



Southwark Diocesan
Board of Education
Multi-Academy Trust

TEACHER PAY POLICY

Part of the 2025/2026 Trust Operating Manual

TEACHER PAY POLICY

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TEACHER PAY POLICY

1. INTRODUCTION

- 1.1 This policy sets out our framework for all our academies for making decisions on teachers' pay.
- 1.2 For the avoidance of doubt teachers working on a part-time basis shall have the same opportunity to progress through the pay ranges as those working full-time.
- 1.3 As an academy trust we are not bound by the pay ranges in the **School Teachers' Pay and Conditions Document (STPCD)** however it is our intention to mirror or better these.

2. OUR OVERRIDING PURPOSE

- 2.1 Our aim is for all teaching in all lessons by all teachers in all our Schools to be good or outstanding to ensure the best possible education for all our pupils. This policy supports that aim by:
 - (a) supporting the recruitment and retention of a high quality teacher workforce;
 - (b) recognising and rewarding teachers appropriately for their contribution to the School;
 - (c) ensuring that decisions on pay are managed in a fair, just and transparent way; and
 - (d) focussing on the central importance of high quality teaching and learning, improving standards and making a positive impact on pupil progress and outcomes.
- 2.2 This policy refers to the **Teachers' Standards**. By way of a reminder, Part I of the Standards requires a teacher to:
 - (a) set high expectations which inspire, motivate and challenge pupils;
 - (b) promote good progress and outcomes by pupils;
 - (c) demonstrate good subject and curriculum knowledge;
 - (d) plan and teach well-structured lessons;
 - (e) adapt teaching to respond to the strengths and needs of all pupils;
 - (f) make accurate and productive use of assessment;
 - (g) manage behaviour effectively to ensure a good and safe learning environment; and
 - (h) fulfil wider professional responsibilities
- 2.3 Part II of the Standards requires a teacher to:
 - (a) demonstrate consistently high standards of personal and professional conduct;
 - (b) uphold public trust in the profession and maintaining high standards of ethics and behaviour, within and outside school, by:
 - (i) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - (ii) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - (iii) showing tolerance of and respect for the rights of others
 - (iv) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - (v) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - (c) have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality, in accordance with the Staff Code of Conduct.

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- (d) have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

3. DELEGATION OF POWERS FOR PAY DECISIONS

3.1 Decisions relating to pay awards shall be made in accordance with the chart below.

| Role | Recommender | Decision Maker/ Reviewer | Appeal |
|--|---|----------------------------|------------------------------|
| The School's Headteacher | The School's Leadership Appraisal Group | Our Executive Team | Our Board's Pay Appeal Panel |
| Other staff on Leadership Pay Range | The Appraiser | Leadership Appraisal Group | Our Executive Team |
| Upper Pay Range (including decision to join Upper Pay Range) and Leading Practitioners | The Appraiser | The School's Headteacher | Our Executive Team |
| Main Pay Range and Unqualified Pay Range | The Appraiser | The School's Headteacher | Our Executive Team |

- 3.2 The Headteacher may choose to involve members of the School's Leadership team or middle management in assessing evidence before making a decision or recommendation. The Headteacher will assess appropriate evidence before making a decision or recommendation.
- 3.3 The Leadership Appraisal Group is composed as set out in our **Teacher Appraisal policy**. Our Board shall have a Pay Appeal Panel of no more than three directors.
- 3.4 A Pay Decision means any decision by a Decision Maker listed in the table at 3.1 to award a pay rise or to not award a pay rise in respect of an employee. It does not include a reference to a pay recommendation. In the event that you are dissatisfied with a Pay Decision about you, you may request a review by the decision maker which will involve a personal meeting held within **10 working days** of the original decision to which you may bring a Trade Union representative or workplace colleague.
- 3.5 If you are still dissatisfied with the Pay Decision after the review you may appeal within **5 working days** of the review decision, in accordance with 3.1 above. An appeal meeting will be heard within **15 working days** of the appeal to which you may bring a Trade Union representative or workplace colleague. The appeal decision is final.

