



Teachers Pay Policy

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Reviewed by: Finance & Resources Committee	
Linked Policies: Finance Policy	

When monitoring and reviewing we ensure compliance with the school's Equality Policy.

Our Christian vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for all.

Contents

1. Purpose	3
2. Pay Decisions	3
3. Pay reviews and written statements.....	4
4. School pay structure	4
5. Leadership posts	4
6. TLR Posts	5
7. SEN allowances.....	6
8. Other payments to teachers.....	6
9. Pay determination on appointment	7
11. Evidence of level of performance – leadership group	9
12. Evidence of level of performance – other teachers	9
13. Movement to the upper pay range	11
14. Part-time teachers.....	11
15. Short notice supply teachers.....	11
16. Dealing with grievances arising from application of this policy.....	11
17. Monitoring the policy	12
Appendix 1 – Procedure for applications to be paid on the upper pay range.....	14
1. Key Principles	14
2. Procedure for applications	14
3. Minimum criteria and evidence requirements:	15
4. Criteria for assessment	15
Appendix 2 – Pay reference points for classroom teachers at the school from 1 st September 2024	16
Appendix 3 – Pay reference points for Unqualified Teachers at the school from 1 st September 2024	16
Appendix 4 – Pay ranges for Leadership group.....	16

1. Purpose

The purpose of this policy is to set the framework for determining the pay of teachers employed in the school.

The policy has been developed to comply with current legislation, including that relating to equality, and the requirements of the School Teachers' Pay and Conditions Document (STPCD). It has been the subject of consultation with staff and recognised trade unions in the school.

The Governing Body intends that this policy will support the school's aims in promoting high standards of educational achievement by:

- Supporting the recruitment and retention of a high quality teaching workforce
- Enabling the school to recognise and reward teachers appropriately for their contribution to the school
- Helping to ensure that decisions on pay are managed in a fair, just and transparent way.

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time. This includes arrangements for safeguarding of salaries.

2. Pay Decisions

All decisions on teachers' pay will be made within the terms of this policy. In making such decisions, the governing body will act with integrity, confidentiality, objectivity and honesty, and will be open about decisions made and actions taken.

The Finance and Resources Committee will receive a report from the headteacher, when setting the school's budget, which sets out recommendations on the financial provision that should be included to provide for teachers' pay progression each year.

Pay on appointment

2.1.1 Decisions with respect to the pay of teachers on appointment, other than the headteacher and deputy headteacher(s), are delegated to the headteacher in consultation with any governors on the selection panel. We suggest the panel take into consideration the teachers current salary as part of salary negotiations

2.3.2 Decisions with respect to the pay of the headteacher and deputy headteacher(s) on appointment are delegated to the Selection Committee formed to carry out the recruitment and selection process.

Pay progression

2.1.2 Annual decisions with respect to the pay progression of teachers (including the headteacher and deputy headteacher(s)) are delegated to the Pay Committee of the governing body.

2.4.2 The Finance and Resources Committee will have regard to the recommendations of the appraisers and the headteacher and senior leadership team in making these decisions.

3. **Pay reviews and written statements**

The governing body will ensure that each teacher's salary is reviewed annually, with effect from 1st September, and no later than 31st October (31st December for the headteacher) each year, and that all teachers are given a written statement setting out the salary to which they are entitled. The written statement will be issued to teachers by the headteacher on behalf of the governing body, and by the chair of governors in the case of the headteacher.

A review of salary may take place at other times in the year to reflect any changes in circumstances or job description that leads to a change in the basis for calculating a teacher's pay. A written statement will be given after any review and will give information about the basis on which it was made.

Where a pay determination leads to the start of a period of salary safeguarding, the headteacher (on behalf of the governing body) will give the required notification as soon as possible, and no later than one month after the date of the determination.

4. **School pay structure**

The national pay award from September 2025 has resulted in a 4% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range to achieve a minimum starting salary of £32,916.00.

