



# Teachers' Policy

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*Shining Bright Together As One Family*

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## St. John's Christian Vision and Values

We have high aspirations and expectations for all our pupils, aiming to provide a safe and secure environment in which everyone can flourish and grow as God's children. Working together with parents and carers, we are building strong relationships, enabling us to 'Shine Bright Together as One Family.' This reflects our Christian vision and associated values, where every member of our school community – pupils, parents, staff and governors – has a role to play in ensuring every person thrives. Our vision is based on the words of Jesus written in Matthew chapter 5 verse 16:

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father who is in heaven.

The desire at St. John's is for every person to shine their own light brightly, whether it be through academic ability, sport, music, art or personal interest outside of school. Everyone is important and special: a unique masterpiece in the eyes of God.

We also feel it is important that we are never truly alone. At St. John's, we stand together with each other, supporting and helping, celebrating and comforting. We are one school, church and community family, doing life together.

The four key Christian values which are particularly important in the life of our school:

- Forgiveness
- Friendship
- Respect
- Perseverance

# Teacher Pay Policy

The School Teachers' Pay and Conditions Document (STPCD) requires schools and local authorities to have a pay policy which sets out the basis on which they determine teachers' pay, the date by which they will determine the teachers' annual pay review and the procedures for determining appeals.

Maintained schools and local authorities **must** stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection). All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

This policy sets out the framework for making decisions on teachers' pay and is reviewed annually. The implementation, review and operation of this policy will be the responsibility of the governing body of the school.

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Where the headteacher is the teacher concerned, any reference to the headteacher in this policy should be replaced with the chair of governors.

## 1. Aims of the policy

The main aims of this pay policy are to:

- Help maintain and improve the quality of education provided for pupils by maximising 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 decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned

## 2. Delegation

The governing body at this school has delegated responsibility for pay review decisions which is normally delegated to the pay review committee, who will make pay decisions on behalf of the governing body. This delegation of powers, the committee composition and terms of reference will be reviewed annually by the full governing body.

The pay review committee comprises of a minimum of three governors and does not include staff governors. The pay review committee must ensure all their decisions are in accordance with this policy and the committee procedures as set out in the relevant regulations.

Should there be any clarification required on whether a payment is allowable under the STPCD and pay policy, then governors must seek advice before committing to pay review decisions from the HR Advice and Support team.

Durham County Council recommends the removal of performance related pay in schools for leadership and main pay ranges in accordance with the STPCD.

## 3. Staffing structure

The staffing structure of the school, as agreed by the governing body, is set out in section 15.

Where the staffing structure of a school needs to be changed, resulting in significant changes to roles and responsibilities, e.g. a staffing restructure or changes to TLRs, the school should consult with affected staff and trade unions, after taking advice from the HR Advice and Support team. Any review will be in accordance with the school's Restructure Guidance and/or Staffing Reductions Guidance.

## 4. Pay ranges

### Teachers

In this school, teachers will be paid in accordance with the following pay ranges.

Main Pay Range	Salary (£)
M1	32,916
M2	34,823
M3	37,101
M4	39,556
M5	42,057
M6	45,352

Upper Pay Range	Salary (£)
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UPR 1	47,472
UPR 2	49,232
UPR 3	51,048

[If a school is currently paying half points, it is recommended that half points should be phased out and not applied to all new employees.]

Unqualified Teachers	Salary (£)
U1	22,601
U2	25,193
U3	27,785
U4	30,071
U5	32,667
U6	35,259

## Leadership

Leadership Range	Salary (£)
L1	51,773
L2	53,069
L3	54,394
L4	55,747
L5	57,137
L6	58,569
L7	60,145
L8	61,534
L9	63,070
L10	64,691
L11	66,368
L12	67,898
L13	69,596
L14	71,330
L15	73,105
L16	75,049
L17	76,772
L18*	77,924
L18	78,702

Leadership range	Salary (£)
L24*	90,255
L24	91,158
L25	93,424
L26	95,735
L27*	97,136
L27	98,106
L28	100,540
L29	103,030
L30	105,595
L31*	107,131
L31	108,202
L32	110,892
L33	113,646
L34	116,456
L35*	118,169
L35	119,350
L36	122,306
L37	125,345
L38	128,447

L19	80,655
L20	82,654
L21*	83,860
L21	84,699
L22	86,803
L23	88,951

L39*	130,274
L39	131,578
L40	134,860
L41	138,230
L42	141,693
L43	143,796

\*Pay points to be applied only to headteachers at the top of the school's headteacher group range in the academic year 2014/15, who have received no increment rise in any subsequent academic years. No-one should progress to these points from September 2016 onwards.

