Woodlane High School

achieving success in a nurturing environment

Pay Policy

Updated: October 2026

Next Update: October 2027

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INTRODUCTION

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) and has been consulted on with staff and/or the recognised trade unions.

All references in this model policy to "the Document" and to "the section 3 guidance" are to the 2026 School Teachers' Pay and Conditions Document (STPCD) and the accompanying Department for Education Section 3 guidance, unless otherwise specified.

STATEMENT OF INTENT

The prime statutory duty of Governing Bodies in England, is to "…conduct the school with a view to promoting high standards of educational achievement at the school."

The Governing Body aims to:

- Maximise the quality of teaching and learning at the school
- Support the recruitment and retention of a high-quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, just and transparent way

The Governing Body of Woodlane High School will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability**.**

This pay policy is intended to support the school's statutory duties and the principles set out above. The Governing Body will review this policy annually.

EQUALITIES LEGISLATION

The Governing Body will comply with relevant equalities legislation:

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

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- The Agency Workers Regulations 2010

The Governing Body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

EQUALITIES AND PERFORMANCE RELATED PAY

The Governing Body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. any absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

STAFFING STRUCTURE AND JOB DESCRIPTIONS

The staffing structure of the school is attached (**Appendix 1**).

The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Governing Body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility.

ACCESS TO RECORDS

The Headteacher will ensure reasonable access for individual members of staff to their own employment records.

APPRAISAL

The Governing Body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources (see the school's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (e.g. application to be paid on the Upper Pay Range) so that such evidence can be considered at the review**.**

The Headteacher will moderate objectives to ensure consistency and fairness; the Headteacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

GOVERNING BODY OBLIGATIONS

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The Governing Body will fulfil its obligations to:

- **Teachers**: as set out in the School Teachers' Pay and Conditions Document (the Document) and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').

- **Support staff**: as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the "Green Book") and any local terms and conditions of employment.

The Governing Body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay for teachers are in place, can be applied consistently and that their pay decisions can be objectively justified.

The Governing Body will monitor the outcomes of pay decisions, including the extent to which different groups of teachers and support staff may progress at different rates, ensuring the school's continued compliance with equalities' legislation.

HEADTEACHER OBLIGATIONS

The Headteacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and recognised trade union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the Governing Body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- ensure that annual appraisals are held for each member of staff and that each member of staff has a formal mid-year review and regular one-to-ones with their line manager during the academic year;
- submit pay recommendations to the Governing Body and ensure the Governing Body has sufficient information upon which to make pay decisions;
- ensure that all members of staff are informed about decisions reached; and that records are kept of recommendations and decisions made.

OBLIGATIONS OF STAFF

Each member of staff will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;

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- share any evidence they consider relevant with their appraiser.

DIFFERENTIALS

Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight, and the Governing Body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

SAFEGUARDING

Where a pay determination relating to a teacher leads or may lead to the start of a period of safeguarding, the Governing Body will comply with the relevant provisions of the Document and will give the required notification as soon as possible and no later than one month after the determination.

Similarly, pay protection arrangements for support staff will be determined if appropriate, depending on the circumstances.

PROCEDURES

The Governing Body will determine the annual pay budget on the recommendation of the Pay Committee.

The Governing Body has delegated its pay powers to the Pay Committee. Any person employed to work at the school, other than the Headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The Headteacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

No member of the Governing Body who is employed to work in the school shall be eligible for membership of this committee.

The pay committee will be attended by the Headteacher in an advisory capacity. Where the pay committee has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the Headteacher's pay, that person will withdraw at the same time as the Headteacher while the committee reaches its decision. Any member of the committee required to withdraw will do so.