4. LEADERSHIP PAY RANGE

- 4.1 The Leadership Pay Range is set out at **Appendix 1**.
- 4.2 Neither a new post on the Leadership Pay Range nor any vacant post on the Leadership Pay Range will be advertised without prior approval of our Executive Team who shall set the appropriate range for the relevant role which shall ordinarily be a 7 point range for Headteachers and a 5 point range for other employees on the Range. There is no right of appeal against the salary level to which a person is appointed.
- 4.3 There will be progression on the Leadership Pay Range unless there has not been sustained high quality of performance judged against performance objectives, specific job description and the Teachers' Standards.
- 4.4 Under no circumstances may more than two points be awarded and it is envisaged that an award of two points will be exceptional and will require detailed justification.
- 4.5 The provisions of the current and relevant paragraph of the **STPCD** capping temporary payments to Headteachers shall apply.
- 4.6 TLRs and Project Bonuses cannot be paid to employees on the Leadership Pay Range.

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5. BASIC PAY DETERMINATION ON APPOINTMENT – CLASSROOM TEACHERS

- 5.1 Any vacant posts for classroom teachers will be advertised as being between the minimum of the Main Pay Range and the maximum of the Upper Pay Range set out in the appropriate table at [Appendix 1](#).
- 5.2 On appointment the Assessment Panel will determine the starting salary to be offered to the successful candidate within those Ranges.
- 5.3 In making such determinations, a range of factors may be considered including the following:
- (a) the current salary earned by the candidate;
 - (b) the requirements of the post;
 - (c) any specialist knowledge required for the post;
 - (d) the experience required to undertake the specific duties of the post;
 - (e) the wider School context;
 - (f) the local labour market for teachers of particular subjects;
 - (g) the candidate's academic qualifications;
 - (h) the candidate's experience of teaching; and
 - (i) any verified evidence of the candidate's responsibility for improvement in pupil progress achievement or attainment or in modelling school improvement.
- 5.4 We are committed to honouring the principle of pay portability.
- 5.5 There is no right of appeal against the salary level to which a person is appointed.
- 5.6 Teachers employed on an ongoing basis who work less than a full working week are deemed to be part-time. We will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. We shall follow the current and relevant paragraph of the **STPCD Guidance**.
- 5.7 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of **195 days**; periods of employment for less than a day being calculated pro-rata.

6. PAY REVIEW PROCESS

- 6.1 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 development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in our **Teacher Appraisal policy**.
- 6.2 Each School will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than **31 October** each year, and that all teachers (including those on the Leadership Pay Range) are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 6.3 Our appraisal process will include an appropriate mechanism to ensure that performance objectives and pay recommendations are moderated and that assessments of performance are fair and consistent.
- 6.4 Each School shall ensure that those making pay recommendations and decisions are trained or experienced in such matters and have sufficient time to undertake the process.
- 6.5 We shall budget on the basis that all staff will progress one increment.
- 6.6 Teachers who do not meet the requirements to progress a point on their pay band, because they are at the top of their scale, shall move to the relevant value of their current pay point.

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- 6.7 Teachers who have not been successful at the end of the appraisal cycle will not be eligible for progression.
- 6.8 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance as outlined in the Appraisal Policy.
- 6.9 For all these teaching staff reviews will be deemed to be successful unless significant concerns about standards of performance have been raised with the teacher during the annual performance management/appraisal cycle. When they are raised, the teacher concerned will be informed that the non-award of progression is a possibility if the concerns are not sufficiently addressed. The school will allow reasonable amount of time for a teacher to address concerns where raised.

7. THE MAIN PAY RANGE

- 7.1 The Main Pay Range is set out at [Appendix 1](#).

