



Hartismere Family of Schools

PAY POLICY

Introductory statement

This document has been adopted in connection with Suffolk Local Authority, whose model pay policies the Governors and Trustees of the Hartismere Family of Schools committed to following prior to the conversion of Hartismere School to Academy Status. This connected approach was based on Union Consultation and partnership with the DfE with whom the School worked very closely as the equal first Academy in England and the first in Suffolk. Although this policy remains closely connected to the current model policy of Suffolk Local Authority it takes account of provisions now outlined in the Academy Trust Handbook and the financial position of schools in response to significant real terms reductions in Government funding for schools.

Background information to the 2025-26 policy

Teaching staff

This Pay Policy has been written in accordance with the recommendations made by the School Teachers' Review Body (the STRB) in July 2025.

The STRB has recommended for 2025/36:

From 1 September 2025, a 4% increase will be applied to all pay and allowance ranges and advisory points. All pay uplifts will be back dated to 1 September 2025.

Application of national pay awards for teaching staff for 2025-26 have been based on STRB's recommendations and the Burgundy Book.

Support staff

This Pay Policy has been written in accordance with the recommendations made by the National Joint Council (NJC), agreed in July 2025.

The NJC has recommended for 2025/26:

An increase of 3.2% to be back dated to 1 April 2025, and the removal of point 2 on the pay scale with effect from 1 April 2026.

For 2025/26 the national pay awards for school support staff will be backdated to April 2025, as recommended by the National Joint Council. Going forwards, pay awards for support staff will continue to be implemented as recommended by the National Joint Council and in line with Suffolk County Council's policies.

Hartismere Family of Schools PAY POLICY FOR ACADEMIC YEAR 2025/26

Trustees of Hartismere Family of Schools adopted this policy in December 2025.

POLICY FOR ALL STAFF

1. STATEMENT OF INTENT

The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to “...conduct the school with a view to promoting high standards of educational achievement at the school.” The pay policy is intended to support that statutory duty.

The Trustees of the Hartismere Family of Schools will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

This policy applies to all Hartismere Family of Schools staff. Where different arrangements apply to different groups of staff by virtue of their terms and conditions of employment, this is clearly stated.

For all staff, pay progression will be clearly attributable to the individual’s performance and the Chief Executive Officer and Trustees will be able to objectively justify their decisions.

2. EQUALITIES LEGISLATION

Trustees will comply with relevant equalities legislation, including the following legislation, as amended:

- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002 •
The Agency Workers Regulations 2010

Trustees will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

See ‘governing body obligations’ in relation to monitoring the impact of this policy.

3. EQUALITIES AND PERFORMANCE RELATED PAY

Trustees will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, eg, an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual employee's circumstances and the school's circumstances.

4. JOB DESCRIPTIONS

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

5. ACCESS TO RECORDS

The Headteachers will ensure reasonable access for individual members of staff to their own employment records.

6. APPRAISAL

Assessment will be based on evidence from a range of sources including progress records and records of observations of teaching and feedback analyses. Although the school will establish a firm evidence base in relation to the performance of all employees, there is a responsibility on the individual and their appraiser to work together. Employees should gather any evidence that they deem is appropriate in relation to their objectives and other relevant criteria (e.g. the Teachers' Standards and criteria to be paid on Upper Pay Range), so that such evidence can be considered at the performance review.

Appraisal objectives will become more challenging as staff progress up their pay range/grade.

Where not already directly responsible for objective setting and pay recommendations, the Headteachers will moderate these to ensure consistency and fairness.

7. GOVERNING BODY OBLIGATIONS

Trustees will fulfil its obligations to:

- Teachers: as set out in the School Teachers' Pay and Conditions Document ('the Document') and the Conditions of Service for School Teachers in England and Wales (known as the 'Burgundy Book'). Trustees will also comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers;
- Support staff: as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book), as they apply to schools and where not already amended as described in this policy or the school's appraisal policy.

Trustees will consider any updated policies to ensure that the appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions are properly documented and can be objectively justified. It will at all times assure itself that public money is being used effectively and with propriety, as necessary, seeking appropriate independent advice and complying with audit requirements.

Trustees will ensure that it makes funds available to support pay decisions, in accordance with this pay policy (see paragraph 13. Procedures) and the Trust's spending plans.

Trustees will monitor the outcomes of pay decisions, including the extent to which different groups of staff may progress at different rates, ensuring the school's continued compliance with equalities legislation.