Classroom teachers: This school will use the advisory pay points published in the STPCD 2025 / reference points within the unqualified, main and upper pay ranges. The school will also use additional points halfway between the reference points. Thus, the governing body will have a potential 11 points on the main pay range and 5 points on the upper pay range on which to pay its classroom teachers, and 11 points for unqualified teachers.

5. **Leadership posts**

The individual pay ranges for the posts of headteacher, assistant headteacher will be drawn from the leadership pay range, and will take account of:

- The headteacher group of the school
- The duties and responsibilities of the post
- The level of skills, qualifications and experience required
- The complexity and challenge of the role
- The particular context of the school
- Any recruitment or retention difficulties

The school headteacher group is 1. The governing body has determined an individual pay range for the post of headteacher as follows;

- Leadership range - £59167 - £70293 – spine points L8-L15

The governing body has determined that the school staffing structure may include 1 post of assistant headteacher, paid on individual pay ranges as follows:

- leadership range - £51027 - £56316 – spine points L2 – L6

6. TLR Posts

Teaching and Learning Responsibility payments are awarded to the holders of classroom teaching posts which the governing body has identified as a permanent part of the management structure of the school. They are awarded 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 responsible and accountable.

The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder.

TLR1 and TLR2 payments will be made where the responsibility of the post meets the definition as set out in paragraphs 20 and 47 to 54 of the STPCD 2025. Before awarding any TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

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

A teacher may not hold a TLR1 and a TLR2 concurrently, although a teacher may hold a TLR 1 or a TLR2 and a TLR3 concurrently.

In addition, before awarding a TLR1, the relevant body must be satisfied that that sustained, additional responsibility referred to in Section 6.1 above includes the line management responsibility for a significant number of people.

With effect from September 2025 schools may determine the value of TLR1 and TLR2 payments based on the proportion of the full-time equivalent responsibility undertaken, rather than strictly pro-rata by contracted hours.

The values of the TLRs to be awarded in this school are set out below:

The annual value of a TLR2 is between £3,527 and £8,611. TLR2s will be awarded to the following values:

- £3,527 to the post holder of Senior Teacher. This may be a shared role across part-time staff and therefore two members of staff may receive a pro-rata TLR payment.

The annual value of a TLR1 is between £10,174 and £17,216. No TLR1s will be awarded at our school.

A TLR3 is a fixed-term award which may be made to a classroom teacher for clearly time-limited schools improvement projects, or one-off externally driven responsibilities. A TLR3 must also be aligned to points a), b) and d) in Section 6.3 above. A TLR3 may also be awarded to a teacher who is undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day.

A TLR3 may be made between £702 and £3,478 The duration must be established before the award is agreed, and it cannot be renewed or paid again for the same project or responsibility, unless the responsibility relates to tutoring as in Section 6.9 above.

7. SEN allowances

The governing body will award a SEN allowance to any classroom teacher whose post meets the definition set out in paragraph 21 of the STPCD 2025. In this school the governing body has determined that an allowance of £2,787 is payable to teachers meeting this definition.

8. Other payments to teachers

The school may make a payment to teachers who undertake voluntary continuing professional development (CPD) outside the school day, and will be entitled to an additional payment based on an hourly rate calculated on the 1265 hours, or the appropriate proportion of the 1265 hours for part-time teachers. The calculation will be $1/1265 \times$ full-time equivalent salary for full-time teachers for the 2025 school year; this will be pro-rated appropriately for part-time teachers.

Teachers who undertake voluntarily school-based initial teacher training activities, that are part of the ordinary running of the school, will be entitled to a payment agreed by the Governing Body.

Teachers who agree to provide learning activities outside of the normal school hours on a voluntary basis, and whose salary range does not take account of such activity, will be entitled to a payment on an hourly rate on the top of the main teaching range. The calculation used will be 1265 hours, or the appropriate proportion of the 1265 hours for part-time teachers.

Teachers who agree to take on additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards in one or more additional schools, may be paid an additional allowance. The amount of the payment will be determined on a case by case basis.

