# Bronte Academy Trust Pay Policy

**Bronte Academy Trust has adopted the PACT HR recommended model procedure as agreed by Trade Unions.**

**Unison**
**GMB**
**NASUWT**
**NEU**
**NAHT**
**ASCL recognises that meaningful consultation took place prior to the adoption and implementation of this policy**

| Reviewed By | Approved By | Date of Approval | Version Approved | Next Review Date |
|---|---|---|---|---|
| Working Party | JB | 13 Nov 17 | | 13 Nov 18 |
| DH | JB | 14 Jan 19 | | 14 Jan 20 |
| DH | JB | 13 Jan 20 | | 13 Jan 21 |
| DH | SC | 30 November 21 | | 30 November 22 |
| Risk and Finance | Trust Board | 21 March 23 | | 21 March 24 |
| Risk and Finance | Trust Board | 17 April 24 | V2 | 17 April 25 |
| BMDC | Trust Board | 12 Oct 26 | | 12 Oct 27 |

# Summary of Key Changes to Pay Policy

Updated 1 November 2025

1. TLR and UPR paragraphs have been updated in line with STCPD 2025
2. The NJC Pay Scales for Support Staff have been updated from 1 April 2026 in line with Bradford Council's pay scales
3. The pay scales for Teachers have been updated in line with STPCD 2025 with implementation from 1 September 2025
4. Policy details and table of contents updated

Updated 1 March 26

1. The NJC Pay Scales for Support Staff have been updated from 1 April 2026 in line with CBMDC's 1 April 26 Realigned Pay Bands 1 to 6 for PACT HR Customers who use those Pay Bands
2. Table of contents updated

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# 1. Policy Statement

## 1.1 Introduction

The statutory pay arrangements for teachers give significant discretion to Boards to set the pay in their Trust. The School Teachers' Pay and Conditions Document (STPCD) since September 2004, has placed a statutory duty on schools to have a Pay Policy in place, which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. Governing Bodies and Trust Boards are also recommended within their Pay Policy to stipulate their procedures for determining the pay of support staff. This should ensure fair and equitable treatment for all staff and minimise the prospect of disputes and legal challenge of pay decisions. The Trust, when making pay decisions, must have regard to both their pay policy and to the taff member's particular post within the staffing structure.

In accordance with the most current School Teachers' Pay and Conditions Document the Governing Body/Trust Board will ensure that a Teacher's pay is assessed in accordance with the principles set out in this document.

The pay for support staff is arranged according to local government pay scales (determined locally) and the applicable conditions of service. The pay/personnel committee of the Governing Body/Trust Board has delegated powers to determine the pay of all support staff (School Standards and Framework Act 1998).

It is recognised that Academies are not obliged to follow nationally agreed terms and conditions for teachers and support staff, however, this document assumes that a decision has been taken to do so.

## 1.2 Statement of Intent

The Trustees of Bronte Academy Trust will seek to ensure that all teaching and support staff are valued and receive proper recognition for their work and contributions to school life.

This policy will be applied to the pay of all staff employed to work in the school, excluding any staff whose pay is not determined by the Governing Body/Trust Board. The prime statutory duty of Governing Bodies, as set out in paragraph 21(2) of the Education Act 2002, is to "conduct the school with a view to promoting high standards of educational achievement at the school". The School Pay Policy is intended to support that statutory duty.

## 1.3 Appraisals

All staff (including Leadership) can expect to receive regular, constructive, feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development and helps enhance their professional practice.

## 1.4 General Provisions

The Pay Policy will comply with the provisions of The Equality Act 2010/12, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The PartTime Workers (Prevention of Less Favourable Treatment) Regulations 2000, The

Employment Act 2008 and the relevant ACAS code of practice (regarding dispute resolution), The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Agency Workers Regulations 2010. The Trust will promote equality in a manner consistent with its duty under Section 149 Equality Act 2010, particularly regarding all decisions on the advertising of posts, appointing, promoting and paying staff, training and staff development.

### 1.5 Equality Impact Pay Structure

We recommend the Trustees carry out an equality impact assessment to determine whether the structures agreed will affect some groups differently to others. The intended outcome of the assessment is that it will reduce likelihood that it discriminates and that, where possible, it promotes equality and fairness. This should include annual monitoring of pay progression against protected characteristics as well as by pay grade, employment status and contract type.

### 1.6 GDPR Statement

Bronte Academy Trust is committed to ensuring protection of all personal information held. Bronte Academy Trust is transparent about how it collects and uses the personal data of its workforce, and to meeting its data protection obligations.

All personal information is strictly confidential and all aspects including all documentation and records shall be treated as such and comply with the Data Protection Act 2018.

The Data Protection Act 2018 and UK GDPR do not however prevent the sharing of information for the purposes of keeping children safe.

### 1.7 Consultation

Trustees' will consult staff and trade unions on their Pay Policy and review it each year or when other changes occur to the document to ensure that it reflects the latest legal position. For teachers in LA maintained schools, the Pay Policy should comply with the most current STPCD and the accompanying statutory guidance. The Pay Policy should be used in conjunction with both of these but in the event of any inadvertent contradictions the most current STPCD and statutory guidance will take precedent.