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The terms of reference for the pay committee will be determined from time to time by the Governing Body. The current terms of reference are:

- to achieve the aims of the whole school, pay policy in a fair and equal manner;
- to apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to record the reasons for all decisions and report the fact of these decisions to the next meeting of the full Governing Body;
- to recommend to the Governing Body the annual budget needed for pay;
- to keep abreast of relevant developments and to advise the Governing Body when the school's pay policy needs to be revised;
- to work with the Headteacher in ensuring that the Governing Body complies with the Appraisal Regulations 2012 (teachers).

The report of the pay committee will be placed in the confidential section of the Governing Body's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

Annual determination of pay
All teaching staff salaries, including those of the Headteacher, Deputy Head(s) and Assistant Head(s) and Lead Practitioners will be reviewed annually to take effect from 1 September. The Governing Body will endeavour to complete teachers' annual pay reviews by 31 October and the Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay**.**

Support staff salaries will also be reviewed annually.

Notification of pay determination
Decisions will be communicated to each teacher by the head in writing and will set out the reasons why decisions have been taken. Decisions on the pay of the Headteacher will be communicated by the pay committee to the Headteacher and the HR/Payroll provider. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

Decisions relating to the annual review of support staff salaries will also be communicated in writing by the Senior Teaching Assistant.

Appeals procedure
The Governing Body has an appeals procedure in relation to teachers' pay and support staff. The procedure is set out in **Appendix 3**.

HEADTEACHER PAY

Pay on appointment

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For appointments on or after 1 September 2026, the Governing Body will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the Headteacher:

- the pay committee will first establish the school's Headteacher group and will then establish a pay range for the Headteacher post;
- if the Headteacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range by combining the unit score of all the schools for which the Headteacher is responsible;
- the pay committee will also ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- the pay committee will consider exercising its discretion to implement a Headteacher pay range above the maximum of the Headteacher group where the Governing Body consider that circumstances specific to the role or candidate warrant a higher than normal payment;
- the pay committee will consider the need to award any further temporary discretionary payments to a Headteacher. The total sum of temporary payments made in any school year must not exceed 25% of the Headteacher's annual salary.
- this range will vary for any periods where an Interim Headteacher is required, such as maternity cover, as it also reflects the skills, knowledge and experience of the current post holder. In this circumstance the pay committee with set the Interim Headteacher range/point.

The Governing Body have established the following pay ranges for the Headteacher:

- Headteacher pay range:
  [L29-L35]

- Temporary Head of School pay range:
  [L22-L26]

Annual Pay Determination

- The pay committee will review the Headteacher's pay annually.
- A recommendation on pay must be made in writing as part of the individual's appraisal report.
- The pay committee may award one or more reference points on the Headteacher's pay range (subject to the maximum of the range not being exceeded) on the basis of an assessment of:
  - the outcome of the Headteacher's appraisal against defined annual objectives relating to school leadership and management and pupil progress;
  - whether the Headteacher has demonstrated a sustained high quality of performance; and
  - Whether the Headteacher continues to meet the relevant teachers' standards and other relevant professional standards.

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- The total sum of salary and other payments made to the Headteacher must not exceed 25% above the maximum of the Headteacher group.
- The pay committee may determine the Headteacher's pay range at any time if it considers it necessary to reflect a significant change in the responsibilities of the post.

DEPUTY/ASSISTANT HEADTEACHER

Pay on appointment

For appointments on or after 1 September 2026, the Governing Body will determine the pay range to be advertised and agree pay on appointment as follows:

- the pay committee will determine a pay range in accordance with the Document, taking account of the professional responsibilities of the deputy/assistant Headteacher;
- the pay committee will ensure that the maximum of the Deputy/Assistant Head's pay range must not exceed the maximum of the Headteacher group for the school and will also take account of any other permanent payments made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability**;**
- the Governing Body may determine the pay range for the Deputy/Assistant Head at any time if it considers it necessary to reflect a significant change in the responsibilities of the post.

The Governing Body have established the following pay ranges for the Deputy Headteacher [L19-L23] or [L20-L24 with additional DPO responsibility].

The Governing Body have established the following pay ranges for the Assistant Headteacher [L12-L16].

