

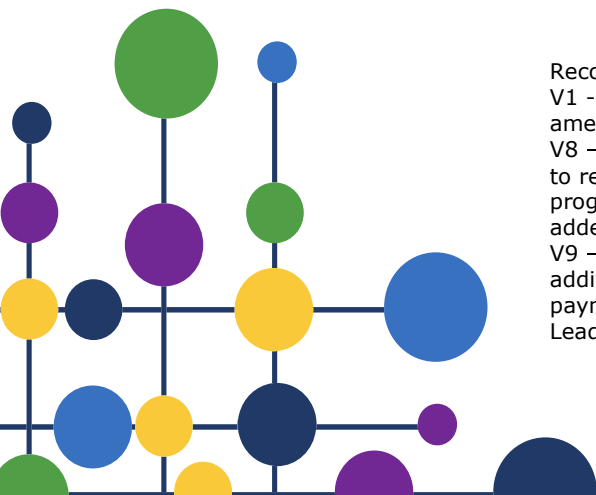
TEACHER PAY POLICY & PROCEDURE

Version	9.0
Name of policy writer	TracyNash/ Rebecca Hartley
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Approved by Trustees	9 th October 2025

Record of alterations:

V1 - original version. V2 – V5 pay scales updated. V6 - Accelerated pay progression amendment and salary ranges. V7 – changes to long service award & misc payments. V8 – amended salary values in line with annual award. Changed format of appendices to reflect SHARE TEMPLATES. Significant changes to performance related pay progression in light of new national guidance. Following approval, additional wording added to point 27.2 to clarify additional payments.

V9 – Pay scales updated. Addition of paragraph 17.9 regarding TLR payments and additional wording to 27.2 regarding levels of responsibility when making additional payments. Reference to Executive Business Team changed to Senior Executive Leadership Team (SELT)



1. Introduction

- 1.1 The Board of Directors of SHARE MAT have adopted the policy set out in this document to provide a clear framework for the exercise of its powers and discretions in relation to all teachers employed in the MAT.
- 1.2 SHARE MAT is committed to taking all relevant decisions in accordance with the principles of public life as listed in Department for Education guidance (namely objectivity, openness and accountability) and believes that this pay policy will help to recruit, retain and motivate teachers, will provide the basis for sound financial and personnel planning and will minimise the risk of grievance and discrimination.
- 1.3 SHARE MAT through the mechanisms outlined in this policy, the Professional Development Plan (PDP) policy, the Decision Making and Accountability Framework and the Scheme of Delegation aims to ensure that all decisions taken on pay and remuneration are justifiable and fair.
- 1.4 Incremental pay progression, whilst taking into account the individual's progress against an agreed professional development plan (PDP), will normally be automatic unless there are serious concerns about the teacher's performance, which should have been brought to their attention at the earliest opportunity.
- 1.5 With reference to all posts, professional development plan reviews will be deemed to be successful unless significant concerns about the standards of performance have been raised and in writing with the employee during the annual Professional development plan cycle and, by the conclusion of that process, have not been successfully addressed through support provided by the academy.
- 1.6 Fairness will be assured by annual monitoring of pay decisions. Specifically, the only pay decisions for teaching staff are withholding increments due to formally notified incompetency or an unsuccessful application for threshold/accelerated pay.
- 1.7 Annual pay reports by the Headteacher or Chief Financial Officer will be provided to Local Governing Bodies for information or the Trust Board as required.
- 1.8 All arrangements in relation to pay determination will comply fully with data protection requirements.

2. Purpose and scope

- 2.1 The policy aims to ensure fair and robust pay structures and covers all teachers and will fulfil the relevant obligations of the Board of Directors under the following documents:
 - The School Teachers' Pay and Conditions Document (STPCD).
 - The Conditions of Service for School Teachers in England (Burgundy Book).

2.2 This policy takes into account the Department of Education guidance outlined in the Managing Teachers' and Leaders' Pay (July 2024).

2.3 SHARE MAT will ensure compliance at all times with the following relevant legislation:

- The Equality Act 2010
- The Employment Act 2008
- The Employment Act 2002
- The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Employment Relations Act 1999
- The Employment Rights Act 1996.

3. Roles and Responsibilities in Setting Pay Structures

3.1 The Board of Directors has responsibility for approving annual revisions to the pay policy, approving cost of living increases for all teachers including the CEO, considering revisions to pay and conditions of all teachers within the MAT.

