

PAY POLICY 2025

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1 INTRODUCTION

This policy sets out the framework for making decisions on school staff' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) (the Document), the NJC National Agreement ("Green Book) and statutory guidance.

This policy will be used in conjunction with the Document, Green Book and guidance. In the event of any inadvertent contradictions, the Document, Green Book and guidance will take precedence.

This policy will be reviewed each year, or when other changes occur to the Document and Green Book, to ensure that it reflects the latest legal position.

The recognised Trade Unions/Professional Associations have been consulted on this policy at regional level. The relevant body will ensure that their final adopted policy has been through appropriate consultation with both staff and their local representatives.

All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability. All pay related decisions are taken in compliance with the Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and the Employment Rights Bill 2025.

In adopting this policy, the aim of the Trust is to:

- maximise the quality of teaching and learning
- support the relevant improvement/development plan and recent self-evaluation
- support the recruitment and retention of a high-quality teacher and support staff workforce
- enable schools to recognise and reward teachers appropriately for their contribution to the schools
- ensure pay decisions at The Harbour Schools Partnership are managed in a fair, just, transparent, and consistent way.

Pay determination/decisions within the Harbour Schools Partnership (THSP) are made by the Senior Leadership Team of the Trust.

2 EXECUTIVE PAY

2.1 Setting Executive pay

The Board of Trustees must ensure its decisions about levels of executive pay (including salary and any other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities. No individual can be involved in deciding their remuneration.

The Board must discharge its responsibilities effectively, ensuring its approach to pay and benefits is transparent, proportionate and justifiable, including:

- process – that the procedure for determining executive pay and benefits, and keeping them proportionate, is agreed by the Board in advance and documented
- independence – decisions about executive pay and benefits reflect independent and objective scrutiny by the Board and that conflicts of interest are avoided
- robust decision-making – factors in determining pay and benefits are clear, including whether educational and financial performance considerations, and the degree of challenge in the role, have been taken into account
- proportionality – pay and benefits represent good value for money and are defensible relative to the public sector market
- commercial interests – ensuring the Board is sighted on broader business interests held by senior executives, and is satisfied that any payments made by the Trust to executives in relation to such interests do not undermine the transparency requirements for disclosing pay in accordance with the Academies Accounts Direction
- documentation – the rationale behind the decision-making process, including whether the level of pay and benefits reflects value for money, is recorded and retained
- a basic presumption that executive pay and benefits should not increase at a faster rate than that of teachers, in individual years and over the longer term
- understanding that inappropriate pay and benefits can be challenged by the ESFA, particularly in instances of poor financial management of the Trust.

2.2 Publication of executive pay

The Trust must publish on its website in a separate readily accessible form the number of employees whose benefits exceeded £100k, in £10k bandings, as an extract from the disclosure in its financial statements for the previous year ended 31 August. Benefits for this purpose include salary, other taxable benefits and termination payments, but not the Trust's own pension costs. In the case of employees who are Trustees, their salary and other benefits will also be disclosed in £5k bandings in the Trust's financial statements, as set out in the model Trustees' remuneration note in the Academies Accounts Direction.

2.3 Pay Range for the Chief Executive Officer

The CEO's Pay Range will be calculated in accordance with paragraphs 4-11 of the 2025 Document.

In particular, the CEO's pay will be calculated within the group size for all of the schools within The Harbour Schools Partnership. The Trust would currently be calculated as a Group 8 school. The relevant body may, in accordance with the 2024 Document, award up to an additional 25% in excess of the relevant group maximum where the relevant body determines that circumstances warrant a higher payment. The Trustees have devised a scaled range to support the application of any additional percentage excess should they deem that to be necessary.

The seven-point range within Group 8 is as follows:

Scale Point	Annual Salary (£)
L37	£125,345
L38	£128,447
L39	£131,578
L40	£134,860
L41	£138,230

L42	£141,693
L43	£143,796

On appointment of a CEO, the relevant body will take into consideration the individual's prior knowledge and experience when determining where on the pay range to position them whilst also allowing for performance related progression over time.