Annual Pay Determination

The pay committee will review the pay of the deputy/assistant Headteacher annually.

A recommendation on pay must be made in writing as part of the individual's appraisal report.

The pay committee may award one or more reference points on the Deputy/ Assistant Head pay range (subject to the maximum of the group not being exceeded) on the basis of an assessment of:

- the outcome of the Assistant/Deputy Head's appraisal against defined annual objectives relating to school leadership and management and pupil progress;
- whether the Assistant/Deputy Head has demonstrated a sustained high quality of performance; and
- whether the Assistant/Deputy Head continues to meet the relevant teachers' standards and other relevant professional standards.

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ACTING ALLOWANCES

Acting allowances may be payable to teachers who are assigned and carry out the duties of a Headteacher, Deputy or Assistant Head. The pay committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be considered in advance and, if agreed, will be paid from the first day of absence.

REVIEW OF THE PAY OF LEADERSHIP POSTS

The Governing Body may choose to exercise its discretion to review the pay of all the school's leadership group posts if they determine that this is required to maintain consistency with pay arrangements for new appointments to the leadership group.

SAFEGUARDING

The Document sets out the circumstances under which teachers are entitled to up to 3 years' salary safeguarding where they would otherwise suffer a reduction in salary following a school reorganisation or a change in the terms of an individual's employment.

NEWLY QUALIFIED TEACHERS (EARLY CAREER TEACHERS)

Newly qualified teachers placed on the minimum of the of the main pay range on their first appointment will, following the successful completion of their induction year, be awarded the next reference point on the main pay range on the subsequent 1st September. Thereafter, progression on the main pay range will be determined as for other classroom teachers.

CLASSROOM TEACHERS

Pay on appointment

In determining the starting salary for a newly appointed classroom teacher post on the main range or upper pay range, the school will:

- normally recognise the salary point applicable to the teacher's last post;
  OR
- normally recognise previous experience gained by the teacher where this is relevant to the requirements of the post;
  OR
- have regard to
  - the requirements of the post;
  - any specialist knowledge required for the post;
  - the experience required to undertake the specific duties of the post;
  - the wider school context.

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The Governing Body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

Pay determinations for existing main pay range teachers, effective from 1 September 2026

The pay committee has determined local points between the statutory minimum and maximum points of the main pay range as follows:

Minimum	£41,729 (M1)
Reference point	£43,713 (M2)
Reference point	£45,787 (M3)
Reference point	£47,961 (M4)
Reference point	£50,666 (M5)
Maximum	£54,131 (M6)

Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

To move up the main pay range, teachers will need to have met their objectives and have shown that they are competent in all elements of the Teachers' Standards. Teaching should be at least 'good', as defined by the school's own criteria.

If the evidence shows that a teacher has exceptional performance, the Governing Body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum (M6) of the main pay range. Teaching should be 'outstanding', as defined by the school's own criteria. Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning;
- an increasing contribution to the work of the school;
- an increasing impact on the effectiveness of staff and colleagues;

APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

Any qualified teacher can apply to be paid on the Upper Pay Range. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence

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designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base folder to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.

Process:
One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

The process for applications is:

- the candidate will submit a letter and folder of supporting evidence which will provide robust evidence addressing the requirements in the 'assessment' section below;
- the candidate will submit the letter and folder of supporting evidence to the Headteacher by the cut-off date of 31st October.
- the Headteacher will appoint the line manager as the assessor;
- the assessor will assess the application, which will include a recommendation to the pay committee of the Governing Body;
- the application, evidence and recommendation will be passed to the Headteacher for moderation purposes;
- the pay committee will make the final decision, advised by the Headteacher;
- teachers will receive written notification of the outcome of their application by 30th November. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'assessment' below);
- if requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- successful applicants will move to the minimum of the UPR backdated to 1st September of the year of application;
- unsuccessful applicants can appeal the decision. The appeals process is set in **Appendix 3**.