3.2 The remuneration committee comprises of at least two Directors, who should have sufficient expertise in financial and pay matters. The Remuneration Committee has responsibility for making recommendations to the Board regarding the Executive salary ranges, including a re-grade or an acting up payment. This is detailed in the Scheme of Delegation. Pay progression for the CEO based upon performance remains under the jurisdiction of the Board.

3.3 Relevant executive roles that fall under the remuneration committee's remit include the CEO, Executive Principals and other senior teaching leaders who report to the CEO, such as the Director of People and Improvement. The remuneration committee will make recommendations to the board about appropriate pay scales and other pay decisions.

3.4 The Share Executive Leadership Team (SELT) comprises of the CEO, the Chief Finance and Operations Officer (CFOO), the Director of People & Improvement and Executive Principals. The SELT has responsibility for determining pay bands for all teaching posts, which will normally be in line with the School Teachers Pay and Conditions Document (STPCD). Exceptions will be reported to the remuneration committee.

3.5 The remuneration committee has responsibility for hearing formal appeals about pay decisions made by the CEO, otherwise appeals will be heard by an independent committee selected by the SELT. Committee representation will not include any employee involved in the original pay decision and will be made in line with the scheme of delegation, facilitated by the HR Manager.

4. Guiding Principles

- 4.1 SHARE MAT is committed to maintaining the statutory minimum and maximum points on all pay ranges in accordance with the STPCD.
- 4.2 The MAT will ensure that appropriate differentials between teaching posts and for intermediate reference points between the lower and upper points of each individual pay range, will be maintained at all times in recognition of accountability and job weight, and the need to recruit, retain and motivate sufficient employees of the required quality.
- 4.3 In relation to the pay award applicable from 1st September 2024 the figures set out in appendix one detail both the statutory minimum and maximum for each individual pay range for teaching staff (and for the eight headteacher groups) and the statutory minimum and maximum for all allowances across the pay ranges which have been uplifted throughout in accordance with the government's response (contained within STPCD 2024) to the recommendations of the School Teachers' Review Body in their most recent annual report.
- 4.4 Appendix one details all discretionary points between the minima and maxima of each pay range. These have been similarly uplifted throughout in accordance with the recommendations of the School Teachers' Review Body in their annual report.

5. Pay portability

- 5.1 Every academy within SHARE MAT will maintain teachers' previous pay entitlements in accordance with the principle of portability.
- 5.2 When determining the starting pay for a classroom teacher who has previously worked in a local authority maintained school or academy in England, the teacher will be paid on the main pay range or upper pay range at a point that 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 salary notification from their previous employer.

6. Pay progression

- 6.1 With regard to pay progression, the Board of Directors maintains historic banding arrangements (as specified in appendix one) with reference to leadership posts (including those where the pay ranges have been determined since 1 September 2014). These are applicable to the post of headteacher (seven-point range) and the posts of deputy headteacher and assistant headteacher (five-point range).
- 6.2 With regard to pay progression, the Board of Directors maintains historic banding arrangements (as specified in appendix one) with reference to leading practitioner pay range, upper pay range, main pay range, and unqualified teacher pay.
- 6.3 Pay ranges for teaching staff on leadership, leading practitioner and upper pay ranges are incremental where progression will normally be automatic, unless there are serious concerns about the leader's or teacher's performance, which should have been brought to the employee's attention. The trust operates a system whereby concerns should be

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raised at an early opportunity, to allow the employee to make the necessary improvements before pay decisions are made.

- 6.4 Pay ranges for teaching staff on main and unqualified teacher ranges are incremental. Progression will normally be automatic, unless there are serious concerns about the teacher's performance, which should have been brought to the employee's attention. The trust operates a system whereby concerns should be raised at an early opportunity, to allow the employee to make the necessary improvements before pay decisions are made.
- 6.5 All teachers employed by SHARE MAT can expect to receive regular, constructive feedback on their performance and are subject to annual Professional development plan that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.
- 6.6 Assessments of performance will be evidence based. Professional development plan objectives and assessments will be moderated to ensure consistency and fairness.
- 6.7 Pay progression is normally automatic and will only be considered in the September of each year. Where a teacher is internally promoted or externally appointed part way through the academic year, they will usually only be considered for pay progression upon the demonstration of two terms of sustained performance. In cases where a teacher is externally appointed to the trust part way through the academic year, to the same pay scale as they were on at their previous school, they will be considered for pay progression in September.
- 6.9 With regard external appointments, teachers starting their employment with the trust in the summer term will be eligible for the pay progression they would have automatically received had they remained in their previous post.
- 6.10 The Board of Directors will, at all times, ensure that appropriate funding is allocated for pay progression at all levels.

