Barking & Dagenham

London Borough of Barking and Dagenham
Model Policy for Determining Teachers' Pay 2025/26

The Governing Body of Gascoigne Primary School adopted this Policy on 29th September 2025

INTRODUCTION

1. This Policy sets out the framework for making decisions on Teachers' Pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2025. The recognised Teacher Trade Unions have been consulted and have agreed it as a locally recommended Policy to School Governing Bodies for adoption.

   A copy of this Policy will be made available to all staff and a copy of all relevant documents on pay and conditions will be made available to staff by the School.

2. In adopting this Pay Policy, the aim is to:

   - assure the quality of teaching and learning at the School;
   - support recruitment and retention and reward Teachers appropriately; and
   - ensure accountability, transparency, objectivity, and equality of opportunity.

3. Equalities:

   Gascoigne Primary School seeks to provide equal employment opportunities for all staff and will always comply with all relevant employment and equalities legislation and regulations.

   An Equality Impact Assessment (EIA) may be undertaken to ensure that the application of the policy does not disadvantage any group with a protected characteristic(s) as defined by the Equality Act 2010.

   Transparent information on the outcome of progression through the threshold to the Upper Pay Spine, including by equality characteristic, will be made available to recognised trade unions by the school on request.

   Teachers will not be refused progression through the threshold to the Upper Pay Spine due to Maternity/Paternity/Shared Parental Leave, Pregnancy, Long-Term Sickness Absence and/or Disability-Related Absence as this would be unlawful.

4. The Governing Body will maintain Teachers' previous pay entitlements in accordance with the principle of pay portability.

5. Pay decisions at this School are made by the Governing Body, which has delegated certain responsibilities and decision-making powers to the appropriate Committee. (Finance and resource committee.) As set out in (**Appendix One**). This Committee shall be responsible for the establishment and review of the Pay Policy, subject to the approval of the Governing Body, and shall have full authority to take pay decisions on behalf of the Governing Body in accordance with this Policy. The Head Teacher/Principal shall be responsible for advising the Committee on its decisions.

Pay Increases Arising from Changes to the STPCD 2025.

6. An award of 4% across all Pay Scales and Allowances with effect from 1st September 2025.

PAY REVIEWS

7. The Governing Body will be responsible for ensuring that:

   - each Teacher's salary is reviewed annually with effect from 1st September;
   - each Teacher is notified of the outcome by no later than 31st October 2025 and
   - all Teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled by 31st October 2025.

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

9. Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

Basic Pay Determination on Appointment

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

11. In making such determinations, the Governing Body will apply the following:

Teachers with posts on the Main and Upper Pay Ranges

12. The Governing Body has established the following pay scales for Teacher posts paid on the Main Pay Range and Upper Pay Range:

Main Pay Range Scale – Inner London

£40,317
£42,234
£44,238
£46,339
£48,952
£52,300

Upper Pay Range Scale – Inner London

£57,632
£60,464
£62,496

13. The Governing Body undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for Teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

14. When determining the starting pay for a Teacher taking up their first appointment as a qualified Teacher on the main pay range the Governing Body will include:

- one point for each one year of service as a qualified Teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a School in the Maintained sector of the country concerned;
- one point for each three years of remunerated or unremunerated experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the Teacher's work at the School, and experience with children/young people, including caring for children during a career break.

15. When determining the starting pay for a Teacher who has previously worked in an LA Maintained School or Academy in England and Wales, the Governing Body will pay the Teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the Teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post (subject to the provisions in paragraph 26).

The Governing Body will also set the starting pay for Teachers who are defined as "post-threshold Teachers", as set out in Annex 2 of the 2025 STPCD, on the Upper Pay Range, including teachers formerly employed as leadership group teachers or as local authority school advisers for more than one year.

Teachers with Leading Practitioner Posts

16. The Leading Practitioner Pay Range is Leadership 1 – Leadership 18 (**Appendix Seven**) these are the minimum and maximum points.