Assessment:
The teacher will be required to meet the following criteria, namely that:

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- the teacher is highly competent in all elements of the relevant Teachers' Standards (see **Appendix 2**); and
- the teacher's achievements and contribution to the school are substantial and sustained.

In this school, this means:

- "highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge and skill in meeting the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.
- "substantial": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.
- "sustained": the teacher must have had two consecutive successful appraisal reports in this school and have met their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently outstanding.

UPPER PAY RANGE

Minimum	£59,650 (UPR1)
Reference point	£62,581 (UPR2)
Maximum	£64,684 (UPR3)

The pay committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- the evidence base, which should show that the teacher has had a successful appraisal or successful appraisals, as appropriate, and has met objectives;

- evidence that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled, 'Applications to be paid on the Upper Pay Range'.

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and have met their objectives, the pay committee may recommend that the teacher should move to the next point on the Upper Pay Range. It should be noted that progression through the Upper Pay Range e.g. UP1 to UP2 and UP2 to UP3 follow a two year cycle. Progression will therefore require two successful appraisals between each increment.

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Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and where the teacher has met or exceeded their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be 'outstanding' as defined by Ofsted.

LEAD PRACTITIONER ROLES

Lead Practitioners have the primary purpose of modelling and leading improvement of teaching skills.

In this context, specific duties will be set out in the job description of the Lead Practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching skills within school [and within the wider school community] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues.

Pay on appointment
The Document sets out a minimum figure (£64,024 and a maximum figure £92,043) between which individual post ranges are to be determined locally. Different posts in the same school may be paid on different individual post ranges.

Pay determinations with effect from 1 September 2026
The Headteacher will agree appraisal objectives for the leading practitioner.

The pay committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay.

The pay committee will take account of other evidence. The evidence should show the leading practitioner:

- has met their objectives;

- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;

- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;

- is highly competent in all aspects of the Teachers' Standards;

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- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

"Highly competent" and "substantial" are defined in the section entitled, "Applications to be paid on the Upper Pay Range".

The Governing Body has established the following pay ranges for the Lead Practitioner as follows [L8-L10].

UNQUALIFIED TEACHERS

Pay on appointment

The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value.

The pay committee will consider whether it wishes to pay an additional allowance to recognise that the teacher has taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of the teacher's professional skills and judgement or has qualifications or experience which brings added value to the role being undertaken.

Pay determinations effective from 1 September 2026

The pay committee has determined local points between the statutory minimum and maximum points of the main pay range as follows:

Minimum	£29,336 (1)
Reference point	£32,018 (2)
Reference point	£34,702 (3)
Reference point	£37,068 (4)
Reference point	£39,747 (5)
Maximum	£42,429 (6)

To be eligible for progression up the unqualified teacher range, unqualified teachers will need to show that they have met their objectives. If the evidence shows that a teacher has exceptional performance, the Governing Body may away enhanced pay progression.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills;
- an increasing positive impact on pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvements in specific elements of practice identified to the teacher;
- an increasing contribution to the work of the school;
- an increasing impact on the effectiveness of staff and colleagues.

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TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

The pay committee 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.

TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded.

This pay committee has determined that values for TLR1 and TLR2, effective from 1 September 2026, will be:

TLR1 (Minimum)	£10,531
TLR1 (maximum)	£17,819

TLR2 (Minimum)	£3,651
TLR2 (Maximum)	£8,913

It should be noted, TLR1 (minimum – maximum) is not currently used within the school's pay structure, nor is TLR2 above the minimum range. They are both stated in this policy for use in exceptional circumstances.

The pay committee may award a TLR3 of between £772 to £3,600 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Governing Body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

A TLR3 will not be awarded for longer than one academic year or three consecutive terms, unless in exceptional circumstances.

TLR (Minimum)	£727
TLR (Maximum)	£3,600

SPECIAL NEEDS ALLOWANCE

The pay committee will award a SEN spot value allowance on a range of between £2,885 and £5,690 to any classroom teacher who meets the criteria as set out in the Document.