Where the headteacher takes on additional temporary responsibilities or duties over and above those for which the salary for the post has been determined (e.g. temporary appointment as headteacher of one or more additional schools), an additional payment of up to 25% of annual salary may be made. The amount of the payment will be determined on a case by case basis.

The governing body will consider making additional payments to teachers where it considers this necessary as an incentive for the recruitment of new teachers and/or the retention of existing teachers. Any such payment will be reviewed annually (in

September each year) or at a different interval as determined by the governing body and it will be made clear at the outset, in writing, that the benefit may be withdrawn as a result of such a review.

Where appropriate, additional payments will be made to recognise additional responsibilities due to acting up arrangements. These will be paid in accordance with paragraph 23 of the STPCD 2025.

No recruitment/retention payment may be made to leadership group postholders except as reimbursement of reasonably incurred housing or relocation costs.

9. Pay determination on appointment

The governing body will determine the pay range (and allowances where appropriate) for a vacancy prior to advertising it. The headteacher will provide advice to the governing body on appropriate pay for all posts other than that of headteacher.

Classroom teaching posts – The governing body may advertise all classroom teaching posts with a potential starting salary that includes the main and upper pay ranges. However, it may choose to restrict the starting salary in the advertisement to either the main pay range or the upper pay range because of the experience and/or skills demanded by the type of post, or because of the budget available.

9.2.1 The governing body will determine, for each post, what level (if any) of Teaching and Learning Responsibility and/or Special Educational Needs allowances are applicable, and whether or not to offer additional allowances for recruitment and retention.

9.2.2 The successful candidate for a post will be appointed on a salary within the minimum and maximum of the relevant pay range. In determining the starting salary, the governing body will take into account the skills, qualifications and experience of the teacher.

9.2.3 Classroom teachers who were previously paid on the upper pay range, or employed as Advanced Skills Teachers or in Leadership posts, may be appointed on a salary within the upper pay range or the main pay range. All others will be appointed on a salary within the main pay range.

9.2.4 There is no assumption that a teacher will be paid the same rate as they were being paid in a previous school.

9.2.5 Teachers will be informed in writing of the actual starting salary when they are offered the post.

9.2.6 The headteacher will determine the pay of a short notice supply teacher engaged directly by the school in accordance with the criteria set out above.

Other teaching posts - The governing body will advertise the post of headteacher with the individual pay range determined in accordance with the paragraph 9 of the STPCD 2025 taking account of the headteacher group, all the permanent responsibilities of the post, any challenges specific to the role, and all other relevant considerations. A fresh determination of the individual headteacher pay range will be made every time there is a need to advertise the post.

9.3.1 The governing body will advertise the post of assistant headteacher with the individual pay range drawn from within the leadership range.

9.3.2 The governing body will determine, for each teaching post, whether or not to offer additional allowances for recruitment and retention. Any decision to do so will take account of market information.

10. **Pay progression**

The Department of Education and the updated STPCD 2025 has confirmed that performance related pay is no longer mandatory. It will be a decision made by the individual school/governing board. It is for the school to stipulate within their pay policy whether they wish to continue with performance related pay, or move to automatic pay increments (unless a teacher is within a formal capability process). This must be clearly defined within their pay policy.

In this school all teachers 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 and helps enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

10.1 Performance Related Pay requirements have been removed therefore all teachers (who are not following a formal capability procedure) will receive automatic pay increase each year, in line with the pay progression outlined in this policy

10.8 A report to governors will include enough information for the committee to be able to make a confident decision to approve the recommended pay decisions (confirming if a Teacher is on a Formal Capability procedure), based on advice from the headteacher (and the senior leadership team). It will not include names of individual teachers, nor information on individual objectives or appraisal outcomes for teachers. It may contain this information in anonymised form. The Finance and Resources Committee will agree with the headteacher the format and content of the report.

The Finance and Resources Committee will confirm final decisions about the pay recommendations in the report. It will have regard to the information in the report and the advice from the senior leadership team. The committee will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

11. In the case of the headteacher, the Headteacher Performance Management Panel is responsible for both the appraisal of the headteacher and for making a determination about any pay increase to be awarded on the basis of his or her performance.