The Governing Body has agreed to use a range of five points from this range to reflect the responsibilities of the particular post:

L1	£61,554
L2	£62,857
L3	£64,187
L4	£65,538
L5	£66,935

17. Such posts may be established for Teachers whose primary purpose is modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

18. When determining the pay scales for such posts, the Governing Body will do this by reference to the weight of the responsibilities of the post, bearing in mind the need to ensure pay equality, where posts are equally onerous, and fair pay relativities between posts of differing levels of responsibility.

19. The Policy of the Governing Body is to appoint any new Leading Practitioner Teacher at the bottom point of the pay range, save in exceptional circumstances when they can be placed higher up on the range**.**

Unqualified Teachers

20. The Governing Body has established the following pay scale for Unqualified Teachers employed in teaching posts:

Unqualified Teacher Pay Range Scale – Inner London

£28,343
£30,935
£33,528
£35,814
£38,402
£40,994

Teachers with Leadership Posts (Head Teacher, Deputy & Assistant Head Teachers (Appendix Six, page 21)

21. The pay ranges for the Head Teacher, Deputy Head Teacher[s] and Assistant Head Teacher[s] will be determined in accordance with the criteria specified in the STPCD and ensure fair pay relativities. The pay ranges will be set out in the School's published staffing structure.

22. Discretionary payments to the Head Teacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.

23. The Governing Body will appoint new Leadership Teachers at the bottom point of the relevant pay range save in exceptional circumstances when they can be placed higher up on the range.

24. The Governing Body will pay Teachers as Deputy or Assistant Head Teachers only where the Governing Body is satisfied that, in the context of the Teacher's duties, the role includes a significant responsibility that is not required of all Teachers or TLR holders, and that the role:

(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 and manage the School through:

- development of teaching and learning priorities across the School;
- accountability for the standards of achievement and behaviour of pupils across the School;
- accountability for the planning and deployment of the School's resources;
- leading policy development and implementation across the School in accordance with statutory provisions;
- managing whole School operational activity;
- working with external bodies and agencies; and
- securing pupils' access to their educational entitlements;

(d) has an impact on the educational progress of the School's pupils;

(e) involves leading, developing, and enhancing the teaching practice of the School's staff;

and

(f) includes line management responsibility for a significant number of people and/or the line management of other line managers.

25. In the case of a Deputy Head Teacher post, the Governing Body must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Head Teacher employed in the same School, including responsibility for discharging in full, the responsibilities of the Head in the absence of the Head Teacher.

Pay Progression

26. Pay progression is automatic for all staff within their pay range (including Main Scale Teachers, Upper Pay Spine Teachers, Leading Practitioners, and those on the Leadership Spine) until they reach the top of their range and will be awarded on an annual basis. Pay progression is not linked to performance.

Gascoigne Primary School will ensure that appropriate funding is allocated for pay progression for all teachers. Funding issues will not be used as a criterion to refuse pay progression.

Threshold Applications and Evidence

27. Any qualified Teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the Teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

28. The Head Teacher will notify all Teachers on Main Pay Range at the start of each School year of their eligibility to apply for assessment.

29. Applications may be made at least once a year. Where Teachers wish to be assessed, they should notify their appraiser in writing using the application form (**Appendix Three**) which should be submitted by the Teacher to the appraiser at the performance management/appraisal planning meeting. The Teacher's application will be appended to their performance management/appraisal planning statement.

30. If a Teacher is simultaneously employed at another (other) School(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that School or those Schools. This School will not be bound by any pay decision made by another School but may consider whether the principle of portability should apply.

The Assessment

31. An application from a qualified Teacher will be successful where the Governing Body is satisfied that:

(a) the Teacher is highly competent in all elements of the relevant standards; and
(b) the Teacher's achievements and contribution to the School are substantial and sustained.

32. For the purposes of this pay policy, the Governing Body will be satisfied that the Teacher has met the expectations for progression to the Upper Pay Range where one Performance Management/Appraisal Review provides evidence that the Upper Pay Range criteria (**Appendix Four**) have been met.

33. In making its decision, the Governing Body will have regard to the most recent performance management/appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the Annual Performance Management/Appraisal Cycle and have not been sufficiently addressed through support provided by the School by the conclusion of that process.

Processes and Procedures

34. The assessment to move to the Upper Pay Range will be made within 10 working days (excluding School closure periods) of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale.