2.4 Pay Range for Director of School Improvement

The DOSI Pay Range has been set within the leadership scale (Group 5) from the 2025 STPCD with appropriate pay increases on the scale points from the table below.

The relevant body may review the pay range for the DOSIs if this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2025.

The seven-point range within Group 5 is as follows:

Scale Point	Annual Salary (£)
L24	£91,158
L25	£93,424
L26	£95,735
L27	£98,106
L28	£100,540
L29	£103,030
L30	£105,595

2.5 Pay Range for the Chief Finance Officer (CFO)

Scale Point	Annual Salary (£)
L22	£86,803
L23	£88,951
L24	£91,158
L25	£93,424
L26	£95,735

The CFO must demonstrate sustained high quality of performance and relevant standards.

2.6 Pay Range for the Chief Operating Officer (COO)

Scale Point	Annual Salary (£)
L11	£66,368
L12	£67,898
L13	£69,596
L14	£71,330
L15	£73,105

The COO must demonstrate sustained high quality of performance and relevant standards

Annual pay progression within the pay range for these posts is automatic. The CEO may decide to award one scale point for sustained, high quality performance in line with THSP's expectations where the above conditions have been satisfied. Alternatively, the CEO may consider progression of two scale points where performance has exceeded expectations for that level of post. Pay determinations for the CFO will be moderated by the Pay Committee.

3 PAY REVIEWS

Teachers pay progression is automatic through the main pay scale and through the Upper Pay Scale (once there has been a successful application to move to the Upper Pay scale – see section 6 of the policy).

All teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled on an annual basis.

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

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

4 PAY DETERMINATIONS ON APPOINTMENT

The following arrangements will be applicable to any determinations made regarding an appointment from 1 September 2025.

Where a position within the Trust becomes vacant, the CFO, Trust Education Partners, SSL and People Services Leader will review the existing pay range (if applicable) prior to the advertisement to establish whether this is appropriate for the post in question.

Pay determinations to all posts and/or pay ranges will be made taking the following into consideration:

- the individual's existing pay point, though this will not automatically be matched if joining from another school

- the nature and/or requirements of the post
- the level of qualifications, skills and experience required for the post
- the level of qualifications, skills and/or experience gained
- market conditions
- the wider school/college/service context

4.1 Pay Ranges for Headteachers (Primary)

The relevant body may review the pay range for Primary Headteachers, if this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2025.

Primary Headteacher pay ranges will be calculated in line with paragraph 4-11 of the 2025 Document.

The Primary Headteacher Pay Range has been set within the leadership scale from the 2025 STPCD.

Group ranges for individual schools are calculated according to the methodology outlined in the STPCD 2025. The following ISRs are set for the group sizes within the Trust.

Group 1 ISR 6-12

Group 2 ISR 8-14

Group 3 ISR 11-17

Where the Headteacher is appointed as Headteacher of more than one school on a permanent basis, the Trust will calculate the Headteacher group by combining the unit score of all the schools for which the Headteacher is responsible to arrive at a total unit score, which then determines the Headteacher group and the ISR will be set to allow for the complexity of running more than one school.

The Trust honours legacy pay decisions which were made by the previous Trusts prior 1st April 2025, regarding Headteacher ISRs and pay. The ISRs stipulated in this policy will be applied for all new Headteacher appointments.

4.2 Pay Ranges for Headteachers (Secondary)

The relevant body may review the pay range for Primary Headteachers, if this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2025.

Secondary Headteacher pay ranges will be calculated in line with paragraph 4-11 of the 2025 Document.

The Secondary Headteacher Pay Range has been set within the leadership scale from the 2025 STPCD.

Group ranges for individual schools are calculated according to the methodology outlined in the STPCD 2025. The following ISRs are set for the group sizes within the Trust.

4.3 Main Pay Range for Teachers and Upper Pay Range for Teachers

For information – since 1 September 2013, each relevant body has been free to determine its own pay range so long as the prescribed minimum and maximum rates for the ranges are adhered to. Each relevant body should determine and detail the agreed pay structure for main pay range teachers in their establishment(s).