8. CHIEF EXECUTIVE OFFICER OBLIGATIONS

The Chief Executive Officer will:

- Develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- Submit any updated pay policies to Trustees for approval;
- Ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- Ensure that all staff are informed about decisions reached and that records are kept of recommendations and decisions made.

9. EMPLOYEE OBLIGATIONS

Employees will:

- Engage with appraisal - this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- Keep records of their objectives and review them throughout the appraisal process;
- Share any evidence they consider relevant with their appraiser;
- Under normal circumstances ensure they have, as a minimum, an annual review of their performance.

10. DIFFERENTIALS

The need to create or maintain appropriate differentials between posts within the school will be considered, recognising: accountability and job weight; Trustees' need to recruit, retain and motivate sufficient employees of the required quality at all levels; and the more recent removal from the Document of prescribed differentials between leadership posts.

11. DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

12. SAFEGUARDING OF PAY

Where a pay determination leads or may lead to the start of a period of safeguarding, Trustees will comply with the relevant provisions of the Document or support staff terms and conditions of employment and will give the required notification as soon as possible and no later than one month after the determination.

13. PROCEDURES

Trustees will determine the annual pay budget on the recommendation of the Chief Executive Officer.

Trustees have delegated its pay powers to the Chief Executive Officer with the exception of the pay awards for the Chief Executive Officer. Any person employed to work at the school, other than the head, must withdraw from a meeting at which the pay or appraisal of any other employee of the school is under consideration. Headteachers must withdraw from that part of the meeting where the subject of consideration is their own pay. The same principal applies to the Chief Executive Officer. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

14. ANNUAL DETERMINATION OF PAY

All staff salaries will be reviewed annually to take effect, where headroom is available, from:

1 September for all teaching staff, including the Chief Executive Officer, headteachers, deputy head(s), assistant head(s) and support staff.

Trustees will ensure that the Chief Executive Officer's annual pay review is complete by 30 November, and that the annual pay reviews for all other staff are completed by the end of the autumn term. They will however, complete the process without undue delay.

Annual pay progression is not automatic. It will only be considered where staff have met the expectations described in this policy and the school's approach to appraisal and will be subject to the maximums of the employee's relevant pay range/grade/grade mid-point and Trustees' annual decision-making processes.

Pay progression will not be considered during any probationary period. Normal appraisal and pay review arrangements will apply following the successful completion of any probationary period and, for support staff, subject to the "11-month rule" described in this policy.

15. ABSENCE AND/OR PARTIAL ACHIEVEMENT OF OBJECTIVES

Where any member of staff has been absent for some or all of the appraisal period, for example, as a result of long-term sickness absence or maternity/adoption/shared parental leave, the assessment in relation to pay progression will be based on performance during any period of attendance and/or prior performance.

In exceptional circumstances, for example, where objectives have not been fully met due to factors entirely outside the control of the reviewee, the reviewer may apply discretion in recommending pay progression. Such discretion will normally only be applied where:

- For teachers: competency in all elements of the Teachers' Standards and 'good' teaching overall have been demonstrated, as described below

- For support staff: the standard of work generally has been of a high level.

16. NOTIFICATION OF PAY DETERMINATIONS

Decisions will be communicated to each member of staff by the Headteacher at the earliest reasonable opportunity. Decisions on the pay of the Chief Executive Officer will be communicated by the Chief Executive Officer Performance Committee. An instruction to amend pay from the relevant date will be issued as soon as practicable after the pay decision has been made.

In accordance with the Document, pay statements given to teachers, as part of the regular review process or when other pay decisions are taken, will state all remuneration, including any allowances, any payments or other financial benefits for recruitment and retention purposes, any safeguarded sums and any fixed term arrangements, as well as where a copy of the school's pay policy and staffing structure can be inspected.

17. PART-TIME EMPLOYEES

Trustees, Headteachers and governing bodies will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator. For teaching staff, this will include Trustees applying the provisions of the Document in relation to part-time teachers' pay and working time.

18. SALARY SACRIFICE ARRANGEMENTS

Trustees operates salary sacrifice schemes in relation to [Childcare Vouchers/Cycle to Work/other arrangements]. The Child Care Voucher scheme is only available to staff who joined the scheme on or before 4 October 2018, the scheme is closed to new applicants in line with Government guidance. Staff choosing to participate in these schemes will have their gross pay reduced according to the terms of the scheme for the duration of their participation.

19. APPEALS PROCEDURE

The appeals procedure in relation to pay decisions for all staff is set out in Appendix 1 of this policy.

The following sections of the policy cover further pay arrangements as they apply to, firstly, Support Staff and, secondly, Teaching Staff.