## Leading Practitioners

Schools may appoint Leading Practitioners within their staffing structures and their primary purpose is the modelling and leading improvement of teaching skills.

Leading Practitioner Range	Salary (£)
L1	52,026
L2	53,332
L3	54,663
L4	56,022
L5	57,418
L6	58,857
L7	60,443
L8	61,836
L9	63,381

Leading Practitioner Range	Salary (£)
L10	65,010
L11	66,695
L12	68,233
L13	69,937
L14	71,682
L15	73,465
L16	75,419
L17	77,150
L18	79,092

## 5. Pay reviews

### Annual pay reviews

The governing body will ensure that each teacher's salary is reviewed annually, with effect from 1 September, where the teacher has completed a year of employment since the previous annual pay determination. The STPCD defines a year of employment as at least twenty-six weeks employment in aggregate within the previous school year.

The pay review should take place no later than 31 October each year and 31 December for the headteacher. Automatic pay progression will be paid at the earliest opportunity and will be ratified at the pay review meeting.

Governors must ensure that headteachers have a robust performance management process in place, be able to evidence this and note automatic pay progression. Governors must be made aware if an employee is subject to formal capability processes whereby pay progression will not apply. However, this will be on an anonymised basis. At the pay review meeting, the headteacher will submit a written report, including details of pay progression, regarding salaries of all teaching

staff (with the exception of their own salary) for the academic year. Recommendations will be presented in relation to any UPR applications received or relating to any other payments or allowances. Performance management governors will inform the pay review committee of the pay progression of the headteacher. A template pay progression summary sheet is available on the school's portal.

The pay review committee must ensure that all proceedings and the reasons for any decision made are accurately recorded.

It will also ensure that, following any pay review, all teachers are given a written statement setting out their salary and any other financial benefits, including allowances and TLRs to which they are entitled. Template letters to inform staff of pay decisions are available on the school's portal. The outcomes of the pay review committee will be reported to Pay, Reward and Employment Services by the school using the Anycomms system. It is recognised that automatic changes can be actioned prior to the pay review committee date and subsequently ratified by governors.

## **Pay reviews at other times of the year**

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that may impact on an individual's pay. When a teacher makes a written request for their pay to be reviewed at other times of the year, e.g. due to a change in circumstances or job description which may impact upon a teacher's pay, the pay review committee will decide whether to hold this request until the annual pay review meeting or to convene an earlier meeting to consider the request.

Where a pay determination leads, or may lead, to the start of a period of safeguarding (see safeguarding section below), the required notification will be given to the teacher as soon as possible, and no later than one month after the date of determination.

## **Discussing pay recommendations with teachers**

To ensure that pay decisions are seen as transparent and fair, where a pay recommendation needs to be made, in respect of UPR applications or accelerated performance, by the headteacher, they should inform the teacher of the pay recommendation prior to this being presented to the pay review committee. Wherever possible teachers should also be given the opportunity to discuss this with the headteacher.

## **6. Pay progression**

Following their annual appraisal meeting, all teachers, including early careers teachers (ECTs) and school leaders, who have the required service in their post as detailed in section 5.1, will receive automatic pay progression each year, up to the maximum of their pay range, unless they have been subject to capability procedures. If a teacher has been subject to the school's capability policy at any point during the appraisal year, they will not be awarded pay progression.

For all teachers, except for those on the Upper Pay Range (UPR), this will be an annual increment of 1 pay point within their pay range up to the maximum of the range. Where schools have half points on the UPR range and detailed in their current pay policy, then it is recommended that they are removed for all new applications to the UPR range and 1 pay point within the pay range is applied every 2 years.