7. Accelerated Pay Progression

- 7.1 The person being reviewed must apply to be considered for accelerated pay progression, stating clearly why they meet the criteria.
- 7.2 The application should be made on the accelerated pay progression form, available in appendix 2:
- 7.3 To be considered eligible for accelerated pay progression, the employee must be able to demonstrate:
 - a. They have exceeded their professional development plan targets and have evidence to support this claim
 - b. Their overall performance has made a significant impact on pupils' outcomes or their team's achievements. Again, this must be supported by evidence
- 7.4 The application must be supported by both the individual's line manager and headteacher.

- 7.5 The outcome will be determined by a panel comprising of members of the Senior Executive Leadership Team (SELT) which will be held during October in order for any increases in pay to be made in November salary. All applicants will be notified in writing of the outcome with the reasons as to why the accelerated pay was approved or rejected by the panel. The letter will include notification of the right to appeal (please see section nine) and will be heard by the Chief Executive Officer.
- 7.6 The panel must not include any person involved in the original recommendation, including the candidate's headteacher.

8. Salary notification

- 8.1 The Headteachers/Heads of School will ensure all teachers' annual PDPs are completed by 31 October. The CEO will ensure this is completed for all executive headteachers and headteachers by 31st December in line with PDP policy.
- 8.2 Salary statements for all teaching staff in the MAT will be available annually on the HR Management Information System by 30th November, only the most recent statement should remain on the employee file.
- 8.3 All salary statements should make clear:
- the range applicable (leadership, leading practitioner, upper pay range, main pay range or unqualified teacher pay range);
 - any additional award for excellence (such as double increments);
 - any teaching and learning responsibility (TLR) payment(s);
 - any special educational needs (SEN) allowance;
 - any recruitment or retention allowance;
 - any safeguarding values.
- 8.4 Headteachers/Heads of Schools may choose to write to teaching staff upon successful completion of their professional development plan. The CEO may choose to do this for the Central Team.

9. Informal appeal

- 9.1 If an employee is dissatisfied with the withholding of a pay increment due to capability or failing to secure threshold or an accelerated award following an application, they may follow the formal appeal procedure at the point they have been notified in writing. They should, without delay, seek to resolve this by informal discussion with their line manager. Any discussion of this nature must be documented by the line manager and communicated to the individual employee concerned as well as the Headteacher who may seek advice from the central team.
- 9.2 Where the teacher continues to be dissatisfied, they may follow the formal appeal procedure at the point they have been notified in writing.

10. Formal appeals procedure

- 10.1 Formal appeals against pay determinations can only proceed once the initial recommendation has been ratified and the teacher has been notified of the outcome in writing. Other than in extenuating circumstances, no formal appeal should be presented without informal discussion of the recommendation having previously taken place as outlined above.
- 10.2 Formal appeals against unsuccessful application to be paid on UPR can only proceed after the teacher has been notified in writing of the decision.
- 10.3 In submitting a formal appeal, the appellant should specify that they believe the decision to deny them pay progression was unreasonable because of one of the following reasons and this must be clearly expressed in their appeal:
- represented an incorrect application of this pay policy;
 - represented an incorrect application of any provision of STPCD;
 - failed to have proper regard for statutory guidance;
 - failed to take proper account of relevant evidence;
 - took account of irrelevant or inaccurate evidence;
 - unlawfully discriminated against the teacher or;
 - was biased in some other way.
- 10.4 The teacher should set down in writing the reason(s) for questioning the pay decision (which must be one or more of the grounds specified above) and send their appeal to the PA to the CEO within ten working days of receipt of formal notification.
- 10.5 The HR Manager will make arrangements for the formal appeal hearing, convening appropriate committee members in line with the scheme of delegation and in consultation with the SELT and will notify the appellant in writing. This will normally take place within ten working days of receipt of the written appeal notification.
- 10.6 For any formal hearing the teacher is entitled to be accompanied by a work colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of any formal meeting must be reasonable. The appeal hearing must allow both parties to explain their cases.
- 10.7 The decision of the appeals committee 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.
- 10.8 The decision of the appeals committee is final and there is no recourse to the grievance procedure.
- 10.9 Appeal decisions do not affect teachers' statutory employment rights.

