SHARE
MULTI-ACADEMY TRUST

TEACHER PAY POLICY & PROCEDURE

Version	10.0
Name of Policy Writer	L Sykes / R Hartley
Approved by Directors or Delegated Authority	8.10.26
Date of next review	September 2027

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. The policy covers all teachers and will fulfil the relevant obligations of the Board of Directors as per the Academy Trust Handbook. Share MAT will consider national recommendations.

2.2 This policy takes into 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 Trust HR team.

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 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 & 2026) 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 raised at an early opportunity, to allow the employee to make the necessary improvements before pay decisions are made.

6.4 Pay progression for UPR teaching staff will normally be automatic every two years unless there are serious concerns about the teacher's performance.

6.4 Pay progression for teaching staff on MPR and Unqualified scale will normally be automatic every year, unless there are serious concerns about the teacher's performance, which should have been brought to the employee's attention.

6.5 All teachers employed by SHARE MAT can expect to receive regular, constructive feedback on their performance and are subject to annual PDP 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 part way through the academic year, they will usually only be considered for pay progression upon the demonstration of two terms of sustained performance.

6.9 With regard external appointments, teachers will be eligible for the pay progression they would have normally 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:

- They have exceeded your professional development plan and have clear evidence to support your claim;
- The overall performance is exceptional and has made a significant and sustained impact in all relevant areas. This must be supported by evidence;
- The line manager and headteacher support your application.

7.4 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 progression 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.

7.5 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.

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 may choose to write to teaching staff upon successful completion of their professional development plan. The CEO may choose to do this for the Senior Executive Leadership Team (SELT). The SELT may choose to complete this for the central team members.

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 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.

10.3 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.

10.4 The Trust HR team 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.

10.5 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.

10.6 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.

10.7 The decision of the appeals committee is final and there is no recourse to the grievance procedure.

10.8 Appeal decisions do not affect teachers' statutory employment rights.

11. Leadership pay

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 The board of directors ensure its decisions about levels of executive pay (including salary and other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities. A separate Executive Pay Policy is available

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 or Leadership 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 A decision will be based on the performance of the eligible teacher over the previous two years (not necessarily in consecutive years if circumstances (such as maternity leave, disability sickness absence etc.). Teachers must hold QTS. An application will be successful where the Headteacher and the relevant Trust body are satisfied that the teacher is highly competent in all elements of the relevant standards and evidence shows that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. The PDP undertaken in the calendar year of application must be taken into consideration when assessing the application.

14.3 In order to be fair and transparent, judgements will be robustly evidenced using the SHARE MAT PDP platform, 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 written notification of a UPR threshold request must be made to the Headteacher twelve months in advance.

14.5 All UPR applications must be submitted before the given deadline and will be considered by the headteacher following completion of the annual PDP cycle.

14.6 The application will be assessed by the headteacher and will be quality assured by a panel consisting of SELT members, 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.

14.8 If the application is unsuccessful, feedback will be provided by the headteacher as soon as possible and notification in writing 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.

4.11 Teachers on the Upper Pay Range will be eligible for progression every two years.

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 additional relevant experience or expertise. Normal pay progression criteria will apply.

15.2 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.

17. Teaching and learning responsibility (TLR) payments

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 they are 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:

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

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, with the exception of subparagraph (c) and (e). 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 TLR1s and TLR2s will be paid to teachers according to the proportion of responsibility they are undertaking (i.e. the proportion of the full-time equivalent responsibility). The trust will act fairly and appropriately when evaluating the value of a TLR 1 or TLR 2 payment. The trust will ensure that sufficient postholders are appointed to cover any flexible working arrangements, should they be requested or arise.

17.10 The Pro-rata principle will not be applied to any TLR 3 payment.

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 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. Part-time teachers should discuss and plan any clash of events at the start of the academic year with their line manager and/or headteacher. If by mutual agreement between the part-time teacher and the headteacher it is deemed appropriate to attend a non-pupil day for a specific activity, the relevant pay calculation will be applied for the 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. See clause 17.9 for TLR payments for part-time staff.