The Finance and Resources Committee will clearly minute decisions about pay progression and the reasons for them.

11. Evidence of level of performance – leadership group

The headteacher and assistant headteacher must demonstrate sustained high quality of performance, having regard to the most recent appraisal, before any pay increase will be awarded.

In reaching a decision about the level of performance demonstrated by the headteacher, the governing body will take account of the advice of the external adviser appointed to support the appraisal of the headteacher.

In reaching a decision about the level of performance of the deputy headteacher and assistant headteacher, evidence for performance will be drawn from a range of different sources, as appropriate. The governing body will take account of the advice of the headteacher and his/her recommendation as appraiser.

Account will be taken, as part of the appraisal process, of any published national standards for teachers and headteachers.

The governing body may decide to award a teacher on the leadership range either no increase or an increase of their determination or up to two 'reference' points (including half points) on the leadership range (subject to the maximum of the individual pay range for the post not being exceeded).

The level of pay award will be clearly attributable to the performance of the individual in post.

12. Evidence of level of performance – other teachers

Evidence for appraisals should be relevant and clearly rooted in the appraisal process ([Managing Teachers' and Leaders' Pay - July 2024](#))

In this school, judgements about performance will be made against;

- Appraisal objectives set at the start of the annual appraisal cycle
- The Teachers' Standards
- Any other relevant published standards for teachers
- The teacher's job description (where there are additional responsibilities)
- Impact on pupil/student progress and on wider outcomes for pupils/students
- Wider contribution to the work of the school

Evidence for assessment for all teachers will be proportionate and may be drawn from:

- Teaching observations carried out during the appraisal cycle (at least two; one may be external)
- Review of pupil/student work during the appraisal cycle
- Pupil/student progress data; usually robust end of year internal data or results from external test/exam results
- Self-assessment
- Other – as agreed between appraiser and appraisee

Evidence for assessment of teachers with management responsibilities will be proportionate and may, in addition, be drawn from:

- Review of departmental/subject management practices
- Staff development activities and their impact
- Pupil/student achievement in specific areas across the school/department
- Observation of leadership and management activities, such as minutes/observation of team meetings
- Other – as agreed between appraiser and appraisee

The rate of progression will be differentiated according to an individual's performance. Teachers will be eligible for a pay increase as follows:

One point for good performance which is defined as meeting all the Teachers Standards (DfE, 2012) appropriate to the role and career stage, making at least good progress towards agreed appraisal objectives, demonstrating effective teaching practice, with evidence (including observations, work scrutiny, and assessment information) that pupils make expected progress over time, making a positive contribution to the wider life of the school, aligns with the expectations of the Ofsted Education Inspection Framework 2024 around quality of education and professional behaviours : Where the teacher has management responsibilities he/she must be judged to be discharging these effectively.

Two points for exceptional performance, defined as consistently exceeding the Teachers Standards demonstrating sustained and substantial contribution to the school, achieving the majority of appraisal objectives in full, with clear evidence of significant impact on pupil outcomes and/or school improvement, demonstrating highly effective teaching that leads to sustained, above-expected pupil progress, in line with Ofsted's descriptors for highly effective practice, taking on a wider role, such as leading initiatives, supporting colleagues, or contributing to curriculum and pastoral development, evidenced through appraisal, observations, data, and contributions to whole-school priorities points if they exceed all their objectives, are assessed as fully meeting all the relevant standards and lessons are consistently of very high quality. They should act as an exemplar to others and show a commitment to improving their own performance and to continuing professional development. There should be evidence of a significant contribution the wider work of the school and, where the teacher has management responsibilities, he/she must be judged to be discharging these very effectively.

Subject to good performance, teachers should be able to progress to the top of the main pay range within five years

(Implementing your schools approach to pay 2023)

A teacher who has made very good progress on, but not quite achieved, a very challenging objective may have performed better and made a more significant contribution than a teacher who has met, in full, a less stretching objective. When making pay recommendations appraisers and the headteacher will take account of this and moderate their recommendations accordingly.