The main and upper pay ranges within The Harbour Schools Partnership are included at Appendix 1C. A teacher will be paid on the upper pay range where they:

- were employed as a post-threshold (upper pay spine) teacher in the Trust and there has been no break in the continuity of employment; or
- applied to be paid as a post-threshold teacher in THSP, that application was successful, and the teacher is still employed at the Trust with no break in their continuity of employment; or
- were employed since 1 September 2000 as a member of the leadership group in THSP for an aggregate period of at least one year and has continued to be employed at THSP without a break in their continuity of employment; or
- applied to THSP to be paid on the upper pay range and their application is successful are defined as a “post-threshold teacher” but was not employed as a post-threshold teacher in THSP or was employed as a post-threshold teacher in THSP prior to a break in their continuity of employment.
- applied to another educational setting to be paid on the upper pay range in accordance with paragraph 14 of the Document and that application was successful.
- were formerly paid on the pay range for leading practitioners.
- were previously applied to be paid on the upper pay range, as an unattached teacher (either to an educational setting or to an authority) and that application was successful and the teacher will not be paid on the pay range for leading practitioners or on the pay spine for the leadership group.

4.5 Pay Range for Unqualified Teachers

For information – with effect from 1 September 2013, each relevant body is free to determine its own pay range so long as the prescribed minimum and maximum rates are adhered to. Each relevant body should determine and detail the agreed pay structure for unqualified teachers in their establishment(s).

The pay range for Unqualified Teachers within THSP is included at Appendix 1C.

5 PAY PROGRESSION BASED ON PERFORMANCE

Pay progression is automatic with the exception of those staff who are subject to a Capability process.

In the Trust all staff can expect to receive regular, constructive feedback on their performance and are subject to appraisal of their performance which recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

The Trustees recognise their responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term

Employees (Prevention of Less Favourable Treatment) Regulations 2002 and ensures that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.

Any pay decisions considered and made outside of the automatic entitlement, take account of the resources available to the Trust. The Trust's staffing structure supports the improvement plans. The Trustees exercise their discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in the Trust's pay decisions.

5.1 Pay Progression for Teachers on the Upper Pay Range

For teachers on the Upper Pay Range, progression of one scale point is normally considered after two successful appraisals of performance and ongoing development which demonstrate that the teacher is highly competent in all elements of the relevant standards; and the teacher's achievements and contribution to the school are substantial and sustained. In exceptional circumstances, a Headteacher may consider movement on the UPS scale after only one year in exceptional circumstances.

6 MOVEMENT ON TO THE UPPER PAY RANGE

6.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications for movement on to the upper pay range will only be accepted once a year. The deadline for receipt of applications is 31 October in the relevant year.

Applications must be submitted to Headteachers. The Headteacher will discuss their decision with their Trust Education Partners.

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 upper pay range in that school or schools. The Trust will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the previous two years in the form of completed appraisals, as applicable.

Teachers who have been on long term absence will be considered for progression on to the upper pay range on the basis of the evidence that does exist, even though that may not be from consecutive review periods, provided it is sufficient to meet the criteria above.

If written applications are required, the Trust will provide a standard form and this can be found at Appendix 2 to this policy.

If you have recently joined The Harbour Schools Partnership, the criteria for progressing is that you have made a substantial and sustained contribution to your current school, it may

therefore be difficult to be successful until you have shown this. If you have questions, please speak to your Headteacher in the first instance.

6.2 The Assessment

An application from a qualified teacher will be successful where the Headteacher is satisfied that:

- The teacher is highly competent in all elements of the relevant standards; and
- The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this Pay Policy:

- 'highly competent' means performance which is not only good but demonstrates that the teacher is able 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; plays a critical role in the life of the school; able to be a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and
- 'sustained' means maintained continuously over a period of two school years (or other period)

The application will be assessed by the Headteacher and moderated/discussed with the Trust Education Partner linked to the school.

6.3 Processes and Procedures

From the point of receipt, an application will be assessed within 15 working days.

If successful, the applicant will receive a response to their application within 20 working days of the assessment and will move to the upper pay range from 1 September in the relevant year.

If unsuccessful, verbal confirmation of the decision will be given within 10 days of the assessment. Written feedback will be provided by the Headteacher within 15 working days of the decision.