If the application to move to the Upper Pay Range is unsuccessful, feedback will be provided by the Head Teacher as soon as possible and at least within 5 working days (excluding School Closure Periods) of the decision; and will cover the reasons for the decision and the appeals arrangements available to the Teacher. Any appeal against a decision not to move the Teacher to the Upper Pay Range will be heard under the appeals procedure set out in (**Appendix Two**).

Part-Time Teachers

35. Teachers employed on an on-going basis at the School but who work less than a full working week are deemed to be part-time. The Governing Body 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. Any additional hours worked by agreement from time to time will be paid at the same rate.

Short Notice/Supply Teachers

36. 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.

37. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

Discretionary Allowances and Payments (Appendix Five)

Teaching & Learning Responsibility Payments (TLRs)

38. The Governing Body may award a TLR payment to a Classroom Teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the Teacher is made accountable. The award may be while a Teacher remains in the same post or occupies another post in the absence

of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 20.2 and 20.3 (STPCD). Unqualified Teachers may not be awarded TLRs.

39. Having decided to award a TLR, the Governing Body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy, provided that:

a) the annual value of a TLR1 must be no less than £10,174 and no greater than £17,216

b) the annual value of a TLR2 must be no less than £3,527 and no greater than £8,611

40. The Governing Body pays TLR 1 and 2 payments to Teachers as indicated in the School's published staffing structure, in accordance with the pay ranges specified in the 2014 STPCD and as updated from time to time.

The following levels and values will apply:

TLR 1: £13,296
TLR 2: £5,709

41. Before awarding any TLR the Governing Body must be satisfied that the Teacher's duties include a significant responsibility that is not required of all classroom Teachers and that:

a. is focused on teaching and learning;
b. requires the exercise of a Teacher's professional skills and judgement;
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;
e. involves leading, developing and enhancing the teaching practice of other staff.

42. In addition, before awarding a TLR1, the Governing Body must be satisfied that the sustained, additional responsibility referred to in paragraph 20.1 (STPCD) includes line management responsibility for a significant number of people.

43. In accordance with paragraph 47 of the Statutory Guidance in the 2015 STPCD, Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

44. From 1st September 2025, where a part-time teacher is carrying out the responsibilities associated with a TLR1 or TLR 2, Governing Bodies are no longer mandated to utilise the pro-rata principle based on contracted hours and are strongly recommended to implement the method of determination based on proportion of TLR being undertaken.

From 1st September 2026, Governing Bodies will be required to determine the value of all existing and new TLR1 and TLR 2 payments based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility - rather than according to their contracted hours.

45. The Governing Body may award a fixed-term third TLR (TLR3) to a classroom Teacher for clearly time-limited School improvement projects, or one-off externally driven responsibilities.

The annual value of an individual TLR3 must be no less than £702 and no greater than £3,478. The 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.

46. TLR3 payments for Part time Teachers **should not** be paid on a pro rata basis.

47. The Governing Body should note that:

- a Teacher cannot hold a TLR1 and a TLR2 concurrently,
- a Teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3
- a Teacher cannot hold more than one TLR1 or TLR2 concurrently

48. Before awarding any TLR3 the Governing Body must be satisfied that the Teacher's duties include a 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 judgement;
c. has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

Special Educational Needs (SEN) Allowances

49. The Governing Body must award a SEN Allowance to a Classroom Teacher:

a. in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
b. in a Special School;
c. who teaches pupils in one or more designated special classes or units/ARPs in a School or, in the case of an Unattached Teacher, in a Local Authority unit/ARP or service;
d. in any non-designated setting (including any Pupil Referral Unit) that is analogous to a designated special class or unit/ARP, where the post:

i. involves a substantial element of working directly with children with SEN;
ii. requires the exercise of a Teacher's professional skills and judgement in the teaching of children with SEN; and
iii. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of Teachers throughout the School or unit within the School or, in the case of an Unattached Teacher, the unit or service.

50. Where a SEN allowance is to be paid, the Governing Body must determine the spot value of the allowance, considering the structure of the School's SEN provision and the following factors:

a) whether any mandatory qualifications are required for the post;
b) the qualifications or expertise of the Teacher relevant to the post; and Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662).
c) the relative demands of the post.