For UPR teachers this will be an increment of 1 pay point every 2 years up to the maximum of the range. Any appraisal years where a UPR teacher has been subject to capability procedures will be

excluded for the purposes of accruing the two years' service required to progress to the next point in the pay range.

Teachers and leadership posts may be eligible for an accelerated increment rise, if their performance has been assessed by the headteacher/appraiser as exceptional i.e. they exceed all their objectives, are assessed as fully meeting the Teachers' Standards, all of their teaching/leadership is assessed as exceeding school expectations, they show a strong commitment to the school, are prepared to go above and beyond normal expectations when necessary, act as an exemplar to others and show a commitment to improving their own performance and to continuing professional development.

The decision of whether to award accelerated increments will be made by the pay review committee and, where awarded, governors must be satisfied that there is robust evidence which clearly shows that the teacher's performance is exceptional in comparison with the performance of other teachers in the school. It is recommended that an appropriate accelerated increment rise should be a maximum increase of 2 pay points.

All teachers, including members of the leadership group, can expect to receive regular, constructive feedback on their performance 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.

Wherever possible we will minimise the impact on workload for all parties involved in the pay process.

## **7. Movement to the upper pay range (UPR)**

### **Application and evidence**

Any qualified teacher may apply to be paid on the UPR, and all applications should 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 UPR. Applications may be made, in writing, once a year and must be received by the headteacher by 31 October. Successful applications will be effective from 1 September of the same year.

If a teacher is simultaneously employed at another school(s), they may submit separate applications to be paid on the UPR of each school. This school will not be bound by any pay decision made by another school.

All applications should include the results and evidence from 2 most recent appraisal periods, including any recommendation on pay, together with a summary of evidence against the assessment criteria. Where such information is not applicable or available, a written statement and summary of evidence to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

Where a teacher has been on maternity leave or has had long term sickness absence, adjustments may be made to take account of these circumstances. This will be assessed on a case-by-case basis depending on the circumstances for the individual and the school, however it may include evidence of skills and performance being assessed over a different period of time.

## Assessment

An application from a qualified teacher will be successful where the pay review committee is satisfied that:

- The teacher is highly competent in all elements of the teachers' standards; and
- The teacher's achievements and contribution are substantial and sustained.

For the purposes of this pay policy:

- **Highly competent** means: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in their particular role and the context in which they are working, and their teaching practice is assessed as at or exceeding school expectations.
- **Substantial** means: the teacher's achievements and contribution to the school are critical and 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 that impacts on pupil progress and the effectiveness of other staff. They are a role model for teaching and learning, provide effective coaching and mentoring to other teachers and take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and develop other staff.
- **Sustained** means: maintained continuously over a period of at least 2 school years and able to demonstrate that their teaching expertise has grown over the relevant period.

The application will be assessed in accordance with the provisions of this policy. All applications will be assessed robustly, transparently and fairly in the first instance by the headteacher and/or line manager. The pay review committee will make the final determination, taking account of the headteacher and/or line manager recommendations, as well as any supporting evidence provided by the applicant or the school.

## Outcome

The assessment of UPR applications will be made by the pay review committee and the applicant will receive a response to their application within 10 school days of the committee's decision. Teachers must be informed of the outcome in writing and a template outcome letter is available on the school's portal.

Successful applicants will move to the UPR from 1 September and will commence at the lowest point of the pay range.

Progression to the next point within the UPR will be every 2 years unless the teacher is subject to capability procedures.

## 8. Appeals

### Pay appeal process

Teachers, including headteachers, have the right to raise a formal appeal against any pay determination if they believe that the pay review committee has:

- Incorrectly applied any provision of the STPCD or Pay Policy;

- Failed to have proper regard for statutory guidance;
- Failed to take proper account of relevant evidence;
- Taken account of irrelevant or inaccurate evidence;
- Been biased; or
- Unlawfully discriminated against the employee.