Any appeal against a decision not to move the teacher to the upper pay range will be made to the Director of School Improvement to hear and consider an appeal. Their decision will be final.

7 ALLOWANCES AND PAYMENTS

7.1 Safeguarded payments and allowances

Safeguarding will apply for up to a maximum of three years in line with Section 5 of the 2025 Document.

Where the safeguarded sum exceeds £500, the relevant body will review the teacher's duties and allocate responsibilities appropriate and commensurate with the safeguarded sum.

7.2 Teaching and Learning Responsibility Payments (TLRs)

TLRs are awarded to the holders in line with the Section 4 of the 2025 Document.

Within THSP the values of the TLRs to be awarded are set out in Appendix 1D.

The Trust may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Trust will set out in writing to the teacher the duration of the fixed term, and the amount of the award (in accordance with Appendix 1D) which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

7.3 Special Educational Needs Allowance

The relevant body will award a SEN Allowance to a classroom teacher where the conditions detailed in paragraph 21 of the 2025 Document are met. The value of the allowance will be in accordance with Appendix 1D.

SENDCOs in the Harbour Schools Partnership will receive the full value of the SEN allowance whatever their percentage of full-time that they are employed in recognition of the demands and expectations of the SENDCO role.

7.4 Additional Allowances for Unqualified Teachers

The Headteacher may determine an additional allowance as it considers appropriate, where in the context of its staffing structure and Pay Policy a teacher has:

- a) taken on a sustained additional responsibility which:
 - is focused on teaching and learning; and
 - requires the exercise of a teacher's professional skills and judgement; or
- b) qualifications or experience which bring added value to the role being undertaken.

Where an unqualified teacher is in receipt of an additional allowance awarded under a previous Document, the relevant body must re-determine that allowance in accordance with the above criteria.

Unqualified Teachers may not hold a TLR or SEN allowance.

7.5 Safeguarding for Unqualified Teachers

Any safeguarded sum applied to an unqualified teacher will be paid in accordance with Section 4 of the 2025 Document.

7.6 Additional Payments

The CEO in agreement with the Chair of the Pay Committee may make such payments as they see fit to a teacher or leader on the Leadership scale (including to a member of the Executive Leadership Team) in respect of:

- continuing professional development undertaken outside of the Trust's working day
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school/establishment

- participation in out-of-hours learning activity agreed between the Teacher and the Executive Leadership Team or, in the case of the CEO, between the CEO and the Trustees
- any 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

7.7 Recruitment and Retention Incentives and Benefits

The Trustees will consider making appropriate payments or provide appropriate financial assistance, support or benefits to a teacher (who is not on the leadership scale) as considered necessary as an incentive for the recruitment of new teachers and the retention of existing teachers. Consideration will also be given for a market forces allowance for any “hard to fill” posts in a school or the Trust. This allowance will only be considered after two unsuccessful recruitment campaigns where there has been an extensive search for appropriate candidates.

The Trustees will consider a reimbursement or reasonably incurred housing or relocation costs made to those appointed to positions on the leadership scale. All other recruitment and retention incentives (including non-monetary benefits) will be taken into account when determining the pay range for each leadership post.

Where a recruitment and retention allowance has been awarded to an individual on the leadership range, this can be continued until such time that their pay range has been reviewed to take this into consideration.

The Trustees will specify clearly the basis on which such incentives may be paid, the duration of the payment and the review date after which it may be withdrawn.

A review of such payments will be made annually.

Recruitment awards will be considered where there has been a history of being unable to recruit candidates with suitable qualifications for experience into a specialist post. The rate of recruitment benefit will be determined by the Trustees at the point of recruitment and will be awards upon meeting all essential and desirable criteria of the person specification and be time limited for one year. Other benefits payable, such as support for travel costs, care of dependants etc. will not be paid.

7.8 Honoraria – Residential duties

The Trustees will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher. The school may, however, recognise payment of an honoraria of £100 to any teacher not paid on the leadership scale, or a support member of staff for participation or leadership of a residential visit. A residential visit is considered to be an off-site visit of two or more days, which includes supervision of children through the night. The residential visit must be authorised by the Headteacher.