11. Leadership pay

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- 11.1 In determining the individual pay ranges for leadership posts, appropriate differentials with regard to the particular responsibilities of each post will be considered by the SELT to reflect responsibilities and any specific challenges related to a specific setting or role.
- 11.2 For the purpose of determining leadership pay, our academies must be assigned to one of eight headteacher groups, according to the total unit score (derived in accordance with the STPCD) based on the numbers of pupils in the school at various key stages, with extra weighting given to pupils with statements of special educational needs (SEN).
- 11.3 Where the headteacher is appointed as head of more than one school on a permanent basis (normally under the title of Executive Headteacher) the determination of the headteacher group will be made with reference to the total unit score of all the schools for which the headteacher is responsible.
- 11.4 Factors to be considered at this point may include (this list is not exhaustive) an academy causing concern, high levels of deprivation within the school community such as specific needs of pupils (as measured by indices such as PP, EAL etc), accountability for multiple school sites or leading a teaching school alliance (although no factor which has already been taken into consideration in determining the headteacher group for the school should be given further weight in this respect).
- 11.5 Other factors such as difficulties with recruitment and/or retention or in respect of permanent additional responsibilities (previously payable as separate allowances or discretionary payments) also require to be taken into consideration when determining pay ranges (as these allowances have now been consolidated into basic pay).
- 11.6 The pay range in the event of any new appointment to the leadership group will be reviewed and recorded centrally by the SELT.
- 11.7 The SELT may additionally choose to review and record the pay ranges of any (or all) leadership posts under the new arrangements by setting appropriate individual pay ranges if, in their opinion, it is necessary to do so in order to maintain consistency either with pay arrangements for new appointments to leadership posts or with pay arrangements for one or more members of the leadership group whose responsibilities have altered significantly since 1 September 2014.
- 11.8 The pay range for the headteacher will be determined with reference to the appropriate headteacher group (see appendix one) determined as above.
- 11.9 The pay of all other leadership posts will be determined with reference to the leadership pay range (see appendix one).
- 11.10 The minimum of the pay range allocated to the headteacher must be no lower than the minimum of the appropriate headteacher group.
- 11.11 The maximum of the pay range allocated to the headteacher should not normally exceed the maximum of the appropriate headteacher group. However, the SELT reserves the right to determine if circumstances specific to the role or candidate warrant a higher than normal payment then the maximum of the pay range set may exceed the maximum of the appropriate headteacher group as long as the total salary (including

allowances) payable to the headteacher does not exceed the maximum by more than 25%.

11.12 Should the SELT determine (in the event of wholly exceptional circumstances) to remunerate the headteacher in excess of 25% above the maximum of the appropriate headteacher group they must first produce a business case in support of their recommendation which will be presented to the Board of Directors who will consider the provisions of STPCD and whether they have been properly applied to the headteacher's pay and that the pay increase is justified and fair.

11.13 The maximum of the individual pay range(s) for the deputy headteacher(s) and/or assistant headteacher(s) must not exceed the maximum of the appropriate headteacher group for the school.

11.14 The pay range(s) for the deputy headteacher(s) and/or assistant headteacher(s) should not (other than in exceptional circumstances) overlap the pay range of the headteacher.

12. Headteachers temporarily accountable for more than one academy

12.1 In an academy where it is not possible to appoint a deputy headteacher or another member of the teaching staff to take on the position of acting headteacher when there is a vacancy in the post of headteacher, a headteacher of another academy may be appointed to be responsible and accountable in addition to their continuing role as the headteacher of their own academy.

12.2 This role should be regarded as an acting headship on a temporary basis for as long as arrangements are being made for a permanent headteacher to be recruited for each academy. There is an expectation that these temporary arrangements should be time-limited and subject to regular review and the maximum duration should be no longer than two years. The value of a discretionary payment will be determined and recorded by the SELT.

12.3 The total sum of salary and any other discretionary payments made to a headteacher must not (other than in wholly exceptional circumstances) exceed the maximum of the relevant headteacher group by more than 25%.

12.4 Should the SELT, in the event of wholly exceptional circumstances, recommend the headteacher receives in excess of 25% above the maximum of the appropriate headteacher group, they will present a business case to the Remuneration Committee who will consider the provisions of STPCD and whether they have been properly applied to the headteacher's pay and that the pay increase is justified and fair. The final decision will be made by the board.