Where the pay review committee has made a pay determination which the teacher consider is unfair in accordance with the criteria identified above, they can submit a formal appeal which will be heard by the appeals committee of the school. To submit an appeal the teacher should complete the pay appeal form available on the school's portal within 10 school days of receiving the decision, detailing the reasons for their appeal, linking them to one or more of the grounds stated above.

The school should obtain advice from the HR Advice and Support team if a formal pay appeal is received and a HR representative should also be invited to the hearing. A clerk from Governor Services, or other notetaker, will also be present.

The employee has the right to be accompanied by either a trade union representative or work colleague, however, they must not be someone whose presence would prejudice the meeting or who has a conflict of interest. The employee must advise the person arranging the appeal who will be accompanying them before the date of the appeal hearing.

The procedure to be followed at the appeal hearing is available on the school's portal.

The decision of the appeals committee is final and concludes the process and there is no recourse to the school's grievance policy.

## **Appeal statement of case**

The presenting officer will be required to submit a statement of case and any relevant supporting documents prior to the appeal hearing. The statement of case should set out the background of the case and the reason why the original decision was made.

The presenting officer will usually be the chair of the committee who made the pay decision, unless there are exceptional reasons why they are unable to attend. If this is the case, they can nominate another member of the committee to present on their behalf. In addition, the headteacher, or person who made the pay recommendation, may also be required to attend the appeal, where appropriate, and they may jointly present the case with the chair of the committee.

The employee may also submit a statement setting out their basis of their appeal, including any supporting documents they wish to rely on during the hearing. All documentation should be provided to the person arranging the appeal at least 5 school days before the date of the appeal hearing. If an employee statement of case and/or supporting documents are not provided by the deadline there is a risk that the hearing may need to be adjourned, resulting in the delay to their appeal.

Any information submitted after this deadline will only be considered with the consent of the chair of the appeal committee. If additional information is permitted, both sides will be allowed appropriate time to consider the information. In some cases, the hearing may need to be postponed to allow sufficient time for attendees to consider the additional information.

The person arranging the appeal will collate the documentation associated with the original decision, the outcome letter and the statements of case and associated documentation provided

by both the employee and presenting officer/headteacher. This information will be circulated to all parties before the date of the hearing.

## 9. Allowances and other payments

The governing body may award an allowance to teaching staff who undertake specified additional duties. It is detailed in the sections below which groups of teaching staff the allowances can apply to. Please note allowances which are for classroom teachers exclude members of the leadership group and leading practitioners and therefore **cannot** be awarded for any such posts.

Teachers can be paid one allowance under any of the categories, or a combination of allowances, where applicable. If teachers are awarded a temporary payment or allowance, the dates during which it will be effective must be clearly stated and reviewed before the expiry date.

### Teaching and Learning Responsibility (TLR) payments

TLR payments can be awarded 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.

From 1st September 2025, the governing body may determine the value of any existing or new TLR1 and TLR2 payment, based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility. Where a part-time teacher is taking on the responsibilities associated with a TLR1 or TLR2, the governing body is no longer mandated to utilise the pro-rata principle when determining the value of the TLR1 or TLR2 payment. Equally, a part-time TLR may be awarded to a full-time teacher where the responsibilities are being shared with another teacher. For the avoidance of doubt, the governing body must act fairly and appropriately when determining the value of a TLR1 or TLR2 payment.

From 1st September 2026, it will become a requirement that the governing body must determine the value of all existing and new TLR1 and TLR2 payments based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility. The pro-rata principle does not apply to any TLR3 award.

Leadership posts, leading practitioners and unqualified teachers **cannot** be awarded a TLR payment.

### TLR1 and TLR2 payments

Before awarding a TLR, 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:

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

In addition, before awarding a TLR1, the governing body must be satisfied that the significant responsibility referred to above includes the management responsibility for a significant number of people.

TLRs must be awarded in the context of the school's staffing structure and the responsibilities for which the TLR is awarded should be clearly set out in a job description.

TLR1 and 2 are permanent allowances and can only be awarded on a temporary basis if one of the following applies:

- To cover for the absence of the substantive postholder e.g. maternity leave, long term absence, secondment;
- While the post is vacant, pending a permanent appointment being made.