PAY ARRANGEMENTS SPECIFIC TO SUPPORT STAFF

20. SUPPORT STAFF PAY

20.1 Salary on appointment

The Chief Executive Officer will act with Trustees to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance.

20.2 Serving support staff

Where performance has been assessed as exceptional, Trustees may apply discretion and award enhanced progression of an additional point, where there is scope for this within the relevant part of the pay grade.

To ensure that an employee who is new in post is able to benefit from, where available, incremental progression when performance supports this, the school will ensure forward objectives are set as soon as possible upon completion of any probationary period and that an appraisal review is completed within four to six months of this. Provided that this is done, an increment will be paid from the first day of eleventh month after the employee's start date. This is referred to elsewhere as the "eleven month rule". After that, the employee will fit into the normal appraisal review cycle.

The eleven-month rule will be applied to pay progression following promotion or the re-grading of an employee's post.

20.3 Acting-up Payments and Honoraria

Trustees may determine to make an acting-up payment or an honorarium.

An acting-up payment may be appropriate where an employee takes on the full duties of a more senior post for a substantial period (usually four weeks or more) in the absence of the post-holder or where there is a vacancy pending recruitment to a vacant post. Where an acting-up payment is agreed, the employee will receive a salary which is not less than the minimum point of the salary for the "acting-up" post, and at least one incremental point higher than their substantive salary.

An honorarium may be appropriate where an employee takes on additional duties of a higher paid post for a temporary period (for whatever reason), but not the full duties. Where an honorarium payment is agreed, the school will estimate the proportion of the

duties at the higher level which the employee has undertaken, the period over which the duties have been undertaken and calculate a payment. Honoraria will normally be paid as a lump sum retrospectively.

20.4 Support Staff Holiday Pay Calculations

Please refer to Support Staff Terms and Conditions Document regarding Holiday Pay Calculations.

20.5 Additional or Second Job

Any employee having a second or additional job has a duty to inform their employer of this and the employee needs to be aware this may result in tax and / or pension implications.

20.6 Apprentices

The trust must ensure that it abides by the Government guidance for minimum pay for Apprentices, however it is at the trusts' discretion if they wish to pay above the minimum.

The relevant link is attached below,

[Employing an apprentice: Pay and conditions for apprentices - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/employing-an-apprentice-pay-and-conditions-for-apprentices)

PAY ARRANGEMENTS SPECIFIC TO TEACHING STAFF

Pay decisions relating to performance in the 2024-25 academic year will be made in accordance with the school's Pay and Appraisal Policies for 2024-25. The following paragraphs set out the arrangements for appointments or determinations made on or after 1 September 2024 and for pay decisions relating to performance throughout the 2024-25 academic year.

There are normally two elements to the teachers' pay review:

- Cost of living percentage increase - generally referred to as 'uplift'
- Pay progression between scales – generally referred to as 'incremental award', this would always be dependent upon performance.

21. PAY RANGE FOR LEADERSHIP POSTS

Leadership Group Pay Range 2025 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	51,773	61,554	55,881,	53,198
Maximum	143,796	153,490	147,866	145,218

Trustees have determined that the pay points set out in this policy will apply to all leadership posts within the trust, subject to the individual Leadership Pay Range determined for each post.

School Leadership post holders will be paid in accordance with the pay ranges for school leaders. In any determination or re-determination of leadership pay, the pay range for the Headteacher will start no lower than the minimum of the relevant Headteacher Group and the pay range for any Deputy or Assistant Headteacher will start no lower than the Leadership Minimum.

Wider leadership posts will need to meet the basic criterion of 'leadership responsibilities across the whole school' to be paid on the leadership pay ranges.

Trustees may seek independent advice and/or benchmarking data, as appropriate, when determining leadership pay.

Trustees will record the rationale for leadership pay determinations and the reasons for any re-determination of pay.

In terms of the national pay award, the Trust will apply what is known as Option 3 in terms of Suffolk Local Authority's approach. This means that 'good performance' is required for uplift on anything other than the minimum pay range or allowance.

Trustees may exercise discretion to pay a higher salary in accordance with paragraph 9 of Section 2 of the STPCD, i.e. in those circumstances under which the relevant body determines that a higher payment than normal may be warranted and this may be deployed in order to account for Leadership posts operating across more than one school within the Trust.

Headteacher, Deputy Headteacher or Assistant Headteacher - Pay on appointment, or following a significant change in responsibilities, or following an associated review of leadership pay.