### 1.8 Budget

All statements relating to the exercising of discretions are statements of principle and their implementation is reliant on the availability of funding – both currently and in future years. However, the Governing Body/Trust Board will ensure that appropriate funding is allocated for pay progression for all eligible employees. Schools should incorporate an element of funding into their budget planning to reflect annual pay awards and increments.

### 1.9 Equality Impact Assessment

All Schools, Academies and Trusts must ensure that all strategies, policies, service and functions, both current and proposed have considered equality, diversity and inclusion. It is recommended that an Equality Impact Assessment (EIA) form is used in conjunction with PACT HR Policies. An EIA template is attached to this policy, or a word version can be found on the PACT HR website for completion.

# 2. Pay Policy

### 2.1 Introduction

The Board will pay teachers in accordance with this policy and will apply the guidance stated in the annual DfE School Teachers' Pay and Conditions Document (STPCD) and any local agreements. Support staff will be paid using the locally determined recommended pay scales for local authority staff and in accordance with their conditions of service.

### 2.2 Determining Pay on Appointment

The Trustees will determine the pay range for any vacancy, including additional pay elements (e.g. recruitment or retention payments, out of school hours leaving, permanent support for other schools, initial teacher training) previously paid separately to basic pay, whether teacher, support staff or member of the leadership group, prior to such a vacancy being advertised and state this in the advert for the post. Only temporary additional payments will be paid separate to basic pay. On appointment it will determine the starting salary within that range to be offered to the successful candidate. The Trustees, when making this determination, shall ensure that no teacher shall be awarded a salary that is less than the minimum or move more than the maximum of the relevant pay range or individual school range.

The Trustees will normally match the salary point of any teacher joining the school. Any exception to this must be clearly explained at the advertising stage and the pay policy should determine that pay is not automatically portable.

In making such pay determinations, the Trustees may consider a range of factors, including:

- The nature and responsibilities of the post
- The level of qualifications, skills and experience required
- The wider school context

These options are for guidance only and not intended to provide an exhaustive list and may not apply to all appointments.

### 2.3 Safeguarding Arrangements

The Trustees will operate salary safeguarding arrangements in line with the provisions of the most current STPCD (where adopted).

### 2.4 Salary Reviews (Associate / Support Staff)

Pay determinations for members of associate / support staff will be based on the recommended pay scales for the relevant Local Authority (NJC) and in accordance with their conditions of service at the time. These pay scales can be found in Appendix 3 of this document.

### 2.5 Salary Reviews (Teachers)

All Teacher salaries (including the Leadership Group) will be reviewed annually to take effect from 1 September.

Reviews may take place at other times of the academic year to reflect individual circumstances or to account for modifications to job descriptions that lead to a change in the basis for calculating the individual's pay. For example, a teacher taking up a new post on a date other than 1 September or the award of a Teaching and Learning Responsibility Payment.

All teachers will be provided with a written statement of their salary determination at the earliest opportunity and no later than one month after the determination. A model pay statement for Classroom Teachers is given as an appendix to this policy (Appendix 1).

Pay progression may be halted for teaching (including leaders) who are subject to a formal capability process, if appropriate. If halted, the pay progression must be reinstated at the point of the employee successfully exiting the formal capability process. Pay progression should not be halted if an individual is subject to an informal capability process.

It is not appropriate for pay progression to be linked to disciplinary or absence. These should be managed through relevant policy and procedures, with any sanctions imposed in line with the appropriate policy.

Trustees may wish to consider how they reward teaching employees in exceptional circumstances, which could include the use of accelerated pay progression. Any use of accelerated pay progression must have the appropriate Trustee approval, be fully consulted upon with the relevant trade unions and equality impact assessed to ensure transparency of application.

### 2.6 Classroom Teacher Posts

2.6.1 Teachers on the Main Pay Range

The pay committee will use a scale with a range of points. The points on the may pay range can be found in Appendix 2

Teachers on the main pay range will receive automatic progression to the next incremental point within their pay range, except if they are subject to formal capability proceedings as per section 2.5 of this policy

2.6.2 Applications for the Upper Pay Range

The Trust will use a scale within the Upper Pay Range (UPR) as per Appendix 2. Any teacher may apply to be paid on the Upper Pay Range, and any such application will be assessed in line with this policy. An application from qualified teacher will be successful where the relevant body is satisfied that:

a) the teacher is highly competent in all areas of the relevant standards;
b) the teacher's achievements and contribution to an educational setting or settings are substantial and sustained

The Trust shall set out its process for assessing applications and make clear how the relevant body will interpret the criteria as outlined in this policy and in accordance with the current STPCD.

It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. Any teacher who is employed in more than one school may make an application to be paid on the Upper Pay Range to each of the schools in which they are employed. This Trust will not be bound by any pay decision made by another Trust.

It is recommended, although not an essential requirement, that teachers will normally be considered for progression to the Upper Pay Range having reached the maximum point on the

main pay range. The headteacher will notify all teachers on the scale points 5 and 6 of the main pay range at the start of each school year that they may wish to apply for assessment. Schools/academies/trusts shall assess any such application received and decide on whether the teacher meets the criteria as set out in a) and b) above. Where a teacher is subject to the 2012 Regulations, the relevant body shall have regard to the assessments and recommendations in the teacher's appraisal reports under those.