Teachers receiving a TLR1 or TLR2 on a temporary basis or on a fixed term contract are not eligible to receive a safeguarded sum when the TLR ends unless the TLR is ended earlier than specified and their contract extends beyond the date the TLR ends.

The annual value of TLRs is as follows:

- TLR 1 – no less than £10,174 and no greater than £17,216;
- TLR 2 – no less than £3,527 and no greater than £8,611.

The governing body should determine the value of a TLR appropriate for the post, in accordance with job weight, with posts of equal weight allocated equal value. Any decision to make payments above the minimum level should be justifiable in relation to the level of responsibilities attached to the post. The following payments cover the full range of available TLR allowances usually paid within schools in County Durham.

TLR	Allowance (£)
TLR 1a	10,174
TLR 1b	12,516
TLR 1c	14,863
TLR 1d	17,216

TLR	Allowance (£)
TLR 2a	3,527
TLR 2b	5,869
TLR 2c	8,611

A teacher cannot hold a TLR1 and a TLR2 concurrently, however a teacher in receipt of either a TLR1 or 2 may also hold a concurrent TLR3.

In this school, a TLR3 payment will be made available to qualified classroom teachers who undertake a clearly time-limited school improvement project or a one off, externally driven responsibility. There should be a clearly identified need, and the project should fit within the remit of school development. The duties undertaken for a TLR3 will meet the following criteria:

- Focused on teaching and learning;
- Requires the exercise of a teacher's professional skills and judgement; and
- Has an impact on the educational progress of pupils, other than the teacher's assigned classes or groups of pupils.

The teacher must be informed, in writing, when a TLR3 is awarded, including the nature of the responsibilities, the end date of the temporary award or circumstances in which the award will end if occurring earlier than that date. Consecutive TLR3s for the same responsibility should not be awarded, unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic. TLR3s are not subject to safeguarding.

The annual value of any TLR3 will be between £702 to £3,478 per annum. The level of payment will be based on the complexity and duration of the school improvement project, and this should be clear when the TLR role is advertised. Where a part time teacher is awarded a TLR 3 the value should not be amended to reflect the part time hours of the individual in receipt of the award.

In addition, where the period is less than a full school year, the value will be determined proportionately to the annual value.

## Special Educational Needs (SEN) allowances

Qualified classroom teachers are eligible to receive a SEN allowance of no less than £2,787 and no more than £5,497 per annum, in accordance with the following:

- In any SEN posts that require a mandatory SEN qualification and involve teaching pupils with SEN;
- Works in a special school;
- Teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a Local Authority unit or service;
- Any non-designated setting (including any pupil referral unit) that is similar to a designated special class or unit, where the post:
  - Involves a substantial element of working directly with children with SEN;
  - Requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
  - Has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

Leadership posts, leading practitioners and unqualified teachers cannot be awarded a SEN allowance.

Where a SEN allowance is to be paid, the governing body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post;
- The qualification or expertise of the teacher relevant to the post; and
- The relative demands of the post.

Where an allowance is paid SEN responsibilities should be clearly specified in individual teachers' job descriptions.

The following payments cover the range of available SEN allowances usually paid within schools in County Durham:

SEN	Allowance (£)
SEN 1	2,787
SEN 2	5,497

## Allowance payable to unqualified teachers

An unqualified teacher additional allowance may be payable as considered appropriate by the governing body where, in the context of the staffing structure and pay policy, it is considered that the teacher has:

- Taken on a sustained additional responsibility which:
  - Is focused on teaching and learning; and
  - Requires the exercise of a teacher's professional skills and judgement; or
- Qualifications and experience which bring added value to the role being undertaken.

## **Acting allowances**

Where a teacher is assigned and carries out the duties of a headteacher, deputy headteacher or assistant headteacher and no acting appointment has been made, the governing body must consider whether to pay an acting allowance. This determination must be made within 4 weeks of the teacher being given and carrying out those duties. If the initial decision is not to pay an allowance and the teacher continues to carry out the duties, the governing body can revisit their decision at any time.