13. Lead Practitioner posts

13.1 The appropriate salary range (see appendix one) on the Lead Practitioner pay range with regard to the nature of the work to be undertaken and the professional competencies required of the teacher will be determined by the SELT.

- 13.2 When determining the individual salary range, consideration will be given as to the challenge and demands of the individual post (including any other criteria considered appropriate such as any outreach work) whilst being mindful of internal pay comparators.
- 13.3 The Lead Practitioner pay range will be redetermined when new appointments are made or there is a significant change in the responsibilities of the post-holder.
- 13.4 Any teacher appointed for the first time as a leading practitioner will normally be paid a salary corresponding to the minimum of the leading practitioner pay range. The appointment panel may recommend a starting salary up to two points higher than the minimum but changes to range must be approved by the SELT.

14. Upper pay range (UPR)

- 14.1 Application to move onto UPR is an elective process in which it is entirely the responsibility of the teacher to decide whether or not they wish to apply.
- 14.2 Only teachers who hold QTS and who have achieved two successive successful professional development plans (not necessarily in consecutive years if circumstances (such as maternity leave, disability sickness absence etc.) will be eligible for progression to the upper pay range. The PDP undertaken in the calendar year of application must be taken into consideration when assessing the application.
- 14.3 A teacher applying to move onto UPR must demonstrate that their achievements and contribution to the academy are both substantial and sustained. In order to be fair and transparent, judgements will be robustly evidenced using the SHARE MAT electronic software, and there must be a successful review of overall performance.
- 14.4 Applications for movement onto the upper pay range can be made only once a year. A teacher electing to progress through the threshold to UPR must demonstrate impact in the preceding year of their application i.e. provide two years' worth of evidence. All evidence should be uploaded onto the Management Information System for the line manager to evaluate during the Professional development plan meeting. A written notification of a UPR threshold request must be made to the Headteacher twelve months in advance.
- 14.5 Applications should be submitted before the deadline of 31 October and will be considered by the headteacher following completion of the annual PDP cycle in September/October the following year. The headteacher will assess all applications in accordance with the progression criteria to be achieved as indicated in the PDP policy.
- 14.6 The application will be assessed by the headteacher using the PDP and will be quality assured by a different headteacher or executive headteacher within the MAT before the outcome is communicated in writing to the employee within fifteen working days of either the PDP or receipt of application (whichever is later).
- 14.7 The teacher will be informed that they will move onto the initial point on the upper pay range with effect from 1st September in the year of progression.

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- 14.8 If the application is unsuccessful, feedback will be provided by the headteacher as soon as possible and notification in writing at least within five working days of the date the decision is communicated.
- 14.9 Appeals in respect of unsuccessful applications will be heard in line with the appeals procedure.
- 14.10 SHARE MAT will not be bound by any decision regarding progression to UPR made by another school or academy by whom the teacher is concurrently employed.

15. Main pay range for classroom teachers

- 15.1 All early career teachers (ECTs) will normally be placed on the minimum of the main pay range and will be subject to the statutory induction process unless they have relevant experience in accordance with the following paragraphs.
- 15.2 An experience point will be awarded for each year of service that a teacher (including any period of approved absence) has completed at this or any other school or in an equivalent post (for instance City Technology College, independent school, a maintained overseas school outside the EEA, in a college of FE, a sixth form college, in higher education or at a MOD school).
- 15.3 Relevant experience other than teaching may be recognised on the basis of one point for every three years of experience deemed by the Headteacher to be relevant to the post.
- 15.4 The headteacher making an appointment can offer an increment of up to two points on the starting salary in exceptional circumstances, e.g. if a post has been proven hard to fill or the candidate is exceptionally well qualified.

16. Unqualified teachers

- 16.1 Persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have satisfied the headteacher as to their special qualifications and/or skills and/or experience to undertake such roles may be paid as an unqualified teacher, as may those individuals who are undertaking an approved employment-based teacher training scheme.
- 16.2 Those beginning work as unqualified teachers will be placed on the minimum of the unqualified teacher pay range, unless the headteacher determines that they have other relevant experience, in which case a discretionary point or points may be awarded.
- 16.3 The headteacher will award one discretionary point for three or more years of experience which is considered to be of value to the academy (other than employment as an unqualified teacher).