51. The Governing Body must set out in its Pay Policy the arrangements for rewarding Classroom Teachers with SEN responsibilities.

52. The value of SEN Allowances to be paid at the School will be:

The annual value of a SEN Allowance must be no less than £2,787 and no greater than £5,497.

The following value will apply:

£2,787

Allowances Payable to Unqualified Teachers

53. The Governing Body may determine that such additional allowance as it considers appropriate is to be paid to an Unqualified Teacher where it considers, in the context of its staffing structure and Pay Policy, that the Teacher has:

a) taken on a sustained additional responsibility which:

i. is focused on teaching and learning; and
ii. requires the exercise of a Teacher's professional skills and judgment; or

b) qualifications or experience which bring added value to the role being undertaken

Acting Allowances

54. Subject to Paragraph 23.6 of the STPCD, where a Teacher is assigned and carries out duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher, but has not been appointed as an acting Head Teacher, Deputy Head Teacher or Assistant Head Teacher, the Governing Body must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance ("acting allowance") must be paid in accordance with the following provisions.

55. If the Governing Body's determination referred to in paragraph 23.1(STPCD) is that the Teacher will not be paid an acting allowance, but the Teacher continues to be assigned and to carry out duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher (and has not been appointed as an acting Head Teacher, Deputy Head Teacher or Assistant Head Teacher), the Governing Body may at any time after that determination make a further determination as to whether or not an acting allowance must be paid.

56. If the Governing Body determines that the Teacher must be paid an acting allowance, subject to Paragraph 23.4 (STPCD), it must be of such amount as is necessary to ensure that the Teacher receives remuneration equivalent to the salary that the Governing Body considers to be appropriate.

57. Where a Teacher is assigned and carries out the duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher in relation to whom a pay range (as the case may be) has been determined and an acting allowance is paid under this paragraph, the Teacher's total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

58. The Teacher may be paid an acting allowance with effect from such day on or after the day on which duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher are first assigned and carried out as the Governing Body may determine.

59. Where a Teacher is paid an allowance under this paragraph, then for so long as that allowance is paid, Part 7 applies as if the Teacher has been appointed to that post permanently.

Additional Payments

60. The Governing Body may make such payments as it sees fit to a Teacher, other than a Head Teacher, in respect of:

a. continuing professional development undertaken outside the School day;
b. activities relating to the provision of initial Teacher training as part of the ordinary conduct of the School;
c. participation in Out-of-School hours learning activity agreed between the Teacher and the Head Teacher;
d. additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional Schools.

Recruitment and Retention Incentives and Benefits

61. Subject to Paragraph 61, the Governing Body or, where it is the employer in the case of an unattached Teacher, the authority, may make such payments or provide such other financial assistance, support or benefits to a Teacher as it considers to be necessary as an incentive for the recruitment of new Teachers and the retention in their service of existing Teachers. A salary advance scheme for a rental deposit may be one of a few tools that Schools may wish to consider using to support recruitment or retention.

62. Where the Governing Body or, where it is the employer in the case of an unattached Teacher, the authority, is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the Governing Body or authority must conduct a regular formal review of all such awards. The Governing Body or Authority should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

63. Head Teachers, Deputy Head Teachers and Assistant Head Teachers may not be awarded payments under Paragraphs 60 to 61 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Head Teacher, Deputy Head Teacher or Assistant Head Teacher – including non-monetary benefits – must be considered when determining the pay range. Where the Governing Body pays a recruitment or retention incentive or benefit awarded to a Head Teacher, Deputy Head Teacher or Assistant Head Teacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.

64. Either:

a) The Governing Body has determined not to make recruitment and retention payments to Teachers;

Or

b) The Governing Body has determined that it will make recruitment and retention payments to Teachers. Such payments will be reviewed annually by the appropriate Governors' Committee.

65. **Appraisal**

Although there is no longer a link between appraisal and pay progression, teachers are expected to fully engage in the appraisal process.

