Governing Board's policy on equal opportunities;

- Ensuring that each member of staff is consulted by senior management over the content of their job description and that all pay decisions are properly referenced to job descriptions;
- Ensuring that all members of staff have the opportunity to discuss particular concerns regarding their salary with a member of the senior management team;
- Ensuring that details and further particulars of all vacant posts (including temporary and acting) and opportunities for paid additional responsibility are made known to staff;
- Reviewing the unit total of the school in accordance with the Teachers' Pay and Conditions Document;
- Seeking a balance between pay and other conditions of service, for example: non-contact time for teaching staff;
- Keeping in touch with the pay policies of other schools, seeking advice from the L.A and by being aware of the impact of their decisions on other schools;
- Having regard to guidance issued by the L.A and Professional Associations/ Trade Unions as appropriate, and where necessary seeking advice;
- Maintaining reasonable pay differentials/ relativities as appropriate;
- Receiving pay recommendations arising from the appraisal cycle and determining to approve or otherwise; such as UPR progression or where the school determines to continue to apply Performance related pay.
- Delegating responsibility for upper pay range applications to the School leader.

19. Records

All decisions of the Pay Committee, together with criteria used, will be formally minuted (in accordance with the regulations applicable to any committee of the Governing Board). **Each teacher will annually be given a written statement of their salary review and informed where the school's pay policy is located.**

20. Appeals Procedure

On receipt of the written statement of their annual salary review, all **teachers** have the right of appeal and must be informed of this entitlement. On notification of the outcomes of such a review, the same appeals procedure applies.

- The grounds for an appeal are that the school leader/ Pay Committee:
- Incorrectly applied the school pay policy
- Incorrectly applied any provision of the STPCD;
- Failed to have proper regard for statutory guidance;
- Failed to take proper account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased; or
- Otherwise unlawfully discriminated against the employee.

A teacher may appeal against any determination in relation to their pay or any other decision taken by the Governing board within the school (or the committee and/ or individual acting with delegated authority) that affects their pay.

The following is a guide as there is no statutory process for schools to follow in terms of hearing pay appeals. A key aspect of the process is the opportunity for a teacher to discuss a pay recommendation prior to it being confirmed by the governing body. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made may also mitigate the need for the more formal stages two and three.

The order of proceedings is as follows:

Stage one: Informal discussion with the appraiser or School leader prior to confirmation of pay decision.

A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the appraiser or School leader before the recommendation is actioned and confirmation of the pay decision is made by the school.

Stage two: Formal representation to the person or governors' committee making the pay determination.

- If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made, he/ she may make representation to the person (or governors' committee) making the decision.
- To begin the process the teacher should submit a formal written statement to the person (or governors' committee) making the determination, setting down in writing the grounds of their disagreement with the pay recommendation within ten working days of notification of the decision.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions at a formal meeting with the person (or governors committee) who will make the pay determination. Following this meeting the person (or governor committee) will make a pay determination that will be communicated to the teacher in writing.

Stage three: Formal appeal hearing with an appeals panel of governors.

- Should the teacher not agree with the pay determination, the teacher may appeal the decision within ten working days of notification of the decision and have an appeal hearing before an appeals panel of governors.
- In the hearing before governors, both the teacher and management representative will have the opportunity to present their evidence and call witnesses; all parties will be able to question each other. The panel is permitted to ask exploratory questions.
- Having heard the Appeal the Panel must reach a decision, which it must relay, to the teacher in writing including their rationale for reaching the decision. The Appeal panel's decision is final and as set out in section 3 paragraph 7 of the STPCD 2025 there is no recourse to the general **staff grievance procedure**.

- The subsequent appeal should be heard by the Pay Appeals Committee, made up of at least 3 Governors, who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification and give the teacher the opportunity to make representations in person.

Note: For any formal hearing or appeal, the teacher is entitled to be accompanied by a union representative or colleague.

The above is a recommended Appeals process in line with the [“Managing Teachers and Leaders Pay” \(July 24\)](#).

21. Teachers’ Standards (Annex A)

The teacher’s standards are presented in this document as they underpin the appraisal process and the assessment process for assessing the Upper Pay Range.