In accordance with the document, the CEO and Local Governing Body will determine leadership pay on appointment and may re-determine leadership pay following any significant change in responsibilities. They may also determine that it is necessary to review the pay of all leadership posts to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014, or with pay arrangements for members of the leadership group whose responsibilities have significantly changed after that date.

The CEO will assign the school to a Headteacher Group (see Appendix 3) by reference to the school's total unit score, calculated in accordance with the Document, before a Leadership Pay Range is determined for the post.

When determining the Leadership Pay Range, the CEO and Local Governing Body will take into account:

- All the permanent responsibilities of the role, including any permanent responsibility as the headteacher of more than one school
- Any challenges that are specific to the role
- All other relevant considerations, for example, any recruitment and retention difficulties, the requirement for a fixed-term appointment or candidate specific factors, including how well the appointee meets the requirements of the post and how much room is appropriate for progression for the individual.

The CEO and Local Governing Body may also determine to use its discretion to set the leadership pay range up to 25% above the Headteacher Group. In exceptional circumstances and where supported by a business case and having sought external independent advice, the CEO and Local Governing Body may agree to award above the 25% limit.

Trustees have delegated the task of appointing a Headteacher, Deputy Headteacher or Assistant Headteacher to the Chief Executive Officer alongside the Local Governing Body. When determining the Leadership Pay Range to advertise, it may be decided it is necessary to advertise an extended pay range to ensure that a good pool of potential candidates is attracted. The information will make clear to applicants that a narrower Leadership Pay Range will be offered to the successful candidate, having considered candidate specific factors.

21.1 Serving Headteachers, Deputy Headteachers and Assistant Headteachers

Trustees have delegated the task of reviewing the pay of the Headteachers to the Chief Executive Officer, and of the Deputy Headteachers and Assistant Headteachers to the Headteacher annually, in accordance with this policy and the STPCD, having regard to the most recent appraisal report and the recommendation on pay that it contains. A one point progression will be awarded where there has been a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. A two point progression award may be considered where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression.

All pay decisions (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the postholder. Reviewers will be able to justify such decisions.

The Chief Executive Officer may re-determine the pay range for serving Headteachers, Deputy Headteachers or Assistant Headteachers in accordance with the above arrangements and the STPCD, as at 1 September or at any time if he/she considers it is necessary to reflect a significant change in the responsibilities of the post.

The Chief Executive Officer may also choose to review the pay of all of its leadership posts under the arrangements within the Document if he/she determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2014.

21.2 Temporary Payments to the Chief Executive or to Headteachers

Only in very rare and exceptional circumstances can an additional Temporary Payment be considered in accordance with the provisions of the STPCD. A temporary payment will

only be considered for additional Headteacher responsibilities that are undertaken on a temporary basis, and which have not already been taken account of when setting base pay. The governing body must be able to fully, objectively justify the rationale for any such payments, taking into account any financial impacts to the school budget. No additional payment will be considered for local collaboration as this forms part of the role of all Headteachers. Further details can be sourced in STPCD Part 2 Section 10.

In wholly exceptional circumstances, Trustees will consider using its discretion to exceed the normal limits on temporary payments and the sum of total salary for the CEO, and the CEO may do so in respect of temporary payments for Headteachers, as set out in the Document. However, before agreeing to do so, in both sets of circumstances, external independent advice will be sought.

The CEO may appoint a headteacher on a fixed-term contract where it determines that the circumstances of the school require it. In establishing such a contract the relevant body will consider how reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case.

22. ACTING ALLOWANCES

Trustees may determine to pay an acting allowance in accordance with the STPCD to any teacher who is assigned and carries out the duties of head, deputy head or assistant head. Please see STPCD Part 4 Section 23 for full details.

23. OTHER TEACHERS

23.1 Pay on appointment (Unqualified, Main, Upper and Leading Practitioner pay ranges)

The Chief Executive Officer will determine the starting salary of any teaching post on the Unqualified, Main, Upper and Leading Practitioner pay ranges other than his or her own salary having regard to:

- The requirements of the post;
- Any specialist knowledge required for the post;
- The experience required to undertake the specific duties of the post;
- 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; consideration may be given to the above factors to determine the starting salary.

23.2 Supply Teachers

Supply teachers are not required to meet the criteria of teachers on the upper pay scale and therefore should be paid up to a maximum of a rate equivalent to MP6 only. The rate of pay for a supply teacher will be negotiated on appointment depending on qualifications and experience.

23.3 Teachers Employed on a Short Notice Basis

Teachers who work on a day-to-day or other short notice basis will have their pay determined in accordance with the STPCD Part 6 Section 42.