Applications to be paid on the Upper Pay Range may be made once a year and must be in writing, to the headteacher / executive headteacher, no later than 31 October in any year using the online form. In accordance with paragraph 2.1 any decisions regarding UPR payments must be presented to the Trustees in line with the Trusts Scheme of Delegation.

2.6.3 Unqualified Teachers Pay Range

The pay range determined for unqualified teachers can be found in Appendix 2

In order to progress through the Unqualified Teachers' Pay Range, the member of staff will have to show that they have made good progress towards their objectives. Judgements will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing impact on pupil progress
- an increasing impact on wider outcomes for children
- improvements in specific elements of practice identified to the teacher
- an increasing contributions to the work of the school

### 2.7 Leadership Group Pay

For example, Chief Executive Officer, Executive Headteacher, Headteacher, Head of School, Deputy & Assistant Headteachers.

The Trustees will set the pay for new appointments to headship or wider leadership posts. (See part 2 of the STPCD)

The pay ranges for the Leadership roles will be determined in accordance with the criteria specified in the most current STCPD and ensuring fair pay relatives, where the Trustees believes these to be appropriate (See Appendix 2).

Prior to determining appropriate pay ranges for members of the leadership groups. The Trustees may consider researching pay ranges in other schools of a similar size and nature. Leaders receive automatic progress to the next incremental point within their pay range, except if they are subject to formal capability proceedings as per section 2.5 of this policy.

### 2.8 Leading Practitioners Pay Range

See Appendix 2 for the pay range for Leading Practitioners posts paid on the Leading Practitioner pay range.

The pay committee will have regard to paragraph 16 of the STPCD when deciding pay progression for a Leading Practitioner. As well has having made good progress with their objectives, a Leading Practitioner must also be able to demonstrate:

- that they are an exemplar of teaching skills, which should impact significantly on pupil progress, within school and the wider community, if relevant
- that they have made substantial impact on the effectiveness of staff and colleagues, including any specific elements of teaching practice that has been highlighted as in need of improvement
- that they are highly competent in all aspects of Teachers' Standards
- that they have shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that have contributed to school improvement

### 2.9 Review & Appeals

Any member of staff seeking a reconsideration of a pay decision should first seek to resolve the matter informally through discussion with the decision maker within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, staff may follow the formal grievance process by setting out their concerns in writing to the decision maker within 10 working days of the notification of the decision or the outcome of the informal discussion. The committee or person who made the decision should arrange a hearing within 10 working days to consider the employee's concerns.

The employee should be informed in writing of the decision and the right to appeal. The final appeal will be heard by the Appeals committee. The Appeal Hearing Process will follow the same format as other HR Policy Appeals Process.

### 2.10 Discretionary Payments

#### 2.10.1 Discretionary Payments (on appointment)

There is no requirement for the Board to consider awarding discretionary points to a newly appointed classroom teacher (whether ECT, main scale, upper pay scale) but they will be used to recognise prior experience and secure the best candidates.

#### 2.10.2 Discretionary Payments (current employees)

Existing; previously agreed; discretionary pay arrangements under the previous pay policy will continue until such time as there may be significant changes in responsibility.

The Trustees will review the level of payments annually.

#### 2.10.3 Leading Practitioner

The Board will take account of paragraph 16 of the STPCD when determining the pay range of a Leading Practitioner in this school. All Leading Practitioners will be assigned additional duties commensurate with the pay awarded.

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

Except for those employed on the pay range for leading practitioners, who may be required to carry out this duty, teachers undertaking school-based ITT activities do so on an entirely voluntary basis. Such activities might include supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competence.

#### 2.10.4 Unqualified Teachers

The Board will pay an unqualified teacher in accordance with paragraph 17 of the STPCD. A determination will be made as to where on the unqualified teacher range a newly appointed unqualified teacher will be placed on commencement with the school. The Governing Body/Trust Board will also consider whether or not to award an additional allowance as set out in paragraph 22 of the STPCD.

#### 2.10.5 Existing Headteachers and other Leadership Team Members

Existing pay arrangements will continue until such time as there may be significate changes in responsibility for the Headteacher or other members of the leadership team. The Trustees will review the level of payments annually.

### 2.11 Teaching and Learning Responsibility Payments (TLRs)

The below applies to all nurseries, primary and secondary educational settings.

The Trustees will award TLRs as indicated in the staffing structure and in accordance with Appendix 2 of this policy (paragraph 20 of the STPCD). The Trustees will consult staff and the relevant Trade Unions on any proposed changes to the TLR structure.

Where the Trustees wish to award a TLR for a specific project where it is not attached to a post in the structure and where it is for a fixed term period only, a TLR 3 will be awarded. The value of any such TLR 3 will be within the range as per Appendix 2 of this policy (paragraph 20 of the STPCD)

#### 2.11.1 TLR 1 or TLR 2

The Trustees before awarding a TRL 1 or 2 must be satisfied that the teacher's responsibilities include a significant responsibility that is not required of all classroom teachers incorporating the following (a-e):

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

#### 2.11.2 Additional TLR 1 Criteria

In addition to paragraphs a-e above, before awarding a TLR 1, the Trustees must be satisfied that the sustained, additional responsibility referred to in this policy includes line management responsibility for a significant number of people.