Safeguarding

66. The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD.

Appeals

67. The arrangements for considering appeals on pay determination are set out in **Appendix Two** of this Policy.

Formulating and Monitoring the Impact of the Policy

68. In order to avoid exercising discretion in a way which could constitute a breach of contract by being irrational or perverse, the Governing Body will take full account of the outcome of any local negotiations and of agreements between the LA and the recognised Teachers' Unions/Associations on appropriate criteria to be used in relation to discretionary elements of pay such as the allocation and payment of TLR3 allowances and recruitment and retention allowances.

The Governing Body will monitor the outcomes and impact of this policy on a regular basis in conjunction with recognised Union Representatives and will publish an annual written report on the operation of the Pay Policy, including its compliance with equalities legislation and make the report available to recognised Union Representatives upon request.

Planning Preparation Assessment Time

69. Where reasonable, appropriate and agreed by both the individual Teacher and the relevant body, PPA can be taken in one weekly unit and it can be taken away from the School Site.

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Appendix One: Remit for the Appropriate Committee of the Governing Body

REMIT FOR THE APPROPRIATE COMMITTEE OF THE GOVERNING BODY WHICH IS RESPONSIBLE FOR PAY MATTERS Finance and resource COMMITTEE:

Example remit, incorporating recommended requirements:

The Finance and resource *Committee will comprise at least three governors. All governors, including those employed at the School, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the School.*

Establishment of the Policy

The Finance and resource *Committee is responsible for:*

- *establishing the policy, in consultation with the Head Teacher, staff, and trade union representatives, and submitting it to the Governing Body for approval.*

The Governing Body is responsible for:

- *formal approval of the policy.*

Monitoring and Review of the Policy

The Finance and resource *Committee is responsible for:*

- *reviewing the policy annually, in consultation with the Head Teacher, staff and Trade Union Representatives; and submitting it to the Governing Body for approval.*

The Governing Body is responsible for:

- *considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;*

Application of the Policy

The Head Teacher is responsible for:

- *ensuring that pay recommendations for all other Teachers and Support Staff are made and submitted to the* Finance and resource *Committee in accordance with the terms of the policy;*

- *advising the* Finance and resource *Committee on its decisions; and*

- *ensuring that staff are informed of the outcome of decisions of the* Finance and resource *Committee and of the right of appeal.*

The Finance and resource ***Committee is responsible for:***

- *taking decisions regarding the pay of these Teachers and Support Staff following consideration of the recommendations of pay reviewers and the advice of the Head Teacher;*
- *taking decisions regarding the pay of the Head Teacher following consideration of the recommendations of the governors responsible for the Head Teacher's performance review;*
- *submitting reports of these decisions to the Governing Body; and*
- *ensuring that the Head Teacher is informed of the outcome of the decision of the* Finance and resource *Committee and of the right of appeal.*

The Appeals Committee of the Governing Body is responsible for:

- *reviewing and taking decisions on appeals against the decisions of the* Finance and resource *Committee in accordance with the terms of the appeals procedure of the Policy.*

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Appendix Two: Pay Appeals Procedure

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and has been adopted by the School as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a Committee acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the Committee by whom the decision was made:

a) incorrectly applied any provision of the STPCD;
b) failed to have proper regard for statutory guidance;
c) failed to take proper account of relevant evidence;
d) took account of irrelevant or inaccurate evidence;
e) was biased; or
f) otherwise unlawfully discriminated against the Teacher.

For any formal meeting, the Teacher is entitled to be accompanied by a Colleague or Trade Union Representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable.

Formal meetings must allow both parties to explain their cases.

The Order of Proceedings is as follows:

1 The Teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

2 If the Teacher is not satisfied, they should seek to resolve this by discussing the matter informally with the Head Teacher within Ten Working Days (excluding School closure periods) of the decision.

Where this is not possible or where the Teacher continues to be dissatisfied, they may follow a formal process:

a. The Teacher should set down in writing the grounds for questioning the pay decision and send it to the committee responsible for the determination, within **Ten Working Days**

(excluding School Closure Periods) of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

b. The Committee responsible for the determination should provide a hearing, within **Ten Working Days** of receipt of the written appeal (excluding School closure periods), to consider the appeal and give the Teacher an opportunity to make representations in person.