23.4 NQT and Early Career Teachers (ECT)

Since September 2021, Early Career Teachers (ECT's) have required a two-year induction period, (ECT has replaced the term NQT). It is the responsibility of each school to have its own ECT Induction policy. Government guidance states that "during their two year induction, there will be no adverse impact upon ECT's pay or career progression opportunities. ECT's will still be able to progress on the pay scale as current arrangements allow both during and after induction".

Therefore, ECT's will be placed on MP1 at the beginning of their induction and move up the Main Pay scale accordingly.

Our procedures for assessing early career teachers' performance and progress comply with the DfE's statutory guidance on Induction for Early Career Teachers (England).

23.5 Tutoring and TLR3

Main pay range teachers and upper pay range teachers can be awarded a fixed-term TLR3 to deliver school-led tutoring. Further details on TLRs can be found in Paragraph 28. This award would be pensionable in the TPS.

24. PAY PROGRESSION FOR EXISTING MAIN PAY RANGE TEACHERS

Main Pay Range 2025 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	32,916	40,317	37,870	34,398
Maximum	45,352	52,300	50,474	46,839

To move up the main pay range, one annual point at a time, teachers will need to have met their objectives, shown that they are competent in all elements of the Teachers' Standards and teaching should be 'good' overall (based on successful appraisal and meeting all professional Teachers' Standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208682/Teachers_Standards_2013.pdf)

If the evidence shows that a teacher has performed exceptionally, including overall teaching being consistently outstanding, Trustees will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of one additional point.

Judgements will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- An increasing positive impact on pupil progress;
- An increasing impact on wider outcomes for pupils;
- Improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning;
- An increasing contribution to the work of the school;
- An increasing impact on the effectiveness of staff and colleagues.

25. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

Any qualified teacher can apply to be paid on the Upper Pay Range. However, in order to be able to demonstrate that they meet the assessment criteria set out in the Document (see below), particularly around the teacher's achievements and contribution to the school being substantial and sustained, it is likely that applications will be submitted by teachers with a number of years of classroom teaching experience, typically a minimum of three years and often significantly more. It is the responsibility of the teacher to decide whether or not they wish/when to apply to be paid on the Upper Pay Range.

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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

Applications will normally include the results of the two most recent appraisals in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those newer to teaching or returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

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 a sound base of significant and relevant evidence to support their application. It is the individual's responsibility to collect, collate and present the evidence for consideration in support of their application. Those teachers who are not subject to Teachers' induction procedures, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.

25.1 Process:

One application may be submitted annually. The closing date for applications is normally 30th August each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity/adoption/shared parental leave or who are currently on sick leave. The process for applications is:

The teacher must complete the school's application form:

- The teacher should submit the application form and supporting evidence to the Headteacher by the cut-off date of 30th August;
- The teacher will receive notification of the name of the assessor for their application within 5 working days;

- The assessor will assess the application, which will include a recommendation to the Headteacher;
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The teacher will receive written notification of the outcome of their application. 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 which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application/request for feedback. 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 following the application
- Unsuccessful applicants can appeal the decision.

25.2 Assessment:

All teachers on Upper Pay Range (UPR) will be:

- Highly competent in all elements of the Teachers' Standards; and
- Their achievements and contribution to the school will be substantial and sustained.

The following table provides an overview of what post threshold teachers should aspire to at each pay level and to achieve the next level:

UPR 1	UPR 2	UPR 3
Accepted professional	Established professional	Senior and leading professional
Consistently good teaching and developing outstanding professional practice	Over a sustained period: Consistently good teaching and increasingly outstanding	Consistently good teaching and regularly outstanding teaching and professional