The school will monitor and analyse pay progression to ensure that those with protected characteristics are not being disadvantaged.

13. **Movement to the upper pay range**

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with the school's procedure for upper pay range applications (see Appendix 1). It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications will be considered once each year, by 30th November. Successful applicants will be placed on the minimum of the upper pay range with effect from 1st September in the year in which they apply.

An application from a qualified teacher will be successful where the governing body is satisfied that:

- The teacher is highly competent in all elements of the Teachers' Standards and any other relevant published standards; and
- The teacher's achievements and contribution to an education setting or settings are substantial and sustained.

The criteria used for assessment of applications, in this school, are set out in Appendix 1.

14. **Part-time teachers**

Teachers employed on part-time contracts of employment will be provided by the headteacher (on behalf of the governing body) with a written statement detailing their working time obligations and the mechanism used to determine their pay. Pay and working hours will be determined in accordance with the STPCD and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

15. **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. Periods of employment for less than a day will be calculated pro-rata.

16. **Dealing with grievances arising from application of this policy**

A teacher may seek a review of any determination in relation to his pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his pay. This may include where the teacher believes that the person or committee making the decision has:

- Incorrectly applied the school's pay policy;
- Incorrectly applied any provision of the STPCD;
- Failed to have proper regard to statutory guidance;
- Failed to take proper account of relevant evidence;
- Taken account of irrelevant or inaccurate evidence;
- Been biased; or
- Unlawfully discriminated against the teacher.

The process for dealing with pay grievances in this school will be as follows;

The teacher will receive confirmation from the appraiser of the pay recommendation, or from the headteacher of the result of an application to be paid on the Upper Pay Range, at or soon after the appraisal meeting (or closing date for applications). Teachers will be notified of pay recommendations at least fifteen working days before the Finance and Resources Committee at which formal pay determinations will be made. The notification will include information on the process for dealing with pay grievances as set out below.

If the teacher is not satisfied, they should seek to resolve this by discussing the matter informally with the appraiser or headteacher who took the decision. This discussion should happen as soon as possible, and well before the recommendation is considered by the Finance and Resources Committee.

Where this is not possible, or where the teacher continues to be dissatisfied, they may follow a formal process to request a review of the decision.

The teacher should set down in writing the grounds for not agreeing with the pay decision and send it to the chair of the Finance and resources Committee as soon as possible and preferably at least five working days before the date of the formal committee meeting at which pay decisions will be made.

The Finance and Resources Committee will provide the teacher with the opportunity to attend and make representations at the meeting. The teacher will be able to present evidence, call witnesses and ask questions, and may be accompanied by a trade union representative or work colleague if they wish. The Finance and Resources Committee will then make a pay determination and the employee will be informed in writing of the decision and the right to appeal against it.

If the teacher does not agree with the determination of the Finance and Resources Committee, they may appeal against the decision by writing to the clerk to the governors within ten working days of the written confirmation of the decision, giving the grounds for appeal.

Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days' of the receipt of the written appeal notification. The teacher will be able to present evidence, call witnesses and ask questions, and may be accompanied by a trade union representative or work colleague if they wish. The management representative will also be able to present evidence and call witnesses. Each side will have the opportunity question the other and the panel will be able to ask exploratory questions. The decision of the appeal panel will be given in writing and, where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision.

The decision of the appeal panel will be final.

17. Monitoring the policy

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 its effect and the school's continuing compliance with equalities legislation.

The governing body will review the content of the policy on an annual basis to ensure that it continues to deliver its aims. Any significant changes will be the subject of consultation with staff and their trade union representatives in school before being implemented.

Appendix 1 – Procedure for applications to be paid on the upper pay range

1. Key Principles

Teachers who are simultaneously employed to teach at two or more schools may submit separate applications to both (all) headteachers if they wish to apply to be paid on the upper pay range in both (all) schools. Each headteacher will make its own assessment and a decision made by one school will not be binding on another.