17. Teaching and learning responsibility (TLR) payments

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- 17.1 A TLR may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the academy's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he or she is made accountable. The TLR may be awarded while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Unqualified teachers may not be awarded TLRs.
- 17.2 Before awarding a TLR, the Headteacher must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that this identified responsibility:
- is focused on teaching and learning;
 - requires the exercise of a teacher's professional skills and judgment;
 - requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
 - involves leading, developing and enhancing the teaching practice of other staff.
- 17.3 The headteacher, in conjunction with SLT and seeking advice from the SELT as required, will decide the number of levels of TLR payments within the bands and the specific values of the TLR payments at each level.
- 17.4 The headteacher may designate such permanent payments as either TLR1 or TLR2, but before awarding a TLR1, must be satisfied that the significant responsibility referred to in the preceding paragraph includes, in addition, line management responsibility for a significant number of people.
- 17.5 A TLR3 payment may be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities and must meet the criteria for TLRs. It is envisaged that the maximum time limit would be for no longer than two years.
- 17.6 TLR1 and TLR2 payments are permanent whilst the post-holder remains in the same post in the staffing structure. They may be awarded on a temporary basis only where a teacher is substituting in the temporary absence of another teacher.
- 17.7 Teachers will not be required to undertake permanent additional responsibilities without award of an appropriate permanent TLR1 or TLR2 payment.
- 17.8 A teacher may not be awarded TLR1 and TLR2 payments concurrently although holders of either TLR1 or TLR2 payments may be awarded additional TLR3 payment(s).
- 17.9 TLRs will be paid to teachers according to the proportion of responsibility they carry out. The trust will act fairly and appropriately when evaluating the value of an existing or new TLR 1 or TLR 2 payment. The trust will normally ensure that sufficient postholders are appointed to cover any flexible working arrangements, should they be requested or arise.

18. Special educational needs (SEN) allowance

18.1 SEN allowances may be awarded in accordance with the criteria and provisions set out in the STPCD. SEN allowances may be held at the same time as TLRs. However, when keeping their staffing structures under review, the Headteacher must:

- ensure that holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
- consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments, it would not be more appropriate to award a TLR payment instead of a SEN allowance of a lower value;
- not continue to award new SEN payments solely for the purposes of recruitment and retention; and
- ensure that any SEN responsibilities are clearly specified in any individual teacher's job description.

18.2 Where the criteria for the payment of a SEN allowance are met, the headteacher must award an allowance (spot payment) and the teacher's annual pay statement should specify the amount, and the reason for the award.

18.3 A SEN allowance to a classroom teacher must be awarded by the Headteacher:

- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- in a special school;
- who teaches pupils in one or more designated special classes or units in an academy;

19. Allowance payable to unqualified teachers

19.1 The headteacher may determine that payment of an additional allowance is appropriate in the context of its staffing structure and pay policy on the basis that the unqualified teacher has taken on a sustained additional responsibility which is focused on teaching and learning; and requires the exercise of a teacher's professional skills and judgment; or qualifications or experience which bring added value to the role being undertaken. Advice should be sought from HR as required before making an additional payment.

20. Acting allowance

20.1 Where a teacher is assigned and carries out duties of a member of the leadership group, but has not been appointed as an acting headteacher, acting deputy headteacher or acting assistant headteacher, an acting allowance must be paid.

20.2 It must not be lower than the minimum of the relevant pay range for as long as the acting allowance is paid and be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to such point on the leadership pay range as considered and evidenced to be appropriate.

20.3 This may be paid with effect from such day on or after the day on which duties of a headteacher, deputy headteacher or assistant Headteacher are first assigned and carried out as the CEO/Executive Head or Headteacher may determine.

21. Additional payments

21.1 The headteacher may make such payments as they see fit to a teacher, other than a headteacher, in respect of:

- continuing professional development undertaken outside the academy day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the academy;
- 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.

22. Recruitment and retention incentives and benefits

22.1 The headteacher may make such payments or provide other financial assistance, support or benefits to any teacher (other than a member of the leadership group unless such payments etc. were in place prior to 1 September 2014.) as it considers necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

22.2 An incentive for the recruitment of a new teacher or the retention of an existing teacher may consist of periodic payments or the provision of other benefits over a period of time.

22.3 An incentive or benefit for this purpose should be subject to regular (although not less than annual) review and the headteacher should make clear at the outset the likely duration of any such award.