If it is determined that an acting allowance will be paid this will normally be the difference between the teacher's current total salary and the bottom pay point on the pay range of the higher-level post. This will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post. The teacher may be paid from the day they took up the duties or a later date.

## **Additional payments**

The governing body may make additional payments to a qualified classroom teacher, other than a headteacher, in respect of:

- Continuing professional development undertaken outside of 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 headteacher \*;
- 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.

\* Outside of the school day means outside of the 1265 hours of directed time (pro rata for part-time teachers).

## **Staff working for other bodies during the normal working day**

Any income derived from external sources for the work of a school employee should be regarded as income to the school e.g. teachers carrying out work on behalf of another body i.e. LA, Ofsted, another school, etc.

## **Residential allowances**

Residential allowances for teachers in residential special schools will be paid in accordance with the Joint Negotiating Committee for Teachers in Residential Establishments (JNCTRE) agreement.

## **Honoraria payments**

The governing body will not pay 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 payments in any circumstances.

## **10. Headteachers**

If governors are considering making any additional payments to the headteacher, or to review the leadership pay range (LPR) of the headteacher, they must obtain advice from the HR Advice and Support team before any decisions are made.

### **Temporary payments**

Any additional payment to the headteacher must be for clearly temporary responsibilities or duties, which are in addition to the post for which their salary has been determined. The governing body must not have already taken the responsibilities into account when determining the headteacher's pay range.

The total sum of the temporary payments in any school year must not exceed 25% of the annual headteacher's salary. In addition, the total sum of the salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except as set out in paragraph 10.4 of the STPCD.

Any payments exceeding 25% can only be paid in wholly exceptional circumstances; the governing body must seek external independent advice before providing such agreement and support its decision with a business case.

### **Responsibility for more than one school**

Where a permanent arrangement is put in place e.g. federation with a single governing body, the headteacher's salary should be based on the total number of pupil units across all schools, giving a group size for the federation. The governing body should then determine the headteacher's pay range and appropriate starting point in that range, according to paragraph 9 of the STPCD, after obtaining advice from the HR Advice and Support team.

Where the change is temporary e.g. a headteacher taking on acting headteacher at another school for a fixed period, a temporary additional payment can be awarded by the substantive school and a variation of contract issued. This will specify that the headteacher, in addition to their substantive post, will be employed by an additional school(s) for a fixed period, after which they will return to their substantive post. Governors should obtain advice from their school Leadership Advisor, including in relation to variation of contract documentation. Under the Collaboration Regulations, each governing body may arrange for a joint committee, made up of governors from all schools involved, to be established to oversee the headteacher's pay and performance management arrangements and other relevant staffing issues.

The governing body may also wish to consider the remuneration of other teachers who are taking on additional responsibilities, as a result of the headteacher's shared role. An increase in remuneration should only be agreed where the post (not the teacher) accrues extra responsibilities as a result of the headteacher's enlarged role and should not be automatic. The additional responsibilities and their duration should be recorded. Advice should be obtained from HR Advice and Support team prior to making any temporary additional payments.

## **11. Recruitment and retention incentives**

### **Headteachers, deputy headteachers and assistant headteachers**

Headteachers, deputy headteachers and assistant headteachers may not be awarded payments other than the reimbursement of reasonably incurred housing or relocation costs. All other

recruitment and retention considerations in relation to a member of the leadership group (including non-monetary benefits) must be taken into account when determining the pay range.

## **Classroom teachers**

Where the school is experiencing particular recruitment and retention problems, the governing body may feel that payments, or the provision of other benefits, are necessary to recruit or retain staff. These incentives are temporary and will be subject to regular formal review. The governing body must make clear at the outset, the expected duration of any such incentives and benefits and the review date after which they may be withdrawn, and written notification must be provided to the employee.

It is recommended that the governing body seek external independent advice prior to awarding such payments and that they produce a business case on which to base decisions.

## **12. Pay determination on appointment**

### **Teachers**

The governing body will determine the pay range for a teacher vacancy and reserves the right to set a maximum starting salary for teacher posts prior to advertising. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

In reaching their decision, the governing body 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.

A teacher will not automatically be paid at the same rate they were being paid in their previous school.