2.11.3 TLR 3 Criteria

Paragraphs c and e above do not have to apply to the award of TLR 3s (but must be applied to TLR's 1 and 2 as per the above)

2.11.4 Unqualified teachers

Unqualified teachers may not be awarded TLRs

2.11.5 TLR Payments

The following does not apply to any TLR 3 payments

From 1st September 2025, the Trustees may determine the value of any existing or new TLR 1 and TLR 2 payment, based on the proportion of the TRL the teacher is undertaking – i.e. the proportion of the full-time equivalent responsibility (not teacher contract hours). Where a part time teacher is taking on the responsibilities associated with a TLR 1 or TLR 2, the current pro-rata principle when determining the value of the TLR 1 or TLR 2 payment no longer needs to be applied. Equally, a part time TLR may be awarded to a full-time teacher where the responsibilities are being shared with another teacher.

To ensure consistency and fairness when determining the value of a TLR 1 or TLR 2 payment, the Trustees must ensure that – prior to seeking to change a proportion of a TLR 1 or TLR 2 payment and thereby seeking to alter the staffing structure – the TLR duties are detailed accordingly to demonstrate the payment. TLR payments are deemed to be staff structure changes and therefore the Trustees must consult upon with recognised Trade Union Bodies regarding any changes.

From 1 September 2026, the Trustees must ensure that paragraphs as per section 2.11.5 above are mandatory applied across all TRL 1 and 2 payments as it will become a requirement that the value of all existing and new TLR 1 and TLR 2 payments are based on the proportion of the TLR duties the teacher is undertaking as per the full time equivalent TLR and not the hours worked.

### 2.12 Special Educational Needs Allowance

The Board will award an SEN allowance in accordance with the criteria and within the range specified in the STPCD paragraph 21 and specified in Appendix 2 of this policy.

### 2.13 Acting Allowances

Where a teacher is required to act as Head Teacher or another Senior Leadership Team Role, for a period of more than four working weeks, they will be paid at no less than the minimum point of the relevant range/ISR. In the case of those members of staff acting up into a post with a TLR for a period exceeding four working weeks they will receive the full amount of the TLR. Payments will be due from the day on which the teacher assumed those duties.

### 2.14 Sickness & Maternity Leave

The Board can consider the extension of pay during periods of sickness or Maternity Leave. Application will be to the relevant committee.

### 2.15 Other Discretionary Payments

The Board has the discretion to make payments to teachers for out of school hours learning activities, voluntary school based initial teacher training activities (which are not seen as part of the ordinary running of the school) and voluntary CPD outside of the school day. Where such payments are of a permanent nature, they will be incorporated into basic pay for new appointments. Existing arrangements will continue until such time as significant changes are made to the roles. Only Leading Practitioners and members of the leadership team can be required to deliver initial teacher training activities.

### 2.16 Honoraria

The Board will not pay any honoraria to any member of the teaching staff. There is no provision within the most current STPCD for the payment of honoraria in any circumstances.

### 2.17 Recruitment and Retention Incentives and Benefits

Subject to paragraph 27 of the most current STPCD, the school may make such payments to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

Where the school is making one or more such payments they must be clear about how long this will last for and review this on a regular basis.

Headteachers, Deputy Headteachers and Assistant Headteachers or other Senior Leadership roles such as Executive Headteachers / Head of School may not be awarded payments other than as reimbursement of reasonably incurred housing or relocation costs.

All other recruitment and retention considerations in relation to a Headteacher, Deputy Headteacher or Assistant Headteacher must be taken into account when determining the pay range.

Where the relevant body does pays a recruitment or retention incentive or benefit awarded to a Headteacher, Deputy Headteacher and Assistant Headteacher or other Senior Leadership roles such as Executive Headteacher / Head of School, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document. Further information regarding limits on other payments for Headteachers can be found in paragraphs 4 to 11 of the current version of the STPCD.

**Monitoring and Review**

This Pay Policy will be reviewed on an annual basis.

This Pay Policy was reviewed and formally adopted by Bronte Academy Trust on:

……..12 October 2026…… Date



…….. Signed Chair of Trustees



…….. Signed Chief Executive Officer

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## Appendix 1: Annual Statement of a Teacher's Salary including Headteacher 1 September 2025

This Appendix is available on the PACT HR website as a separate document for completion.

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Name: _____

School: _____

Effective Date: _____

Number of points on pay scale awarded from 1 September 2026

New point on pay scale from 1 September 2026: _____

Value of point/s awarded £_____

Allowances

SEN allowance:

Value £_____

Reason for Award (if discretionary):

_____
_____
_____
_____

Teaching and Learning Responsibility Payment

TLR 1 □ 2 □ 3 □ *(tick applicable)*

Value £_____

Nature of the significant responsibility for which it was awarded (complete or attach a copy of the job description which includes this information).