8. MAIN PAY RANGE PROGRESSION

8.1 Evidential expectation

As a teacher progresses through the Main Pay Range their objectives and judgements will need to be based on evidence of

- (a) quality of teaching and learning;
- (b) a positive impact on student progress;
- (c) an impact on wider outcomes for pupils;
- (d) improvements in specific elements of practice identified in the appraisal process to the teacher;
- (e) an increasing contribution to the work of the School;
- (f) an impact on the effectiveness of colleagues and staff;
- (g) good behaviour management; and
- (h) positive use of assessment for learning and differentiation

8.2 Standard progression

A teacher will progress one point on the Main Pay Range if all of the following conditions are met in relation to the appraisal cycle:

- (a) the teacher has met all the **Teachers' Standards** as part of their role
- (b) the teacher has made good progress towards meeting objectives set for the appraisal cycle;
- (c) the teacher has made every effort to bring about expected levels of pupil progress as set out in the teacher's performance objectives;
- (d) the teacher has delivered teaching which enables every child to achieve their potential; and

8.3 Exceptional progression

A teacher may exceptionally be progressed two points on the Main Pay Range if:

- (a) the teacher has met all the **Teachers' Standards** as part of their role, for two consecutive years;
- (b) the teacher has met objectives set for two appraisal cycles;
- (c) the teacher has brought about better than expected levels of pupil progress as set out in the teacher's performance objective, for two consecutive years;

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- (d) the teacher has delivered consistently outstanding teaching for two years;

9. THE UPPER PAY RANGE

9.1 The Upper Pay Range is set out in **Appendix 1**.

9.2 Any qualified teacher within the School (even if not yet at M6) may apply to be promoted to the Upper Pay Range. Only one such application may be made in an academic year and should be made by 31 October of that academic year. Teachers returning from Maternity Leave will have a period of 8 weeks following their return to apply for assessment.

9.3 If a person is successful in their application to the Upper Pay range, the payment will be backdated to 1st September, the beginning of the academic year.

9.4 Applications should be made to the Headteacher in writing with whatever supporting evidence the teacher considers appropriate. The Headteacher should assess the application within **20 working days**.

9.5 The Headteacher may **only** allow a teacher to join the Upper Pay Range if the Headteacher is satisfied that:

- (a) the teacher is highly competent in all elements of the **Teachers' Standards**; and
- (b) the teacher's achievements and contribution to the School are substantial and sustained.

9.6 To pass these two tests, the appraisal process must demonstrate clear and secure evidence covering a continuous period of at least 2 years of:

- (a) their teaching being at a consistently high standard;
- (b) excellent depth and breadth of knowledge, skills and understanding of the **Teachers' Standards** and of developing adherence to those Standards by colleagues;
- (c) consistently positive impact on pupil progress to achieve or exceed expected outcomes;
- (d) consistently positive impact on raising standards across the School, not just in the teacher's own classroom;
- (e) effectively demonstrating to colleagues good teaching and learning practice and how to make a contribution to the work of the School;
- (f) effectively working collaboratively across the School;
- (g) effectively collaborating with colleagues; and
- (h) effective or innovative use of CPD opportunities.

10. PROGRESSION THROUGH THE UPPER PAY RANGE

10.1 Evidential expectation

A teacher's objectives will become more challenging as they progress through the Upper Pay Range and judgements will need to be based on evidence of:

- (a) sustained high quality of teaching and learning;
- (b) a sustained and consistently positive impact on pupil progress;
- (c) a sustained and consistent impact on wider outcomes for pupils;
- (d) improvements in specific elements of practice identified to the teacher;
- (e) a sustained and consistent contribution to the work of the School;
- (f) a sustained and consistent impact on the effectiveness of colleagues and staff.

10.2 Standard Progression

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A teacher will be recommended for a one point rise on the Upper Pay Range if:

- (a) they have remained highly competent and their contribution to the School has remained substantial and sustained for at least two consecutive years;
- (b) the teacher has been assessed under the appraisal process as having fully and consistently met the **Teachers' Standards** for two consecutive years;
- (c) the pupils taught by the teacher have made expected progress over two consecutive years;
- (d) the teacher's objectives have been met for two consecutive years; and

10.3 No exceptional progression

- (a) A teacher may not progress more than one point on the Upper Pay Range every two years.