23. Part-time teachers' remuneration

23.1 All contractual arrangements entered into must comply with The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (as amended), and the Equality Act 2010. Part-time teachers must be paid a percentage of the appropriate full-time equivalent salary. The same percentage must be applied to any allowances awarded to a part-time teacher.

23.2 Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the headteacher and the pay calculation applied to any resultant additional hours worked.

23.3 The date of INSET days are determined locally every year. Therefore, each academy should consider access to training days for part time teachers, seeking advice centrally as required to ensure part time teachers are paid for additional INSET days above their pro rata contractual allocation.

23.4 The timetabled teaching week refers to school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies. The school's timetabled teaching week of a full-time classroom teacher is to be used as the basis for calculating the pro rata percentage of the school's timetabled teaching week for which a part-time teacher is employed at the same school. This percentage is used to determine the pro rata remuneration of a full-time equivalent teacher's remuneration to which a part-time teacher is entitled. The percentage remains the same for all our academies regardless of a weekly, fortnightly or any other timetable cycle.

24. Teachers employed on a short notice basis

24.1 Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of the STPCD 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.

25. Safeguarding of salary

25.1 The overarching principles are as follows:

- teachers at all levels are protected from sudden drops in total salary which would otherwise occur through no fault of their own;
- safeguarding principles will be applied on a mandatory basis unless in a redundancy situation, a teacher resigns from their post or the TLR element of their substantive post of their own accord ahead of the selection process, in which case safeguarding principles will not apply);
- the teacher must know, at the start of the safeguarding period, what safeguarding arrangements are applicable to any particular salary element and this must be set out in the teacher's salary statement at the start of the period.

25.2 The Headteacher must review the duties of any teachers who are entitled to safeguarded sums that in total exceed £500 and allocate appropriate additional responsibilities, commensurate with the safeguarded sum, for the period of safeguarding. The Headteacher should ensure that appropriate notice is given of any new duties which are being given to the teacher as work commensurate with their safeguarded sum or sums.

25.3 All such additional responsibilities allocated should be kept under review, including taking such action as may be required when the safeguarding period ends. Headteachers will want to consider whether the additional duty is still required; if it should now attract an additional payment (such as a Teaching and Learning Responsibility (TLR1 or TLR2) payment); and, if so, the most appropriate person to undertake the duty.

25.4 The teacher must be given written notice of any determination to withdraw a safeguarded sum at least one month before it is implemented and should be given notice of such a determination at the earliest opportunity. Any such determination is subject to appeal by the employee in line with the appeal procedure.

26. Salary sacrifice

26.1 SHARE MAT operates a number of salary sacrifice schemes allowing employees to purchase items generally of up to a maximum value of £1,000 for each scheme. Gross salary shall be reduced accordingly in line with the relevant schemes.

27. Miscellaneous Payments

27.1 SHARE MAT recognises loyalty and commitment of its employees and as such, upon completion of twenty-five years' service, employees will be awarded three hundred pounds in the form of gift vouchers of their choosing.

27.2 All teaching staff including leaders paid up to Leadership scale L10 are eligible to claim overtime for working with students during holiday periods, for example, intervention and revision classes, this will be paid at a flat rate of thirty pounds per hour and must be approved by the Headteacher prior to the work taking place. All additional payments must take into account the level of responsibility for the extra work undertaken.

27.3 Overtime for teachers generally will not be approved. Leadership staff do not qualify for overtime payments in any circumstances. HR must be contacted for advice if additional work is deemed as requiring additional payment. Please note however, that part time teachers will qualify for overtime if they have agreed to carry out work on a non-working day.

27.4 Lunchtime duties may form part of the job for some teaching roles, (for example SLT) without pay depending upon their timetable. Also, there may be circumstances where teachers do carry out lunchtime duties (by invitation and agreement) even though this is not part of their role.

27.5 Payments for external work will need to be considered before the work is completed as it depends upon the post holder as to who has delegated authority to approve payment. For example, additional work carried out for the Teaching School, would be approved by the Director of the Teaching School Hub.

28. Other Policies

28.1 This policy is supported by the personal development (appraisal) policy.

28.2 Employees' monthly pay can change subject to personal circumstances, therefore this policy has recourse to the Attendance Management Policy and Leave of Absence Policy.

Appendix One - Salary Ranges

Introduction

Please note that minimum and maximum figures for each pay range are highlighted in red.