_____
_____
_____
_____

If a TLR is awarded while the Teacher occupies a different post in the temporary absence of a post-holder, the date or circumstances in which the TLR will come to an end.

_____
_____
_____
_____

Please indicate the value of any payment(s) or benefit(s) which have been awarded, including the reasoning behind any award.

| Payment<br>*Delete as applicable | Reason for award | Value of payment or benefit |
|---|---|---|
| *Residential duties (paragraph 25 of STPCD) | | |
| *Additional payment (paragraph 26 of STPCD) | | |
| *Recruitment and retention incentives and benefits (paragraph 27 of STPCD) indicating:<br>• whether a payment or other benefit has been awarded;<br>• whether the payment or other benefit is for recruitment and/or retention purposes;<br>• if a non-monetary benefit has been awarded, its notional value; and<br>• when the award starts and ends | | |

*Safeguarding

Safeguarded sum(s) (include as applicable)

Other safeguarding – (type, nature and value of safeguarding)

For former leadership group members who are moved to the classroom teachers' scale following internal reorganisation:

Reason for the determination
Date on which the determination implemented
Date on which the safeguarding period will end
Safeguarded sum £

Guidance on safeguarding can be found in part 5 of the most current STPCD

The school's staffing structure and Pay Policy may be inspected at:

Total Salary: £

Signed on behalf of The Governing Body / Board of Trustees:

Name in Capitals:

Date:

## Appendix 2: Teachers' Pay Scales 1 September 2025

Below are the current pay scales for Teachers as set out in the 2025 STPCD for England excluding the London Area.

| Advisory Pay Ranges | | September 24 | September 25 | Hourly Rate 2025 (Salary / 1265 hours) |
|---|---|---|---|---|
| **Unqualified Teacher Pay Range** | | | | |
| UQT1 | Minimum | 21,731 | 22,601 | 17.87 |
| UQT2 | | 24,224 | 25,193 | 19.92 |
| UQT3 | | 26,716 | 27,785 | 21.96 |
| UQT4 | | 28,914 | 30,071 | 23.77 |
| UQT5 | | 31,410 | 32,667 | 25.82 |
| UQT6 | Maximum | 33,902 | 35,259 | 27.87 |
| **Main Pay Range** | | | | |
| M1 | Minimum | 31.650 | 32.916 | 26.02 |
| M2 | | 33.483 | 34.823 | 27.53 |
| M3 | | 35.674 | 37.101 | 29.33 |
| M4 | | 38.034 | 39.556 | 31.27 |
| M5 | | 40.439 | 42.057 | 33.25 |
| M6 | Maximum | 43.607 | 45.352 | 35.85 |
| **Upper Pay Range** | | | | |
| UPR1 | Minimum | 45.646 | 47.472 | 37.53 |
| UPR2 | | 47.338 | 49.232 | 38.92 |
| UPR3 | Maximum | 49.084 | 51.048 | 40.35 |

| Teaching and Learning Payments | | September 2024 | September 2025 |
|---|---|---|---|
| **TLR 1** | | | |
| | Minimum | 9.782 | 10.174 |
| | Maximum | 16.553 | 17.216 |
| **TLR 2** | Minimum | 3.391 | 3,527 |
| | Maximum | 8.279 | 8.611 |
| **TLR 3 (Fixed term)** | | | |
| | Minimum | 675 | 702 |
| | Maximum | 3.344 | 3.478 |

| Special Educational Needs Allowances | September 2024 | September 2025 |
|---|---|---|
| Minimum Maximum | 2.679<br>5.285 | 2,787<br>5,497 |

| Lead / Advanced Practitioners Pay Range | | September 24 | September 25 | Hourly Rate 2023 (Salary / 1265 hours) |
|---|---|---|---|---|
| 1 | Minimum | 50,025 | 52,026 | 41.13 |
| 2 | | 51,280 | 53,332 | 42.16 |
| 3 | | 52,560 | 54,663 | 43.21 |
| 4 | | 53,867 | 56,022 | 44.29 |
| 5 | | 55,209 | 57,418 | 45.39 |
| 6 | | 56,593 | 58,857 | 46.53 |
| 7 | | 58,118 | 60,443 | 47.78 |
| 8 | | 59,457 | 61,836 | 48.88 |
| 9 | | 60,943 | 63,381 | 50.10 |
| 10 | | 62,509 | 65,010 | 51.39 |
| 11 | | 64,129 | 66,695 | 52.72 |
| 12 | | 65,608 | 68,233 | 53.94 |
| 13 | | 67,247 | 69,937 | 55.29 |
| 14 | | 68,925 | 71,682 | 56.67 |
| 15 | | 70,639 | 73,465 | 58.08 |
| 16 | | 72,518 | 75,419 | 59.62 |
| 17 | | 74,182 | 77,150 | 60.99 |
| 18 | Maximum | 76,050 | 79,092 | 62.52 |

| Group Size for Headteachers Pay | |
|---|---|
| **From September 2025** | |
| 1 | £58,569 - £77,924 |
| 2 | £61,534 - £83,860 |
| 3 | £66,368 - £90,255 |
| 4 | £71,330 - £97,136 |
| 5 | £78,702 - £107,131 |
| 6 | £84,699 - £118,169 |
| 7 | £91,158 - £130,274 |
| 8 | £100,540 - £143,796 |