   Following the hearing the employee should be informed in writing of the decision and the right to appeal.

c. Any further appeal should be heard by a Panel of Three Governors who were not involved in the original determination, normally within **Twenty Working Days** of the receipt of the written appeal notification (excluding School Closure Periods). The Teacher will be given the opportunity to make representations in person.

   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 procedure for the conduct of formal meetings shall be as follows:

- ***Introductions***

Chair introduces everyone and what their role is:

- Self as Chair
- Other Panel Member(s) (if applicable)
- Employee
- Employee's Representative
- Any witnesses for the employee side
- Management Representative who will state the employer's/management's case
- Any witnesses for the employer/management side
- Person who will clerk the meeting
- HR Advisor to give advice to the panel

Chair goes over the order of the hearing:

- Employee will state his/her case
- Chair asks questions of the Employee/Employee Representative
- Chair invites panel (if applicable) to ask questions
- Management will state the Employer's/Management's Case
- Chair asks questions of the Management
- Chair invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

- ***The Employee Case***

Employee/Employee Representative presents employee case and is dealt with as follows:

- presentation of the evidence that supports the employee's case

- introduces and questions any witnesses
- Chair asks questions
- Chair opens the discussion to the Panel (if applicable).

- ***The Management Case***

Management Representative presents the employer's/ Management's case and is dealt with as follows:

- presentation of the evidence that supports the disputed pay decision
- introduces and questions any witnesses
- Chair asks questions
- Chair opens the discussion to the Panel (if applicable).

- ***Summing Up***

If appropriate, the Chair sums up the key points on both sides.

- ***End of Hearing***

Chair ends the hearing and advises employee the Panel's decision will be presented in writing within timescale that applies.

Chair advises employee that he/she has a **right of appeal** and that this will be communicated in the letter conveying the decision.

- ***Decision Making***

Panel obtains HR advice, if required to inform the decision-making from the HR Advisor, the Clerk/Minute Taker notes main points of panel discussion and the decision.

- ***Communication of Decision***

Employee is notified of the decision and the reason for the **decision confirmed in writing**,

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Appendix Three: Upper Pay Range Application Form

Teacher's Details:

Name	
Post	
PM/Appraisal Details:	
Years covered by Planning/Review Statements	
Schools covered by Planning/Review Statements	
Declaration:	
I confirm that at the date of this request for Assessment to cross the threshold I meet the eligibility criteria and I submit Performance Management/Appraisal Planning and Review Statements covering the relevant period.	
Applicant's signature	
Date	

This signed proforma should be appended to the Teacher's Performance Management/Appraisal Planning Record Statement.

Appendix Four: Threshold Progression

1. Professional Attributes

Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2. Professional Knowledge and Understanding

2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

3. Professional Skills

3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

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Appendix Five: Teaching and Learning

Teachers' Allowance Levels		
	September 2024	**Recommended September 2025**
Responsibility (TLR) payment 3 (Fixed term)		
Minimum	£675	£702
Maximum	£3,344	£3,478
Teaching and Learning Responsibility (TLR) payment 2		
Minimum	£3,391	£3,527
Maximum	£8,279	£8,611
Teaching and Learning Responsibility (TLR) payment 1		
Minimum	£9,782	£10,174
Maximum	£16,553	£17,216
Special Educational Needs Allowance (SEN)		
Minimum	£2,679	£2,787
Maximum	£5,285	£5,497

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Appendix Six: Leadership Groups

Leadership Pay Levels – Inner London area		
	September 2024	**Recommended September 2025**
Leadership Minimum Broad Bands for Head Teacher	**Per annum**	**Per annum**
1	£65,731- £84,249	**£68,361- £87,619**
2	£68,583 - £89,957	**£71,327- £93,556**
3	£73,225 - £96,106	**£76,154- £99,951**
4	£78,000 - £102,714	**£81,120- £106,823**
5	£85,092 - £112,333	**£88,496- £116,827**
6	£90,856 - £122,945	**£94,491- £127,863**
7	£97,068 - £134,581	**£100,951- £139,965**
8	£106,083 - £147,586	**£110,327- £153,490**