<p>Will regularly support activities Will create, Will lead activities activities</p> <p>Most pupils will make good progress Some pupils will progress Over a</p> <p>many pupils will exceed</p> <p>Will take an enthusiastic enthusiastic and progress proactive role in school</p> <p>Will take an enthusiastic Performance Management Management objectives met each year good practice within own members Challenging</p>	<p>professional practice develop and lead</p> <p>exceed good sustained period,</p> <p>good and proactive role in the</p> <p>and</p> <p>objectives met each year proactive role within the school and with wider Demonstrate Will demonstrate and model Performance classes for other</p>	<p>practice</p> <p>school Will take an</p> <p>Performance and model stakeholders good practice for other members</p>
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<p>of staff of staff and and practice which has Contribute to the improved professional development excellence and/or lead on Contribute to the effective development of providing across the and mentoring, the school advice and feedback demonstrating effective professional the development of</p> <p>Evaluate and develop the through coaching and by contributing to Evaluate schemes of work and advice</p> <p>developing resources taking the lead on resources Outstanding teaching</p> <p>Evaluate and develop the taking the lead on schemes</p>	<p>contribute to policy each year teaching and learning</p> <p>of across the school Will coach the colleagues through professional development of colleagues practice which will school through teaching and</p> <p>practice especially with those profession and providing colleagues feedback enabling</p> <p>improve their teaching</p> <p>mentoring, planning and and develop the planning and delivery of the</p> <p>curriculum across the school, schemes of teachers to Good</p> <p>planning and delivery of the</p>	<p>Management objectives met</p> <p>and mentor staff to coaching and mentoring, policy and demonstrating improve practice and learning across coaching</p> <p>new to Contribute to the advice and teachers to</p> <p>practice. across the school</p> <p>delivery of the curriculum demonstrating effective practice, and providing</p> <p>and feedback; moving or work and developing</p> <p>of work and developing resources, including cross- curricular themes</p>
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26. PAY PROGRESSION FOR EXISTING UPPER PAY RANGE TEACHERS

Upper Pay Range 2025 – Annual Salary

	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
	£	£	£	£
Minimum	47,472	57,632	52,219	48,913
Maximum	51,048	62,496	56,154	52,490

Unlike main pay range teachers, to move up the UPR scale, one point biennially, upper pay range teachers will need to have had two successful performance reviews in which they have met their objectives, maintained the essential criteria, 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, as defined above (and teaching should be overall 'good' (based on successful appraisal and meeting all professional Teachers' Standards) and increasingly 'outstanding'.

Where it is clear from the evidence that the teacher's performance has been exceptional in relation to the above criteria, teaching is consistently outstanding and the teacher has exceeded some or all of their objectives, the Headteacher may use his/her flexibility to decide on enhanced progression from the minimum to the maximum of Upper Pay Range.

Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Headteacher will be able to justify their decision.

27. LEADING PRACTITIONER ROLES

Leading Practitioner Pay Range 2025 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	52,026	61,858	56,154	53,460
Maximum	79,092	88,930	83,223	80,528

The Chief Executive Officer or relevant Headteacher will take account of this policy when determining the role and pay range (including pay points) of any [future] leading practitioner role in this school. Additional duties will be set out in the job description of any leading practitioner and will include:

- A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- The modelling and leading improvement of teaching skills within school;
- Improving the effectiveness of staff and colleagues, within school and other settings as appropriate, defined by the Headteacher.

The Headteacher will agree appraisal objectives for any leading practitioner.

To move up the agreed leading practitioner pay range, one annual point at a time, as detailed in STPCD Part 3, Paragraph 16, the most recent appraisal should show that the leading practitioner:

- Has met their objectives;
- Is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- Has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;

- Is highly competent in all aspects of the Teachers' Standards;
- Has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

“Highly competent” and “substantial” are defined in the section entitled, “Applications to be paid on the Upper Pay Range”.

Where it is clear from the evidence that the teacher's performance is exceptional, the Headteacher may award enhanced pay progression of one additional point.

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

27. PAY ON APPOINTMENT AND PROGRESSION FOR UNQUALIFIED TEACHERS

Unqualified Teacher Pay Range 2025 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	22,601	28,343	26,789	24,066
Maximum	35,259	40,994	39,450	36,718

Headteachers will pay any unqualified teacher in accordance with this policy and the STPCD. The Headteacher will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Headteacher will also consider whether it wishes to pay an additional allowance, in accordance with the provisions of the STPCD.

To move up the main pay range, one annual point at a time, unqualified teachers will need to have met their objectives and demonstrated:

- An improvement in teaching skills;
- An increasing positive impact on pupil progress;
- An increasing impact on wider outcomes for pupils;

- Improvements in specific elements of practice identified to the teacher;
- An increasing contribution to the work of the school;
- An increasing impact on the effectiveness of staff and colleagues.

If the evidence shows that an unqualified teacher has achieved exceptional performance, the Headteacher may use his/her discretion to award enhanced pay progression of one additional point.

Information on sources of evidence is contained within the school's appraisal policy.

28. TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS

Headteachers may award a TLR to a classroom teacher in accordance with this policy and the STPCD. A TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning.

As per STPCD Part 6 Paragraph 41 "the salary and any allowances except for TLR3's of a Part-Time teacher should be determined in accordance with the Pro-Rata Principle". It is therefore **recommended** that an award is made based on a full time equivalent (FTE) and then pro rata'd based on the amount of hours (proportion of FTE) required for the job role that attracts the allowance.

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 criteria and factors set out in the STPCD.