When deciding on the amount of the allowance to be paid, the Governing Body will consider the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post. The Governing Body will also establish differential values in relation to SEN roles in the school in order to

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reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

Based on the principles set out above, the pay committee has determined that, from 1 September 2026, SEN allowances will be:

Minimum £2,885 (to be paid to all teachers and subject leaders)
Maximum £5,690 (to be paid to those with specific additional responsibilities)

SUPPORT STAFF

The pay committee notes its powers to determine the pay of support staff in accordance with the School Staffing (England) Regulations 2009.

The pay committee will determine the appropriate pay grade of a member of the support staff on appointment in accordance with the scale of grades, currently applicable in relation to employment with the LA.

On appointment the individual will normally be appointed to the minimum of the appropriate scale. Where the school regards any previous experience as particularly relevant to their role in the new post, additional points may be awarded.

Annual salary progression

Progression through pay points within a scale is incremental and not linked to performance. However, in order to progress from one pay scale to the next pay scale, members of the support staff and teaching assistant team will need to show that they have met their objectives through a yearly performance management cycle and display consistent outstanding practice. For example, following review, Teaching Assistants are currently able to move from Scale 2/3 to Scale 4 by meeting their performance management targets and displaying consistently outstanding practice (see Appendix 4 for descriptors). Movement between scales is also linked to local and national scale expectations for the particular role and will not be relevant for all support staff. Aside from the TA progression described above, consideration for other support roles will likely require a job evaluation from LBHF HR.

TAs performance management will include classroom observation judgements on their impact on progress in the classroom, and for all staff, an evaluation of their contribution across the whole school – namely through their whole school responsibility. Additional evidence should be presented to the Senior TA/HLTA or support staff line manager through the performance management meeting.

If the evidence shows that a support staff member has exceptional performance, the governing body may award enhanced pay progression of two pay points within a scale.

Judgments will be properly rooted in evidence. As support staff members move to higher scales, this evidence should continue to show:

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- An improvement in skills related to their role
- An increasing positive impact on:
    - pupil progress/development within their subject
    - the progress of the pupil they provide 1:1 support for
    - the wider school through their actions/work.
- An increasing impact on wider outcomes for pupils
- An increasing contribution to the work of the school within the staff member's area of whole school responsibility, i.e. Displays, Drawing & Talking Therapy or Music.

Acting allowance
Where a member of staff covers the full duties of a higher graded role on a temporary basis, for example to cover a vacancy or in the absence of the substantive post holder (other than to cover for annual leave), for a period of at least 4 weeks, they may be paid an acting allowance equivalent to the grade of the post they are covering. Acting arrangements are time limited and will be subject to regular review.

Where an employee is undertaking partial duties of a higher graded role, a special honorarium/ex gratia payment may instead be considered.

Premium payments
In some circumstances voluntary overtime may be offered to staff to cover specific duties. In all cases, voluntary overtime must be agreed in advance of any work undertaken. The rate of pay for voluntary overtime will be in accordance with local terms and conditions of employment, depending on the grade of the post.

PART-TIME EMPLOYEES

Teachers: Teachers employed on an ongoing 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.

All staff: The Headteacher and Governing Body will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

SHORT NOTICE/SUPPLY TEACHERS

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.

ADDITIONAL PAYMENTS

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The Governing Body may make payments as they see fit to a teacher, in respect of:

- participation in over-night or weekend learning activity agreed between the teacher and the Headteacher e.g. camp/Saturday tuition
- 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.