11. LEADING PRACTITIONERS

11.1 The Leading Practitioner Range will have the same 18 points as L1-L18 on the Leadership Pay Range set out in the appropriate table in [Appendix 1](#).

11.2 Leading Practitioner roles which must the primary purpose of modelling and leading improvement of teaching skills may only be advertised with the approval of the School's Local Governing Body.

11.3 TLRs and Project Bonuses may not be paid to Leading Practitioners.

12. PROGRESSION THROUGH THE LEADING PRACTITIONER RANGE

12.1 Evidential expectation

A teacher's objectives will become more challenging as they progress through the Leading Practitioner Range and judgements will need to be based on evidence of:

- (a) a sustained high quality of teaching and learning;
- (b) a sustained and consistently positive impact on pupil progress;
- (c) a sustained and consistent impact on wider outcomes for pupils;
- (d) improvements in specific elements of practice identified to the teacher;
- (e) a sustained and consistent contribution to the work of the School; and
- (f) a sustained and consistent impact on the effectiveness of colleagues and staff.

12.2 Standard progression

A Leading Practitioner may be progressed one point within their range if:

- (a) the teacher has met all the **Teachers' Standards** for two consecutive years;
- (b) the teacher has met objectives set for two consecutive appraisal cycles;
- (c) the teacher has brought about better than expected levels of pupil progress as set out in the teacher's performance objectives, for two years;

12.3 No exceptional progression

- (a) A Leading Practitioner may not progress more than one point on their range each year.

13. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

13.1 TLR1 and 2 payments are allowed only for a post of significant responsibility which:

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- (a) focused on teaching and learning;
 - (b) requires exercise of professional skills and judgement;
 - (c) requires leading managing or developing a subject or curriculum area or pupil development across the curriculum; and
 - (d) impacts on the educational progress of pupils other than the teacher's own class involves leading developing and enhancing the teaching practice of other staff.
- 13.2 A TLR 1 post may also involve management responsibility for a significant number of people.
- 13.3 Teachers will not be expected to undertake such additional responsibilities on a permanent basis without payment of a permanent TLR1 or TLR2 payment.
- 13.4 TLR1 and 2s may only be awarded on a temporary basis to a teacher occupying the post temporarily for secondments, maternity cover, sick leave or vacancies pending permanent appointment. The teacher must be notified at the start of a temporary TLR1 and 2 of either the date or circumstances in which the temporary TLR 1 or 2 will end.
- 13.5 The minimum and maximum values for TLR 1, TLR 2 and TLR 3 are set out in [Appendix 1](#).
- 13.6 TLR1 and TLR2s may only be created as part of the staffing structure by the School's Local Governing Body. There shall be at least a £1,500 gap between each TLR1 sub-point and between each TLR2 sub-point (TLRs paid to part-time teachers will be pro-rata, with the exception of TLR3s).
- 13.7 The values of TLR1s and TLR2s are set by each School within the ranges specified in the current and relevant paragraphs of the STPCD.
- 13.8 We may make a TLR3 payment between the minimum and maximum set out in the appropriate table in [Appendix 1](#) to classroom teachers for clearly time-limited school improvement projects, or one off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Each such TLR3 must be advertised internally and requires prior approval of the Local Governing Body. A TLR3 is not subject to safeguarding.
- 13.9 A TLR3 may be paid to the holder of a TLR1 or a TLR2.
- 13.10 No TLR is payable to a member of the Leadership Pay Range or the Leading Practitioner Range.
- 13.11 All TLR payments are pensionable under the Teachers' Pension Scheme.

14. UNQUALIFIED TEACHERS

- 14.1 The Unqualified Teachers' Pay Range is set out at [Appendix 1](#).
- 14.2 Pay reviews for unqualified teachers shall follow the same process as for teachers on the Main Pay Range but taking into account the lack of Qualified Teacher Status and the need to evidence substantial progress to achieving the Teachers' Standards. The Trust may exercise its discretion to pay an unqualified teacher on an employment-based route to Qualified Teacher Status as a qualified teacher.