### **Leading Practitioners**

The governing body will select an appropriate pay range from the Leading Practitioner pay range set out below. They may determine that different posts within the same school are paid on different pay ranges in accordance with the responsibilities of their job descriptions.

The governing body must ensure that there is appropriate scope within each individual pay range to allow for progress over time.

Leading Practitioners are not eligible for Special Educational Needs (SEN) allowances or for Teaching and Learning Responsibility (TLR) payments.

### **Leadership posts**

The governing body will follow a 3 stage process for new appointments to the post of headteacher or a post in the wider leadership team:

1. Defining the role and determining the headteacher group
2. Setting the indicative pay range
3. Deciding the starting salary and individual pay range

## Headteacher groups

The governing body must contact the HR Advice and Support team who will calculate the headteacher group in accordance with the requirements in the STPCD and will advise governors accordingly. Governors will determine an appropriate salary range for the headteacher.

Headteacher Group	Points	Salary range (£)
1	L6 – L18	58,569 – 77,924
2	L8 – L21	61,534 – 83,860
3	L11 – L24	66,368 – 90,255
4	L14 – L27	71,330 – 97,136
5	L18 – L31	78,702 – 107,131
6	L21 – L35	84,699 – 118,169
7	L24 – L39	91,158 – 130,274
8	L28 – L43	100,540 – 143,796

## Leadership pay ranges

When determining the leadership pay, 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 relevant considerations.

The decision will take account of the pay of other leadership group and UPR teachers in the school to ensure that appropriate differentials are maintained. Only in exceptional circumstances will the headteacher pay range overlap with any other leadership pay range.

A new headteacher, or member of the leadership group, will normally be appointed to the first point on the agreed pay range, but may be appointed to a higher point if circumstances make this appropriate. However, the governing body must ensure that there is scope within the range to allow for progress over time i.e. headteachers cannot be put onto the top of the range at appointment.

For other leadership posts (excluding the headteacher), the governing body will consider how the particular role fits within the wider leadership structure of the school when setting a pay range.

They will ensure that this process is carried out in a fair and transparent manner and will ensure that all decisions and the reasons for them, are well documented at each stage.

If governors are considering increasing the leadership pay range (LPR) of the headteacher, they must obtain advice from the HR Advice and Support team.

In this school, the Leadership pay ranges are as follows:

Headteacher group	[ENTER INFO]
Headteacher range	[ENTER INFO]
Deputy Headteacher range	[ENTER INFO]

## 13. Safeguarding

The governing body will fulfil its statutory obligation to the safeguarding of pay in accordance with the current provisions of the STPCD.

Safeguarding will apply when a teacher loses a post as a result of the discontinuation of, alternation to, or reorganisation of a school or educational establishment/service e.g. removal or reduction of a TLR1/TLR2, SEN or unqualified teacher allowance or a reduction of the pay range of leadership posts.

The governing body will notify a teacher, in writing, within 1 month of making a decision that leads to a safeguarded sum being payable. This will explain the reason for the decision, the effective date, the value of the teacher's pre-safeguarded salary and allowances, the safeguarded sum payable and when this will end.

The governing body will review the duties of any teacher who is entitled to safeguarded sums that exceed £500 and allocate appropriate additional responsibilities commensurate with the safeguarded sum for the period of the safeguarding. The governing body will ensure that appropriate notice is issued of any new responsibilities that are being given to the teacher. All such additional responsibilities will be kept under review until the safeguarding period ends, when a decision will be taken about the future allocation of those responsibilities.

Where a teacher unreasonably refuses to carry out additional responsibilities, which are commensurate with the safeguarded amount, then the safeguarded pay may be removed subject to at least 1 months' notice being given.

## 14. General principles

### Part time teachers

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 proportion of time a part time teacher works is calculated against the school's timetabled teacher week (STTW). The 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 and assemblies.

The STTW of a full-time classroom teacher is used as the figure for calculating the percentage of the STTW for a part time teacher at the school. The same percentage will be applied to the proportion of directed time required of a part time teacher.

Where an allowance is paid to a teacher, the same percentage of the full-time allowance will be payable to a part time teacher.