Payment will be calculated:

- on a daily basis at 1/195th of the teacher's actual salary;
- on an hourly basis at 1/1265th of salary; or
- as a flat rate decided in advance (hour/day*).*

Participation in out of school hours learning activity for Teaching Assistants
Teaching Assistants who agree to provide learning activities outside of normal school hours and whose salary range does not take account of such activity will be entitled to a payment of:

- on a daily basis of actual salary;
- on an hourly basis of actual salary; or
- as a flat rate decided in advance (hour/day*).*

Examples of out of school learning activities include:

- breakfast clubs;
- camp;
- homework clubs;
- summer schools;
- study support groups;
- activities for gifted and talented children;
- activities to improve literacy;
- sporting activities; and
- other outdoor activities or clubs linked to the curricular, arts and hobby interest areas.

To ensure effective work life balance and also value for money in the delivery of the services provided the Governing Body should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher. Activities should be offered to staff following a fair and transparent process.

RECRUITMENT AND RETENTION INCENTIVE BENEFITS

The Governing Body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive.

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The pay committee will consider exercising its powers under the Document where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The Governing Body will, nevertheless, conduct an annual formal review of all such awards.

In relation to a Headteacher, any additional payments under this section will form part of the pay range.

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons.

A recruitment and retention incentive or benefit may include: a cash sum, a percentage uplift in salary, relocation allowances, travel allowances, or defined benefits such as healthcare or childcare provision.

When a recruitment and retention incentive or benefit is agreed, written notification should be given to the teacher advising whether the reward is for recruitment or retention, the nature of the award, how it will be paid, and if it is not a one-off award, the start date and duration of payment and the basis for any agreed uplifts during the period. Only in exceptional circumstances should an existing recruitment and retention incentive or benefit be renewed.

SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, e.g. child care voucher scheme. a member of staff may participate in any such arrangement, as provided for in their conditions of employment.

PAY PORTABILITY

Whilst there is no longer any statutory requirement in the STPCD for the Governing Body to match teachers' previous salaries when they are appointed to a post, it is free to do so if it chooses. This includes the freedom to pay teachers more than their previous salary from the start of their new employment in the school.

The Governing Body must ensure that, when considering new appointments and appropriate levels of salary, the decisions taken do not discriminate against teachers because of a protected characteristic under the Equality Act 2010. Salary determinations made at school level should also be monitored to ensure that decisions in respect of starting salary/portability are not discriminatory.

In respect of career breaks, the relevant body must ensure that, although it is good practice for a teacher and a school to agree the terms on which the teacher will

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return from the break, the potential for indirect discrimination in any such agreement is fully assessed and, if necessary, prevented.

The Governing Body must avoid discriminating against teachers returning to the profession following a career break whether they return to the same school or to another school. Blanket policies against pay portability are likely to disadvantage women teachers who have taken a break from teaching to give birth and/or to care for their children.

TEACHERS WHO ARE ON MATERNITY OR LONG-TERM DISABILITY OR SICKNESS ABSENCE

The school will ensure that our pay policy does not discriminate on grounds of disability or pregnancy/maternity status. We will ensure that the pay progression criteria recognises the potential for indirect discrimination in relation to pay progression decisions, and that measures which disadvantage teachers on grounds of absence due to pregnancy/maternity or disability are potentially discriminatory and, therefore, unlawful.

Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision because of her maternity. When a teacher returns to work from maternity leave, the school must give her any pay increase that she would have received, following appraisal, had she not been on maternity leave.

The school will adopt a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year. In these circumstances, the school will ensure that the absent teacher receives fair treatment while ensuring the integrity and robustness of the school's appraisal process for all teachers. The school will ensure that they minimise bureaucracy for all involved. The school will consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account could also be taken of performance in previous appraisal periods if there is very little to go on in the current year. However, the school will not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.

The school will ensure that our pay and appraisal policies incorporate any adjustments which can reasonably be made to give a teacher who is absent for disability related reasons an equal opportunity to participate in appraisal and to access pay progression. Whilst there is no equivalent to the "maternity equality clause" (i.e. the clause that deems a woman to have received a pay rise to which she would have been entitled had she not been on maternity leave) in the Equality Act, we will consider utilising the same range of options outlined above for teachers on maternity leave.