Intermediate figures (previously spine points) are no longer nationally recognised and are purely discretionary. These are reproduced here for reference purposes only, given that all bands between the minimum and maximum in each pay range are now entirely at the discretion of the employer.

Headteacher groups

Headteacher group	Leadership Points		Value	
	Min	Max	Min	Max
1	6	18	£58,569	£78,702
2	8	21	£61,534	£84,699
3	11	24	£66,368	£91,158
4	14	27	£71,330	£98,106
5	18	31	£78,702	£108,202
6	21	35	£84,699	£119,350
7	24	39	£91,158	£131,578
8	28	43	£100,540	£143,796

TEACHER SALARY SCALES 2025/26			
MAIN SCALE	SEPT 25	LEADERSHIP	SEPT 25
	Annual	GROUP	Annual
M1	32916	L1	51773 Statutory Min
M2	34823	L2	53069
M3	37101	L3	54394
M4	39556	L4	55747
M5	42057	L5	57137
M6	45352	L6	58569
		L7	60145
UPPER PAY SCALE	SEPT 25	L8	61534
	Annual	L9	63070
UPS 1	47472	L10	64691
UPS 2	49232	L11	66368
UPS 3	51048	L12	67898
		L13	69596
LEAD	SEPT 25	L14	71330
PRACTITIONER	Annual	L15	73105
1	52026	L16	75049
2	53332	L17	76772
3	54663	L18	78702 Max Group 1

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4	56022	L19	80655	
5	57418	L20	82654	
6	58857	L21	84699	Max Group 2
7	60443	L22	86803	
8	61836	L23	88951	
9	63381	L24	91158	Max Group 3
10	65010	L25	93424	
11	66695	L26	95735	
12	68233	L27	98106	Max Group 4
13	69937	L28	100540	
14	71682	L29	103030	
15	73465	L30	105595	
16	75419	L31	108202	Max Group 5
17	77150	L32	110892	
18	79092	L33	113646	
		L34	116456	
		L35	119350	Max Group 6
UNQUALIFIED	SEPT 25	L36	122306	
TEACHERS	Annual	L37	125345	
1	£22,601	L38	128447	
2	£25,193	L39	131578	Max Group 7
3	£27,785	L40	134860	
4	£30,071	L41	138230	
5	£32,667	L42	141693	
6	£35,259	L43	143796	Statutory Max

Allowances

The following allowances (TLR and SEN) can be set by the awarding body at any figure between the statutory minimum and maximum.

Teaching and Learning Responsibility (TLR) payments (2024-2025)

Note – no teacher may hold both TLR1 and TLR 2 concurrently.

Note – a TLR3 which is fixed term may be held concurrently with either a TLR1 or a TLR 2.

TLR	SEPT 25 Annual
TLR 1 - A	£10,174
TLR 1 - B	£12,521
TLR 1 - C	£14,866
TLR 1 - D	£17,216
TLR 2 - A	£3,527

Teachers Pay Policy

TLR 2 - B	£6,070
TLR 2 - C	£8,611
TLR 3 - MIN	£675
TLR 3 - MAX	£3,344

SPECIAL EDUCATIONAL NEEDS	SEPT 25 Annual
TLR 3 - MIN	£702
TLR 3 - MAX	£3,478

Appendix Two – Accelerated Pay Progression Application Form

An application for accelerated pay progression is considered on an individual basis when the criteria has been met.

To make an application for accelerated progression, through the relevant pay range (for example from MPR2 to MPR4 or seeking pay progression even though new to role within the last two terms) you must be able to demonstrate:

- a. You have exceeded your Professional development plan and have evidence to support your claim;
- b. Your overall performance has made a significant impact on pupils' outcomes or their team's achievements. Again, this must be supported by evidence;
- c. Your line manager and headteacher support your application.

The outcome will be determined by a panel comprising of members of the SELT which will be held during **October** in order for any increases in pay to be made in November salary. All applicants will be notified in writing of the outcome with the reasons as to why the accelerated pay was approved or rejected by the panel. The letter will include notification of the right to appeal and will be heard by the Chief Executive Officer.

Name	
Academy	
Post and length of time in present post	
Current pay range (please state)	
Date of submission to the panel with agreement from the Headteacher	
Please highlight the accelerated pay progression requested	Double pay progression due to sustained and exceptional performance (e.g. M2 to M4) OR Pay progression due to exceptional performance, even though new to role within the last two terms