The Headteacher may award a TLR3 of between £702 to £3,344 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in, and taking into account the criteria set out in the STPCD. The Headteacher will set out in writing to the teacher the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3. In accordance with the STPCD, the Headteacher will not award consecutive TLR3 payments for the same responsibility.

The school may award a TLR3 to staff who are planning, preparing, coordinating and/or delivering coronavirus catch-up tutoring. This is when tutoring is taking place during the school day, but outside of normal directed hours.

Proposed changes to the School Teachers Pay and Conditions Document for 2025/26 clarify that TLR payment amounts have increased by 4%.

29. SPECIAL NEEDS ALLOWANCE

The Headteacher will award an SEN spot value allowance (FTE) on a range of between £2,787 and £5,497 to any classroom teacher who meets the criteria as set out in the STPCD, where responsibilities are not separately recognised through payment on the leadership pay spine or through a TLR or other allowance.

When deciding on the amount of the allowance to be paid, the Headteacher 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.

As per STPCD Part 6 Paragraph 41 "the salary and any allowances except for TLR3's of a Part-Time teacher should be determined in accordance with the Pro-Rata Principle". It is therefore recommended that an award is made based on a full time equivalent (FTE) and then pro rata'd based on the amount of hours (proportion of FTE) required for the job role that attracts the allowance.

30. ADDITIONAL PAYMENTS

The Chief Executive Officer may make payments as seen fit to a teacher in respect of:

- 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 or, in the case of the Headteacher, between the Headteacher and Trustees;
- Participation in out-of-school hours CPD agreed between the teacher and the Headteacher;
- Additional responsibilities and activities due to, or in respect of, the provisions of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

31. RECRUITMENT AND RETENTION INCENTIVE BENEFITS

Trustees can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive for the Chief Executive. The Chief Executive may make similar decisions in respect to teaching staff.

In the case of the Headteacher, Deputy Headteachers and Assistant Headteachers, such payments will be limited to reasonably incurred housing/relocation costs where pay has

been set under the STPCD (and has already been taken account of when determining base pay).

32. HONORARIA

The Chief Executive will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

33. APPLICATION OF NATIONAL PAY FRAMEWORK UPLIFT TO SALARIES AND ALLOWANCES – SEPTEMBER 2025

From September 2025, application of national pay awards for school support staff will be backdated to the previous April, where this has been recommended by the National Joint Council.

Application of national pay awards for teaching staff for 2025/26 have been based on STRB's recommendations and the Burgundy Book.

33. ADDITIONAL OR SECOND JOB

Any employee having a second or additional job has a duty to inform their employer of this and the employee needs to be aware this may result in tax and/or pension implications.

34. CHIEF EXECUTIVE PAY – 2025/26

Chief Executive Pay Awards have been made with a view to the level of responsibility of the Chief Executive Officer, the geography, level of challenge, e.g. in relation to those schools within the Trust which have been in special measures or be situated in areas of designated special challenge e.g. coastal areas. This policy is mindful, therefore, that three of the four schools within the Trust during the 2025/26 Academic year are in a coastal area.

Such pay is linked to performance and guidance is sought from an independent advisor at two points in each Academic year in relation to the performance of the Chief Executive Officer. Such performance takes account of Ofsted gradings achieved or maintained, pupil progress and attainment and the quality of curriculum, teaching and learning and leadership exercised by the Chief Executive Officer.

Chief Executive Pay is fully and openly debated within the Trust. At the moment, in the case of this Trust, the CEO also has a role as Executive Headmaster at Hartismere School and Executive Headmaster at Benjamin Britten Music Academy.

A document outlining the recommended considerations to be borne in mind in setting Chief Executive Pay Awards will be presented for consideration by all Trustees at a meeting of the Full Board to ensure complete transparency around such pay awards. The Chief Executive Officer is at liberty to refuse to accept any pay increase awarded or to defer such duly awarded increases.

APPENDICES

APPENDIX 1 - APPEALS PROCEDURE

Introduction

The employee will be informed of the decision at their annual appraisal meeting or in the case of UPR application, after assessment of the rating of their performance and the pay recommendation. As highlighted earlier, it is a requirement that for a UPR application to be successful a minimum of two successful performance review periods immediately prior to the UPR application must have been achieved.