For an application to be successful, the governing body must be satisfied that the teacher is highly competent in all elements of the Teachers' Standards, and any other relevant published standards, and that the teacher's achievements and contribution to an education setting or settings are substantial and sustained.

2. Procedure for applications

Applications to be paid on the upper pay range will be assessed once a year, after 31st October and before 30th November, to allow for appraisal reviews to take place.

Teachers whose applications are successful will be paid on the minimum of the upper pay range, backdated to 1st September of the same year.

Teachers may make one application in any year.

Applications should be made in writing to the headteacher, and should be submitted by 31st October.

Applications should include a copy of appraisal review statements, a brief summary of how the teacher's contribution to their setting is substantial and sustained. In exceptional circumstances the teacher may be asked to provide additional documentation or data to be taken into account in the assessment of their application and that provide evidence of how the teacher meets the criteria for payment on the upper pay range.

The headteacher will assess each application (or will delegate the assessment to one or more members of the senior leadership team after which the assessments will be moderated by the headteacher).

The headteacher will write to the applicant on or before 30th November to inform them of the outcome of the assessment. This will be either:

- The application has been successful and the teacher will be paid on the upper pay range with effect from 1st September of the same year; or
- The application has not been successful, in which case the reasons for rejecting the application will be given together with details of how to seek a review of the decision if the teacher disagrees with it.

In the case of successful applications, the headteacher will inform the governing body of his/her decision and seek confirmation that the teacher will be paid on the upper pay range.

3. **Minimum criteria and evidence requirements:**

Evidence from previous appraisal assessment (which will be 31st August in any one year) will be used to assess whether the teacher meets the criteria below. This applies equally to full and part time teachers.

Teachers making applications to be paid on the upper pay range in this school will be required to have at least two years' post-qualification teaching experience to allow sufficient evidence to be provided that the criteria are met.

Teachers who have been out of school for a significant period due to sickness absence or family leave, but who otherwise meet the two year qualifying period, will have their applications assessed on the basis of the evidence available from this period.

Teachers who have been employed in this school for less than two years may submit evidence from other schools to demonstrate that they meet the criteria set out above. This must, as a minimum, include appraisal review statements for the period. The headteacher may, at their discretion, ask for additional evidence to be submitted before an assessment is made.

4. **Criteria for assessment**

Substantial and sustained are defined as:

- Substantial: of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- Sustained: maintained continuously over a 12 month period

A teacher will be judged highly competent if he/she consistently meets all aspects of the Teachers' Standards in full.

Substantial and sustained achievements and contribution to an educational setting or settings will be judged by reference to at least two annual appraisal reviews, in which the appraiser should confirm that the teacher has demonstrated consistent high standards of competence.

There should be evidence of the teacher's positive impact on pupil achievement (for those pupils/students for which they are directly responsible and/or in the school more generally).

There should be evidence of the teacher's wider contribution to the life of the school.

Appendix 2 – Pay reference points for classroom teachers at the school from 1st September 2025

The STPCD 2025 sets out the main pay range as: £32,961 - £45,352.

The STPCD 2025 sets out the upper pay range as: £47,472 - £51,048.

The school has decided to use the advisory pay points from the STPCD 2025

Main Pay Range

M1	£32,961
M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6	£45,352

Upper Pay Range

U1	£47,472
U2	£49,232
U3	£51,048

Appendix 3 – Pay reference points for Unqualified Teachers at the school from 1st September 2024

The STPCD 2025 sets out the qualified pay range as £22,601 to £35,259

The school has decided to use the advisory pay points from the STPCD 2025:

Unqualified Pay Range

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

Appendix 4 – Pay ranges for Leadership group

The STPCD 2025 sets out the leadership range as £51,773 - £143,796

The STPCD also provides guidance on setting pay ranges for headteachers, according to the school's group size, and also for deputy headteachers and assistant headteachers.

The governing body will be mindful of this advice in setting pay ranges for our school leaders.

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