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When a teacher returns to work following a disability related absence, the school will not refuse a pay increase that the teacher would have received, following appraisal, had he or she not been absent for a reason related to disability, if the reason for the refusal is the teacher's disability or the refusal cannot be objectively justified.

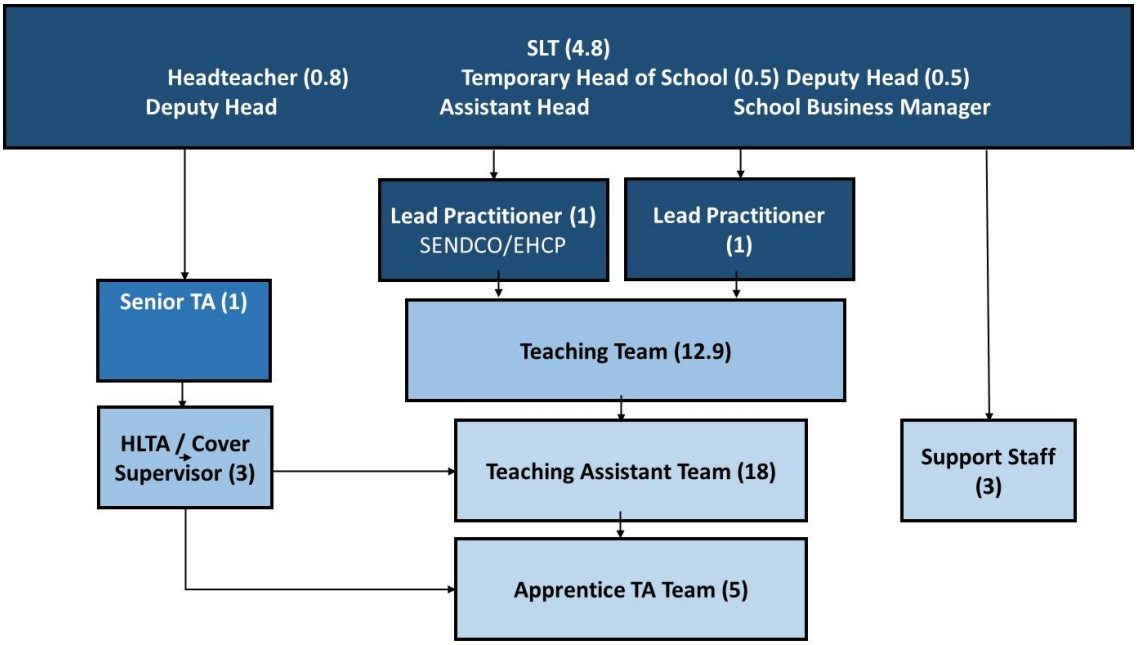
Equal Pay Considerations

To prevent any equal pay claim, the School will ensure that individual pay decisions are fully compliant with the Equality Act and the duty to have due regard is discharged. The Governing Body will satisfy itself that pay decisions year on year are not indicating a pattern that might cause concern.

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Appendix 1 –Staffing Structure

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Pay Policy Diagram 2026-2027

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Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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APPEALS PROCEDURE

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

The school's procedure for handling appeals applies equally to support staff.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the staff member at the Review Meeting prior to being submitted to the school's Pay Committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the staff member.

At this particular stage of the pay determination process, if the staff member wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a staff member believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

APPEAL HEARING PROCEDURE

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Guidance

- When a staff member feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Staff members / Headteacher should put their appeal in writing to either the Headteacher or the Governing Body; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.

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- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps: Informal Stage
As part of the pay determination process, the line manager ("the recommendation provider") will make a recommendation to the "the decision maker" (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a staff member's pay, "the decision maker" will write to the staff member advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to "the decision maker".

If the staff member wishes to appeal the decision, they must do so in writing to "the decision maker", normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, "the decision maker" must then arrange to meet the staff member to discuss the appeal. "The recommendation provider" should also be invited to the meeting to clarify the basis for the original recommendation.