If your application for UPR is unsuccessful you have the right to appeal the decision. The appeal process is as follows;

1. You must submit an appeal in writing to the Chair of the Governing body within 10 school working days of the written decision of the unsuccessful application.
2. You must clearly state the reason(s) for appeal.
3. Your appeal will be heard within 20 school working days after the date on which the written appeal was received.
4. The appeal panel will consist of three governors who have not previously been involved in the pay determination process and are not employees of the school. The recommendation provider and the decision maker will be required to attend the meeting.
5. The chair of the appeal committee will invite the employee to set out their case. Both the recommendation provider and decision maker will be asked to provide the rationale behind the original decision and the procedures observed in reaching their decision.
6. Following the appeal panel meeting you will be informed in writing of the outcome of the appeal.
7. The decision of the appeal committee is final.

Employees have a statutory right to be accompanied at a Formal Pay Appeal hearing by a companion who may be either a work colleague or a trade union representative.

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

APPENDIX 2 – ANNUAL PAY RANGES FOR SCHOOL LEADERS SEPTEMBER 2025

Headteacher group	England (excluding the London Area) £
1 – (L 6 – L18)	58,569 – 78,702
2 – (L 8 – L21)	61,534 – 84,699
3 – (L11 – L24)	66,368 – 91,158
4 – (L14 – L27)	71,330 – 98,106
5 – (L18 – L31)	78,702 – 108,202
6 – (L21 – L35)	84,699 – 119,350
7 – (L24 – L39)	91,158 – 131,578
8 – (L28 – L43)	100,540 – 143,796

Senior Leadership Pay Range September 2025

Spine Point	England (excluding the London Area) £
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	78,702
L19	80,655
L20	82,654
L21	84,699

L22	86,803
L23	88,951
L24	91,158
L25	93,424
L26	95,735
L27	98,106
L28	100,540
L29	103,030
L30	105,595
L31	108,202
L32	110,892
L33	113,646
L34	116,456
L35	119,350
L36	122,306
L37	125,345
L38	128,447
L39	131,578
L40	134,860
L41	138,230
L42	141,693
L43	143,796

APPENDIX 3- PAY RATES

Unqualified Teacher Pay Range September 2025

Spine Point	England (excluding the London Area) £
U1 Minimum	22,601
U2	25,193
U3	27,785
U4	30,071
U5	32,667
U6 Maximum	35,259

Main Pay Range and Upper Pay Range September 2025

Spine Point	England (excluding the London Area) £
M1 Minimum	32,916
M2	34,823
M3	37,101
M4	39,556
M5	42,057
M6 Maximum	45,352
U1 Minimum	47,472
U2	49,232
U3 Maximum	51,048

Leading Practitioner Pay Range September 2025

For those appointed as Lead Practitioner *before* September 2022

Spine Point	England (excluding the London Area) £
1 Minimum	52,026
2	54,452
3	57,174
4	59,898
5	62,620
6	65,342

7	68,065
8	70,788
9	73,512
10 Maximum	79,092

For those appointed as Lead Practitioner *after* September 2022

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

Support Staff Pay Scales September 2025 (Full Time Equivalents)

SCP	01/04/2025 3.2%	Grades		Hourly Rate
1	-	Grade 1	Grade 2	-
2	24,414			12.65
3	24,796			12.85
4	25,185	Grade 3		13.05
5	25,583			13.26
6	25,989			13.47
7	26,402			13.68
8	26,824			13.90
9	28,142		Grade 4	14.59
10	28,598			14.82
11	29,540			15.31
12	30,024			15.56
13	31,022	Grade 5		16.08
14	32,061			16.62
15	33,699			17.47
16	34,435			17.85
17	35,412			18.36
18	36,361			18.85
19	37,280			19.32
20	38,219			19.81
21	39,152			20.29
22	40,777		Grade 6	21.14
23	41,502			21.51
24	42,620			22.09
25	43,724	Grade 7		22.66
26	44,837			23.24
27	47,054			24.39
28	48,163			24.96
29	49,264			25.54
30	50,375			26.11
31	51,484			26.69
32	52,585			27.26
33	53,788			27.88
34	54,999			28.51
35	56,235			29.15

36	58,688		Grade 8	30.42
37	59,925			31.06
38	61,155			31.70
39	62,383			32.33
40	63,612			32.97
41	64,831			33.60
42	66,068			34.24
43	67,302			34.88
44	69,072			35.80
45	71,634	Grade 9		37.13
46	73,308			38.00
47	75,073			38.91
48	76,883			39.85
49	78,733			40.81
50	80,636			41.80
51	82,579			42.80
52	84,575			43.84
53	86,625			44.90
54	88,715			45.98
55	90,862			47.10

The trust has adopted Suffolk County Council's Single Status agreement, which contains the detail of the pay and grading system, and the means by which posts are allocated to grades within the system.