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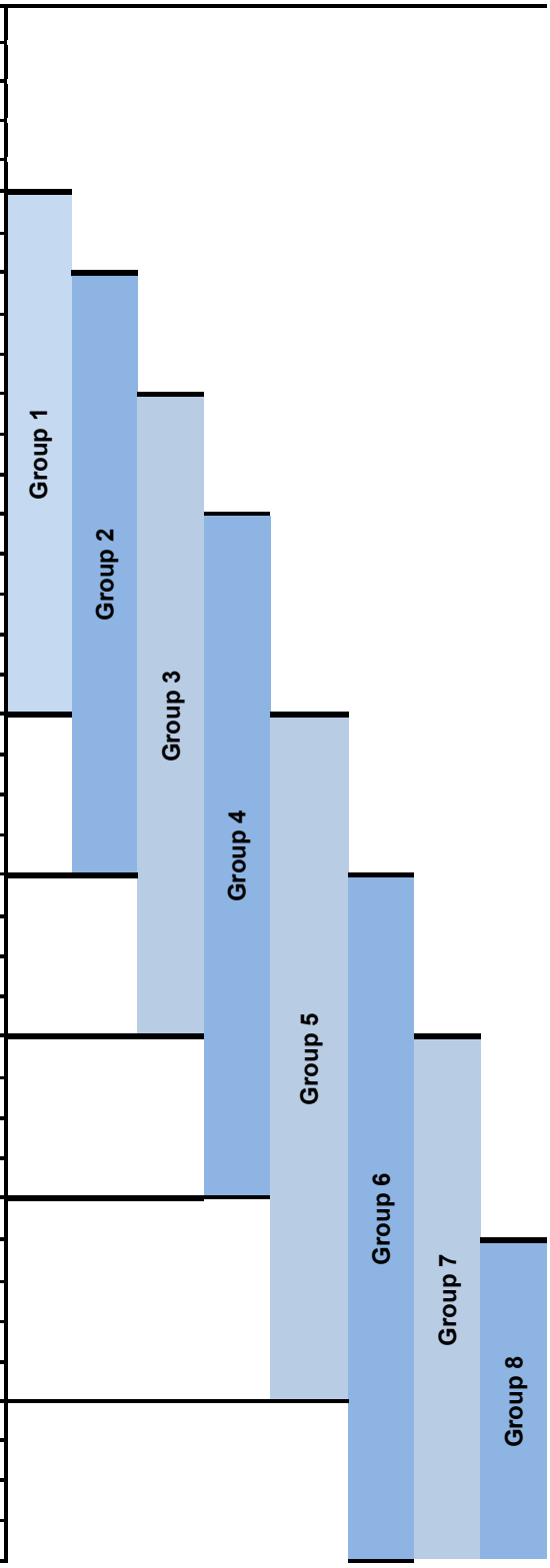
Appendix Seven: Leadership Group Pay Range 2025

Inner London Area

L1	£61,554
L2	£62,857
L3	£64,187
L4	£65,538
L5	£66,935
L6	£68,361
L7	£69,942
L8	£71,327
L9	£72,858
L10	£74,479
L11	£76,154
L12	£77,691
L13	£79,385
L14	£81,120
L15	£82,888
L16	£84,841
L17	£86,566
L18a	£87,619
L18b	£88,496
L19	£90,446
L20	£92,447
L21a	£93,556
L21b	£94,491
L22	£96,594
L23	£98,737
L24a	£99,951
L24b	£100,951
L25	£103,211
L26	£105,521
L27a	£106,823
L27b	£107,891
L28	£110,327
L29	£112,823
L30	£115,382
L31a	£116,827
L31b	£117,995
L32	£120,678
L33	£123,438
L34	£126,247



L35a	£127,863
L35b	£129,141
L36	£132,092
L37	£135,141
L38	£138,235
L39a	£139,965
L39b	£141,365
L40	£144,656
L41	£148,028
L42	£151,483
L43	£153,490

Notes: Scale point ‘a’ should only be used for Head Teachers or Heads of School where it is the maximum value of the Head Teacher Group Range for the School.