| Leadership Group Pay Range | | September 24 | September 25 | Hourly Rate 2025 (Salary / 1265 hours) |
|---|---|---|---|---|
| 1 | Minimum | 49,781 | 51,773 | 40.93 |
| 2 | | 51,027 | 53,069 | 41.95 |
| 3 | | 52,301 | 54,394 | 43.00 |
| 4 | | 53,602 | 55,747 | 44.07 |
| 5 | | 54,939 | 57,137 | 45.17 |
| 6 | | 56,316 | 58,569 | 46.30 |
| 7 | | 57,831 | 60,145 | 47.55 |
| 8 | | 59,167 | 61,534 | 48.64 |
| 9 | | 60,644 | 63,070 | 49.86 |
| 10 | | 62,202 | 64,691 | 51.14 |
| 11 | | 63,815 | 66,368 | 52.46 |
| 12 | | 65,286 | 67,898 | 53.67 |
| 13 | | 66,919 | 69,596 | 55.02 |
| 14 | | 68,586 | 71,330 | 56.39 |
| 15 | | 70,293 | 73,105 | 57.79 |
| 16 | | 72,162 | 75,049 | 59.33 |
| 17 | | 73,819 | 76,772 | 60.69 |
| 18 | | 75,675 | 78,702 | 62.22 |
| 19 | | 77,552 | 80,655 | 63.76 |
| 20 | | 79,475 | 82,654 | 65.34 |
| 21 | | 81,441 | 84,699 | 66.96 |
| 22 | | 83,464 | 86,803 | 68.62 |
| 23 | | 85,529 | 88,951 | 70.32 |
| 24 | | 87,651 | 91,158 | 72.06 |
| 25 | | 89,830 | 93,424 | 73.85 |
| 26 | | 92,052 | 95,735 | 75.68 |
| 27 | | 94,332 | 98,106 | 77.55 |
| 28 | | 96,673 | 100,540 | 79.48 |
| 29 | | 99,067 | 103,030 | 81.45 |
| 30 | | 101,533 | 105,595 | 83.47 |
| 31 | | 104,040 | 108,202 | 85.54 |
| 32 | | 106,626 | 110,892 | 87.66 |
| 33 | | 109,275 | 113,646 | 89.84 |
| 34 | | 111,976 | 116,456 | 92.06 |
| 35 | | 114,759 | 119,350 | 94.35 |
| 36 | | 117,601 | 122,306 | 96.68 |
| 37 | | 120,524 | 125,345 | 99.09 |
| 38 | | 123,506 | 128,447 | 101.54 |
| 39 | | 126,517 | 131,578 | 104.01 |
| 40 | | 129,673 | 134,860 | 106.61 |
| 41 | | 132,913 | 138,230 | 109.27 |
| 42 | | 136,243 | 141,693 | 112.01 |
| 43 | Maximum | 138,265 | 143,796 | 113.67 |

Please Note: The School Teachers' Review Body (STRB) recommended that no pay uplift be applied to the maximum values on the Leadership Group Pay Range (LGPR) or to maximum values on any of the eight headteacher group pay ranges in 2015. This restriction was applied to the maximum of each of the eight headteacher group pay ranges only. It does not apply where a head / deputy / assistant headteacher is not earning the maximum on a headteacher group pay range but is placed on one of the corresponding points on the LGPR – L18, L21, L24, L27, L31, L35 or L39 – which have all increased by 1% in each year between 2014 and 2017, 1.5% in 2018, 2.75% in 2019, no increase in 2020, 5% in 2022 and by 6.5% in 2023, 5.5% in 2024 and 4% in 2025.

# Appendix 3 NJC Pay Rates from 1 April 2026 (Realigned)

**LOCAL GOVERNMENT SERVICES PAY SCALES**
**1 APRIL 2023**

The pay scales below show CBMDC's Realigned Pay Bands 1 to 5 Implemented 1 April 2026.

| Band | SCP | Annual | Per month | Per week | Per hour |
|---|---|---|---|---|---|
| Band 1 / 2 | 3 | **£25,614** | £2,134.50 | £491.23 | £13.28 |
| Band 3 | 4 | **£26,016** | £2,168.00 | £498.94 | £13.48 |
| Band 4 | 5 | **£26,427** | £2,202.25 | £506.82 | £13.70 |
| Band 5 | 6 | **£26,847** | £2,237.25 | £514.87 | £13.92 |
| Band 6 | 7 | **£27,274** | £2,272.83 | £523.06 | £14.14 |
| | 8 | **£27,709** | £2,309.08 | £531.41 | £14.36 |
| | 9 | **£28,153** | £2,346.08 | £539.92 | £14.59 |
| | 10 | **£28,608** | £2,384.00 | £548.65 | £14.83 |
| | 11 | **£29,071** | £2,422.58 | £557.53 | £15.07 |
| Band 7 | 11 | **£29,071** | £2,422.58 | £557.53 | £15.07 |
| | 12 | **£29,542** | £2,461.83 | £566.56 | £15.31 |
| | 13 | **£30,023** | £2,501.92 | £575.78 | £15.56 |
| | 14 | **£30,515** | £2,542.92 | £585.22 | £15.82 |
| | 15 | **£31,015** | £2,584.58 | £594.81 | £16.08 |
| | 16 | **£31,525** | £2,627.08 | £604.59 | £16.34 |
| | 17 | **£32,046** | £2,670.50 | £614.58 | £16.61 |
| Band 8 | 17 | **£32,046** | £2,670.50 | £614.58 | £16.61 |
| | 18 | **£32,578** | £2,714.83 | £624.78 | £16.89 |
| | 19 | **£33,119** | £2,759.92 | £635.16 | £17.17 |
| | 20 | **£33,673** | £2,806.08 | £645.78 | £17.45 |
| | 21 | **£34,237** | £2,853.08 | £656.60 | £17.75 |
| | 22 | **£34,811** | £2,900.92 | £667.61 | £18.04 |