Preamble: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - ✓ establish a safe and stimulating environment for pupils, rooted in mutual respect
 - ✓ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - ✓ Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - ✓ be accountable for pupils’ attainment, progress and outcomes
 - ✓ be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
 - ✓ guide pupils to reflect on the progress they have made and their emerging needs
 - ✓ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - ✓ Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - ✓ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
 - ✓ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - ✓ demonstrate an understanding of and take responsibility for promoting high standards of

literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- ✓ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- ✓ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons

- ✓ impart knowledge and develop understanding through effective use of lesson time
- ✓ promote a love of learning and children's intellectual curiosity
- ✓ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- ✓ reflect systematically on the effectiveness of lessons and approaches to teaching
- ✓ Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- ✓ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- ✓ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- ✓ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- ✓ Have a clear understanding of the needs of all pupils, including those with; special educational needs, those of high ability, those with English as an additional language, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- ✓ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- ✓ make use of formative and summative assessment to secure pupils' progress
- ✓ use relevant data to monitor progress, set targets, and plan subsequent lessons
- ✓ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- ✓ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- ✓ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using; praise, sanctions and rewards consistently and fairly
- ✓ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- ✓ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- ✓ make a positive contribution to the wider life and ethos of the school
- ✓ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- ✓ deploy support staff effectively
- ✓ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- ✓ Communicate effectively with parents with regard to pupils' achievements and well-being.

22. Sources of Information and Support

Appraisal

Appraisal arrangements in England from September 2012 (including DfE's optional model policy) [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2012/24/section/100)

Standards

The Teachers' Standards (which apply in England) and Practising Teacher Standards (which apply in Wales) can be found in Annex 1 of the STPCD 2025. More information is available at <https://www.gov.uk/government/publications/teachers-standards>

Advice on the Equalities Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Workforce planning

Guidance to support school leaders in deploying their staff effectively and efficiently

School workforce planning

Flexible working in schools

School staffing and employment

Reducing teacher workload

Workload Reduction Toolkit

Ways to reduce workload in your school(s) which includes tips in relation to help reduce workload in relation to performance management

'Making Data Work' report from the Workload Advisory Group

[Managing Teachers and Leaders Pay \(July 24\)](#)

Appendix 1: Upper Threshold Range Assessment: APPLICATION FORM

(For teachers eligible to progress to point 1 of the Upper Pay Scale from 1 September 2025)

Name: _____

TR Number: _____

I certify that I am eligible to apply for movement to the Upper Pay Scale with effect from 1 September 2025.

I understand that the decision on my progression will be based on my performance within the Threshold Standards taking into account my two most recent Performance Review and Staff Development (PRSD) review statements.

I have provided a summary of the evidence from my teaching practice below that I believe demonstrates how I have met the threshold standards. (Where evidence is available from PRSD review statements the information should be used to complete the relevant section in the application form).

Teacher signature: _____ Date: _____

I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.

Application form to be returned to the School leader no later than 31st October 2025.

APPLICATIONS RETURNED AFTER THIS DATE WILL NOT BE CONSIDERED.

Core values, understanding of the curriculum and professional knowledge.

School leader decision: met/ not met

Teaching and assessment of learning.

School leader decision: met/ not met

Contribution to raising standards through pupil achievement.

School leader decision: met/ not met

Effective professional development.

School leader decision: met/ not met

Appraisers should ensure that at the monitoring and mid-year review stages, appraisees are reminded of what is being judged and what evidence is being looked at/ considered to inform judgements.

Schools need to make adjustments to accommodate teacher absence, for example, as soon as a teacher returns from maternity or sick leave, it should be a matter of priority to ensure that objectives are set or adjusted. In addition, the school should be flexible about the evidence period. If the teacher has been in school 26 weeks in aggregate of a complete academic year, there should be time to ensure that there is a robust evidence base. If they have not been within the setting for 26 weeks then a judgement should be made based on the previous appraisal outcome.

Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision because of her maternity.

Schools should ensure that this policy incorporates any adjustments which can reasonably be made to give a teacher who is absent for disability related reasons, an equal opportunity to participate in appraisal and to access pay progression.

When a teacher returns to work following a disability related absence, the school must not refuse a pay increase that the teacher would have received, following appraisal, had he or she not been absent for a reason of disability, if the reason for the refusal is the teacher's disability or the refusal cannot be objectively justified.