The value of TLR1 and TLR2 must be determined based on the proportion of the full-time equivalent responsibility that the teacher undertakes rather than their contracted hours. The pro-rata principle also does not apply to TLR3 payments.

Any additional hours worked, by agreement, above a teacher's part time contractual hours will be paid at the same hourly rate or time off in lieu. A part time teacher may be requested (but not required) to voluntarily work on a day or part of a day they do not normally work.

## **Short notice/supply teachers**

Teachers employed on a day to day or other short notice basis will be paid on a daily rate calculated on the assumption that a full working year consists of 195 days per school year. Periods of employment for less than a day should be calculated pro-rata.

## **Working days**

A teacher employed full-time must be available for work for 195 days in the school year, of which:

- a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
- b) 5 days must be days on which the teacher may only be required to perform other duties.

This does not apply to teachers paid on the leadership pay range or leading practitioners pay range.

## **Specified working time**

A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher for 1265 hours for the school year (pro rata for part time staff). These hours will be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

In addition, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

## **Unpaid leave for teachers**

In accordance with the Conditions of Service for Teachers in England and Wales (Burgundy Book), where authorised or unauthorised unpaid leave occurs, deductions from salary will be calculated at a daily or part daily rate based on a day's salary being 1/365<sup>th</sup> of a year for each day of the period of absence.

## **Confidentiality**

The pay process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and governing body to quality assure the operation and effectiveness of the pay policy. Every step should be taken to ensure anonymity of staff concerned in the use of such data.

## **Equality and consistency of treatment**

The governing body is committed to ensuring consistency of treatment and fairness in all pay decisions. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers.

The governing body is aware of the guidance on the Equality Act issued by the Department for Education (DfE) and will ensure that pay decisions do not discriminate on grounds of any protected characteristics, including disability or pregnancy/maternity status.

## **Definitions**

Unless otherwise indicated, all references to 'teacher' include the headteacher and all references to 'governing body' include committees or individuals e.g. chair of governors, who have been given delegated responsibility by the governing body. All references to 'classroom teacher' exclude leadership posts.

## **Monitoring and evaluation**

The governing body will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers, to assess the policy's effect and the school's continued compliance with equalities legislation.

It is recommended that the outcomes of the pay review meeting are recorded and reported, taking account of the profile/protected characteristics (as detailed in the Equality Act 2010) of those who are and those who are not granted pay progression and any other additional allowances or temporary payments.

## **Retention**

The governing body and headteacher will ensure that all pay determination records are retained and stored in a secure place, in line with the school's retention policy.



This policy has been developed by the HR Advice and Support team, based on current legislation and best practice. If you would like any advice on the application of this policy, please do not hesitate to contact the team:

<b>Telephone</b>	03000 266688
<b>Email</b>	hradvice@durham.gov.uk

**Further support can be accessed by contacting (subject to SLA buy in):**

<b>Pay, Reward and Employment Services</b>	<a href="mailto:pesschools@durham.gov.uk">pesschools@durham.gov.uk</a>
<b>Education Durham Governor Support</b>	<a href="mailto:EDGS.Administration@durham.gov.uk">EDGS.Administration@durham.gov.uk</a>
<b>Occupational Health</b>	<a href="mailto:occhealthadmin@durham.gov.uk">occhealthadmin@durham.gov.uk</a>
<b>Health and Safety</b>	<a href="mailto:hsteam@durham.gov.uk">hsteam@durham.gov.uk</a>
<b>Employee Assistance Programme</b>	<a href="https://wisdom.healthassured.org/login">https://wisdom.healthassured.org/login</a> DCC Employer Code: MHA042951 0800 028 0199

<b>Author</b>	<b>Version</b>	<b>Last review</b>	<b>Next review</b>
GT	V7	October 2025	September 2026

The school complies with all relevant statutory obligations. The school privacy notice provides more specific information on data collected and how it is handled, a copy of which can be accessed from the school. For more information please contact the school directly.

If you have any concerns about how your data is handled, please contact either the school Data Protection Officer (details available from the school office), or the Information Commissioner's Office.