15. RECRUITMENT AND RETENTION ALLOWANCES AND INCENTIVES

- 15.1 We will follow the requirements of the current and relevant paragraphs of the **STPCD** in relation to the use of such allowances and incentives and the School will review the use of existing and future allowances annually.
- 15.2 Upon the award of a Recruitment and Retention allowance a determination will be made for how long this will be paid for and the date of review.
- 15.3 Recruitment and Retention Allowances and Incentives require the prior approval of the Chair and Head of Finance Committee of the Local Governing Body up to a limit of £5,000 and the Executive Team for amounts above £5,000 and will not be paid to persons on the Leadership Pay Range other than as reimbursement for housing or relocation costs.
- 15.4 Recruitment and Retention Allowances are pensionable under the Teachers' Pension Scheme.

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16. SPECIAL NEEDS ALLOWANCE

16.1 Special Needs Allowances may be awarded in accordance with the current and relevant paragraphs of STPCD. The minimum and maximum values are set out in [Appendix 1](#).

17. ADDITIONAL PAYMENTS

17.1 The School may make additional payments to staff:

- (a) for CPD outside of the school day;
- (b) activities relating to the provision of initial teacher training as part of ordinary conduct of the School;
- (c) participation in out-of-school hours learning activity agreed by the Headteacher;
- (d) additional responsibilities and activities due to or in respect of the provision of service relating to the raising of educational standards to one or more additional schools, provided:
 - the Headteacher shall have given prior approval; and
 - the total of such payments are reported termly to the Local Governing Body and to the Executive Team.

17.2 Participation in any such activities is entirely voluntary for classroom teachers.

17.3 All additional payments are pensionable under the Teachers' Pension Scheme.

18. ACTING ALLOWANCES

18.1 We will follow the current and relevant paragraphs of the **STPCD** which governs the use of acting allowances for persons temporarily filling roles on the Leadership Pay Range.

19. SALARY SACRIFICE ARRANGEMENTS

19.1 Where such arrangements are in place the current and relevant paragraphs of the **STPCD** shall apply to the relevant teacher.

20. BONUSES AND HONORARIA

20.1 Save as described below a School may not make any payment in the form of a bonus or honorarium.

20.2 The Local Governing Body may approve the creation of time limited Project Bonuses worth no more than £2500. A person may receive no more than one Project Bonus in an academic year.

20.3 A Project Bonus is only payable on the successful completion of a project. The availability of the project must be internally advertised to teaching staff.

20.4 A Project Bonus may not be paid to a member of teaching staff on the leadership spine. A Project Bonus may not be paid alongside a TLR3 for the same work.

20.5 As a matter of policy we will treat a Project Bonus as pensionable under the Teachers' Pension Scheme even though the rules of the Pension Scheme are not absolutely certain on this point.

21. RETENTION OF RECORDS

21.1 Given the ongoing need to ensure equal pay the School shall retain all paperwork relating to any decision whether or not to make a pay rise and shall not destroy any records until at least 7 years after the relevant employee has ceased to be employed by us.

22. MATERNITY & SICKNESS ABSENCE

22.1 A teacher who is absent from work on maternity leave or due to sickness absence, at the time of the annual pay review in September/October, shall have a pay decision made on the basis of all available evidence for the previous appraisal year.

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- 22.2 In the unlikely event of there being no evidence at all on which to base a pay decision because of a teacher's absence the School may make a pay decision based on the previous two years' performance and appraisals.
- 22.3 The purpose of these provisions is to ensure that a teacher on maternity leave is not unfairly prejudiced in her career progression.

23. MONITORING

- 23.1 Each school will complete an Equalities Impact Assessment each year and submit this to the Executive Team.
- 23.2 Our Board will monitor the implementation of this policy in particular in relation to any equality or diversity issues.