| Senior Officer Grades | | Pay | | | |
|---|---|---|---|---|---|
| **Band** | **SCP** | **Annual** | **Per Month** | **Per week** | **Per hour** |
| SO1 | 23 | **£35,570** | £2,964.17 | £682.16 | £18.44 |
| | 24 | **£36,581** | £3,048.42 | £701.55 | £18.96 |
| | 25 | **£37,563** | £3,130.25 | £720.39 | £19.47 |
| SO2 | 26 | **£38,510** | £3,209.17 | £738.55 | £19,96 |
| | 27 | **£39,481** | £3,290.08 | £757.17 | £20.46 |
| | 28 | **£40,444** | £3,370.33 | £775,64 | £20.96 |

| Principal Officer Grades | | Pay | | | |
|---|---|---|---|---|---|
| **Band** | **SCP** | **Annual** | **Per Month** | **Per Week** | **Per Hour** |
| PO1 | 27 | **£39,481** | £3,290.08 | £757.17 | £20.46 |
| | 28 | **£40,444** | £3,370.33 | £775,64 | £20.96 |
| | 29 | **£41,177** | £3,431.42 | £789.70 | £21.34 |
| | 30 | **£42,123** | £3,510.25 | £807.84 | £21.83 |
| | | | | | |
| PO2 | 29 | **£41,177** | £3,431.42 | £789,70 | £21.34 |
| | 30 | **£42,123** | £3,510.25 | £807.84 | £21.83 |
| | 31 | **£43,149** | £3,595.75 | £827.52 | £22.37 |
| | 32 | **£44,253** | £3,687.75 | £848.69 | £22.94 |
| | | | | | |
| PO3 | 32 | **£44,253** | £3,687.75 | £848.69 | £22.94 |
| | 33 | **£45,529** | £3,794.08 | £873.16 | £23.60 |
| | 34 | **£46,579** | £3,881.58 | £893.30 | £24.14 |
| | 35 | **£47,665** | £3,972.08 | £914.12 | £24.71 |
| | | | | | |
| PO4 | 35 | **£47,665** | £3,972.08 | £914.12 | £24.71 |
| | 36 | **£48,738** | £4,061.50 | £934.70 | £25.26 |

| | | | | | |
|---|---|---|---|---|---|
| | 37 | **£49,817** | £4,151.42 | £955.39 | £25.82 |
| | 38 | **£50,908** | £4,242.33 | £976.32 | £26.39 |
| | | | | | |
| PO5 | 38 | **£50,908** | £4,242.33 | £976.32 | £26.39 |
| | 39 | **£51,928** | £4,327.33 | £995.88 | £26.92 |
| | 40 | **£53,051** | £4,420.92 | £1,017.42 | £27.50 |
| | 41 | **£54,143** | £4,511.92 | £1,038.36 | £28.06 |
| | | | | | |
| PO6 | 40 | **£53,051** | £4,420.92 | £1,017.42 | £27.50 |
| | 41 | **£54,143** | £4,511.92 | £1,038.36 | £28.06 |
| | 42 | **£55,224** | £4,602.00 | £1,059.09 | £28.62 |
| | 43 | **£56,293** | £4,691.08 | £1,079.59 | £29.18 |