"The decision maker" will reconsider the decision in private and write to the staff member to notify them of the outcome of the review and of the staff member's right of appeal to the Governing Body. If the staff member wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

Appeal Procedure Steps: Formal Stage
On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both "the recommendation provider" and "the decision maker" will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both "the recommendation maker" and "the decision maker" will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.
Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the staff member notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

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Appendix 4

WOODLANE SUMMARY OF TEACHING ASSISTANT ROLES

LEVEL 1 (SCALE 2)	**LEVEL 2** *Most TAs will start here* (SCALE 3)	**LEVEL 3** **SPECIALIST SKILLS** *Exceptional TAs can progress onto this level* (SCALE 4)	**LEVEL 4** **SPECIALISM** *Travel Trainer/ Cover support/ Technician etc.* (SCALE 5)	**LEVEL 5** **HLTA** **WITH SUPERVISED MGT RESPONSIBILITIES** (SCALE 6)	**SNR TA** **WITH MGT RESPONSIBILITIES** (SCALE S02)
Working under direction/instruction **Supporting access to learning** • Welfare/personal care. • Small groups/one to one. • General clerical/ organisational support for teacher. • To carry out other associated duties commensurate with the post determined by the SLT.	**Working under instruction/ guidance** **Enabling access to learning** Level 1 + • Welfare/personal/ medical support. • Specialist SEN/subject/other support. • Delivery of pre-determined learning/care programmes. • Delivery of literacy/numeracy /subject programmes.	**Working under guidance** **Delivering learning** Level 2 + • Involved in whole planning and delivery cycle. • Implement programmes. • Evaluation & record keeping. • Providing pupil support at an outstanding level. • Providing a whole school contribution	**Working under an agreed system of supervision** **Delivering learning** Level 3 + • Working in partnership with the SLT/HLTA/ Teacher to maintain and deliver an area of significant responsibility e.g. Technician/Travel Trainer etc. • Undertaking risk assessments in Evolve.	**Working under an agreed system of supervision by a Lead Practitioner** **Delivering learning** Level 4 + • Line management/ Appraisal for named staff at level 2/3/4. • Leading TAs on the support for particular named areas e.g. mental health/ EHCPs. • Providing staff training, support	**Working under an agreed system of supervision by SLT/Lead Teacher** **Delivering learning** Level 5+ • Leading and managing the Teaching Assistant and Apprentice team to provide outstanding pupil and teacher support. • Leading and managing the physical/medical needs of pupils.

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	• Behaviour support both in and out of the classroom. • Planning and delivering extra-curricular activities/ 1:1 enrichment sessions such as learning to play an instrument etc. • Supporting with virtual learning. • Providing 'therapy' sessions for named pupils, following the advice and guidance of support agencies e.g. Occupational Therapy etc. • To carry out other associated duties commensurate with the post determined by the SLT.	at an outstanding level. • An example of best practice to colleagues. • To carry out other associated duties commensurate with the post determined by the SLT.	• Where required, supporting parents in gaining relevant information and resources. • Providing specialist targeted support for pupils. • Significant contribution to parent meetings. • Providing support/mentoring for colleagues. • Covering pre-planned lessons (on occasions). • To carry out other associated duties commensurate with the post determined by the SLT.	and guidance to colleagues. • Design and implement new ways of working to support pupils with various needs. • Providing home/virtual tuition for selected pupils in times of need. • Leading meetings with parents where required. • Planning and delivering cover lessons. • To carry out other associated duties commensurate with the post determined by the SLT.	• Coordinating support agency partnerships e.g. physio therapy/wheelchair services etc. • Supporting the senior management team with behaviour management e.g. office referrals. • Line management and appraisal of TA/Apprentice team. • The delegation and monitoring of tasks to appropriate team members. • Administration related to the position. • To carry out other associated duties commensurate with the post determined by the SLT.

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