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 with a Share MAT school, 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.

29. Schedule of Amendment

Version No.	Date of Issue	Amendment
Up to v5		Pay scales updated
6.0	14.12.23	Accelerated pay progression amendment and salary ranges.
7.0	23.2.24	Changes to long service award & misc payments.
8.0	6.2.25	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.
9.0	9.10.25	– 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)
10.0	17.07.26	Part-time TLR payments reviewed and not using the mandatory pro-rata principle only. Pay scales updated.

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	£60,619	£81,457
2	8	21	£63,688	£87,664
3	11	24	£68,691	£94,349
4	14	27	£73,827	£101,540
5	18	31	£81,457	£111,990
6	21	35	£87,664	£123,528
7	24	39	£94,349	£136,184
8	28	43	£104,059	£148,829

TEACHER SALARY SCALES 2026/27				
MAIN SCALE	SEPT 26 Annual	LEADERSHIP GROUP	SEPT 26 Annual	
M1	**34069**	**L1**	**53586**	**Statutory Min**
M2	36042	L2	54927	
M3	38400	L3	56298	
M4	40941	L4	57699	
M5	43529	L5	59137	
M6	**46940**	L6	60619	
		L7	62251	
UPPER PAY SCALE	**SEPT 26 Annual**	L8	63688	
		L9	65278	
UPS 1	**49134**	L10	66956	
UPS 2	50956	L11	68691	
UPS 3	**52835**	L12	70275	
		L13	72032	
LEAD PRACTITIONER	**SEPT 26 Annual**	L14	73827	
		L15	75664	
1	**53847**	L16	77676	
2	55199	L17	79460	

3	56577	**L18**	**81457**	**Max Group 1**
4	57983	L19	83478	
5	59428	L20	85547	
6	60917	**L21**	**87664**	**Max Group 2**
7	62559	L22	89842	
8	64001	L23	92065	
9	65600	**L24**	**94349**	**Max Group 3**
10	67286	L25	96694	
11	69030	L26	99086	
12	70622	**L27**	**101540**	**Max Group 4**
13	72385	L28	104059	
14	74191	L29	106637	
15	76037	L30	109291	
16	78059	**L31**	**111990**	**Max Group 5**
17	79851	L32	114774	
18	**81861**	L33	117624	
		L34	120532	
		L35	**123528**	**Max Group 6**
UNQUALIFIED TEACHERS	**SEPT 26 Annual**	L36	126587	
		L37	129733	
1	**£23,732**	L38	132943	
2	£26,075	**L39**	**136184**	**Max Group 7**
3	£28,758	L40	139581	
4	£31,124	L41	143069	
5	£33,811	L42	146653	
6	**£36,494**	**L43**	**148829**	**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 26 Annual
TLR 1 - A	**£10,531**
TLR 1 - B	£12,960
TLR 1 - C	£15,387
TLR 1 - D	**£17,819**
TLR 2 - A	**£3,651**
TLR 2 - B	£6,283
TLR 2 - C	**£8,913**
TLR 3 - MIN	**£727**
TLR 3 - MAX	**£3,600**
TLR 3 Cash	Cash amount anywhere between TLR 3 Min and Max

SPECIAL EDUCATIONAL NEEDS	SEPT 26 Annual
SEN MIN	**£2,885**
SEN MAX	**£5,690**

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 the following:

a. You have exceeded your professional development plan and have clear evidence to support your claim;

b. Your overall performance is exceptional and has made a significant and sustained impact in all relevant areas. 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.

Staff name	
Academy/Team	
Post and length of time in present post	
Current pay range (please state)	
Date of submission to the panel	
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

Please list the clear evidence to support the significant and sustained impact and exceptional performance in all relevant areas. You must provide evidence of the exceptional impact on pupils. Please include all relevant data.	
Headteacher comments; Is this request approved or rejected, please state your reasons and evidence to justify your decision.	

Determination by members of the Senior Executive Leadership Team:	Please detail why the application was approved or why the application was rejected:
Date:	