Ap

| Special Salary Grades | | Pay | | | |
|---|---|---|---|---|---|
| **Band** | **SCP** | **Annual** | **Per Month** | **Per Week** | **Per Hour** |
| Special A | 1 | **£55,146** | £4,595.50 | £1,057.59 | £28.58 |
| | 2 | **£56,265** | £4,688.75 | £1,079.05 | £29.16 |
| | 3 | **£57,403** | £4,783.58 | £1,100.88 | £29.75 |
| | 4 | **£58,403** | £4,866.92 | £1,120.06 | £30.27 |
| | 5 | **£59,419** | £4,951.58 | £1,139.54 | £30.80 |
| | | | | | |
| Special B | 1 | **£58,553** | £4,879.42 | £1,122.93 | £30.35 |
| | 2 | **£59,545** | £4,962.08 | £1,141.96 | £30.86 |
| | 3 | **£60,570** | £5,047.50 | £1,161.62 | £31.40 |
| | 4 | **£61,587** | £5,132.25 | £1,181.12 | £31.92 |
| | 5 | **£62,593** | £5,216.08 | £1,200.41 | £32.44 |
| | | | | | |
| Special C | 1 | **£61,842** | £5,153.50 | £1,186.01 | £32.05 |
| | 2 | **£62,856** | £5,238.00 | £1,205.46 | £32.58 |
| | 3 | **£63,885** | £5,323.75 | £1,225.19 | £33.11 |
| | 4 | **£64,808** | £5,400.67 | £1,242.89 | £33.59 |
| | 5 | **£65,894** | £5,491.17 | £1,263.72 | £34.15 |
| | | | | | |
| Special D | 1 | **£67,168** | £5,597.33 | £1,288.15 | £34.81 |
| | 2 | **£69,930** | £5,827.50 | £1,341.12 | £36.25 |
| | 3 | **£72,830** | £6,069.17 | £1,396.74 | £37.75 |
| | 4 | **£75,463** | £6,288.58 | £1,447.24 | £39.11 |
| | 5 | **£78,227** | £6,518.92 | £1,500.24 | £40.55 |
| | | | | | |
| Special E | 1 | **£79,609** | £6,634.08 | £1,526.75 | £41.26 |
| | 2 | **£82,377** | £6,864.75 | £1,579.83 | £42.70 |
| | 3 | **£85,141** | £7,095.08 | £1,632.84 | £44.13 |

| | | | | | |
|---|---|---|---|---|---|
| | 4 | **£87,905** | £7,325.42 | £1,685.85 | £45.56 |
| | 5 | **£90,671** | £7,555.92 | £1,738.90 | £47.00 |
| | | | | | |

# Pay Policy Appendix 4

## Main Pay Scale (M1- M6)

The Main Scale is a salary range available to qualified  teachers who have been assessed to be paid at this level.

As long as teachers continue to meet the teacher's standards and take responsibility for improving their practice through engaging in the process of professional growth and development, pay progression will be automatic.

The annual appraisal cycle is the mechanism through which these integral elements of teacher performance are evidenced, evaluated and reviewed.

## Upper Pay Range (UPS1 - UPS 3)

Moving onto the Upper Pay Range is often referred to as 'crossing the threshold.

As it is a voluntary process, if teachers wish to be considered to progress on to the Upper Pay Range, they should make their head teacher aware using the *'Application to be paid on the Upper Pay Range Application* form'. As part of the application process to move to the Upper Pay Range, our teachers are not required to maintain a portfolio of evidence to support their application.

To move onto the Upper Pay Range our teachers must demonstrate that:

1. They are **highly competent** in all elements of the Teachers' Standards.
2. Their achievements and contribution to school are **substantial** & **sustained.**

When teachers move onto the Upper Pay Range, they must maintain this standard.

Progression through the Upper Pay Scale is not automatic. A teacher will be eligible for consideration for progression to UPS2 and UPS3 annually providing that their annual appraisal review indicates they are highly competent and have made a substantial and sustained contribution to the school taking into consideration teacher standards, including targets set for the upper pay range.

## Leadership Pay Range  (L1 - L4)

The Leadership Pay Range  (L1 - L4) is a salary range available to teachers appointed to leadership roles. Each point on the Leadership scale (L1- L4) is a fixed point and is commensurate with the level of responsibility required for the job role.

## Pay Policy Appendix 5

### APPLICATION TO BE PAID ON THE UPPER PAY RANGE

Applications to be paid on the Upper Pay Range may be made once a year. The Upper Pay Range Application Form must be submitted to the head teacher no later than the 31st of October in any year.
An application to be paid on the Upper Pay Range will be successful where the governing body is satisfied that:

1. Teachers are **highly competent in all elements of the Teachers' Standards.**
2. Teachers' achievements and contribution to school are **substantial** & **sustained.**

If teachers wish to be considered to be paid on the Upper Pay Range they will need to demonstrate how they meet criteria 1 and 2 in relation to the Teachers' Standards.
**Highly Competent'** is defined as:
*Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.*
**'Substantial'** means:
*Of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to provision in school, and the raising of pupil standards, attainment and progress.*
***'Sustained'*** means:
*Maintained continuously over a period of at least 3 academic years. They will be able to demonstrate that their teaching expertise has grown over the relevant period and is consistently at least good.*
For each standard, teachers should provide a self-assessment as to how securely the standard is met. A 5 point rating scale will be used in relation to the definitions of **'highly competent**', '**substantial'** and '**sustained'**.

- Standard not met
- Standard partially met
- Standard met
- Standard comfortably met
- Standard exceeded

The SLT line manager will then assess each teacher on the same 5 point rating scale. In order to move to the Upper Pay Range, teachers must have no SLT ratings less than 'Standard met'.
Finally, the Headteacher will moderate the teachers' and line manager's ratings then make a final assessment and recommendation to the Governors' Pay Committee in respect of the UPR application.
Teachers must ensure alongside the submission of this form that they include the outcomes of their two most recent annual appraisals, including recommendations on pay, by attaching appraisal summaries (or, where that information is not available, a statement and summary of evidence designed to demonstrate that they have met the assessment criteria).