8 PART TIME TEACHERS

Teachers employed on an on-going basis but who work less than a full working day or week are deemed to be part time. The standard mechanism used to determine their pay will be based on the pro-rata comparison with the school’s timetabled teaching week for a full-time teacher in an equivalent post.

9 SHORT NOTICE / SUPPLY TEACHERS

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. The calculation will assume that a full working year will consist of 195 working days. Therefore, remuneration for those engaged to work less than a day will be paid pro-rata.

10 PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT AND COST OF LIVING RISES

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time. Cost of living increases will be decided on as necessary by the Pay Committee.

11 PAY POLICY RELATING TO SUPPORT STAFF

The Trust pays and rewards support staff in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service.

11.1 Job Evaluation

Job Evaluation (JE) was implemented in Devon Local Authority Maintained schools in April 2007 to pay equal pay for work of equal value and to ensure that pay and grading is fairly and appropriately implemented.

12 SUPPORT STAFF ANNUAL LEAVE ENTITLEMENT

Whilst following the NJC terms and conditions on pay and other nationally agreed terms, prior to the 1st April 2025, support staff employed within the Tarka Learning Partnership and by Devon County Council were awarded an enhanced holiday entitlement to that detailed in the NJC document.

The annual leave entitlement for support staff is 24 days for staff who have under 5 years of service (plus 2 statutory days) and 29 days for support staff with over 5 years of service (plus 2 statutory days). This compares to the NJC offer of 23 days plus 2 extra statutory days holiday, and 26 days plus 2 extra statutory days. One of the statutory days was formerly known as a "Technology Day".

This entitlement applies to five day working patterns. For alternative working patterns equivalent leave entitlement is calculated.

For term-time only support staff employees, staff are paid for their entitlement to the equivalent annual leave. The payment is calculated based on the hours per annum worked and the length of service the employee has. Support staff who are term-time only, receive a payment each month of a twelfth of their entitlement to holiday.

Support staff engaged on this basis prior to 1st April 2025, will continue to receive this entitlement.

13 EQUATED PAY

Staff who work during term-time only receive their salary in equal twelfths. At the point of leaving an adjustment is made to recognise under or over payments made to the date of leaving from the anniversary of their start date in that post to ensure the employee receives the correct payment for the hours they have worked and their annual leave entitlement based on the number of hours they have worked in line with employees who work all year around. This is known as an equated pay adjustment.

Equated pay adjustments will be made where an employee's employment ends or they transfer to another school within the Trust due to personal choice. The exception to this is when an employee is redeployed to another school in the Trust as a result of an HR process.

An equated pay adjustment will not be applied when an employee changes position in the same school if they are moving into another term-time only role. The adjustment would be made when an employee moves from a term-time only contract to a 52 week contract.

14 REDUNDANCY PAY

14.1 Support staff

The Trust makes redundancy payments at the enhanced rate of 2 times the statutory rate.

For staff who were previously employed by the Tarka Learning Partnership and who TUPE'd in to THSP on 1st April 2025, the Trust makes redundancy payments at an enhanced rate of 2 times the statutory rate as per the terms and conditions of support staff who were employed by the Trust as at the date of the original TUPE in August 2011 and employed or transferred across under TUPE before 1st October 2016

For former Tarka support staff who joined the Trust after 1st October 2016 either by TUPE or recruitment, redundancy will be paid at 1.5 x the statutory rate in line with DCC.

14.2 Teaching and leadership staff

For teachers and leaders aged under 55 years, a one-off redundancy payment of the number of weeks pay awarded under the statutory redundancy formula up to a maximum of 30 weeks (based on actual weeks pay at date of leaving).

For teachers and leaders aged over 55 years, a one-off redundancy payment of twice the number of weeks pay awarded under the statutory redundancy formula up to a maximum of 30 weeks (based on actual weeks pay at date of leaving).

15 PAYMENTS FOR ADDITIONAL DUTIES

Where a member of support staff undertakes additional duties, at the explicit request of a Headteacher or Senior Leader, the school can consider submitting a request to regrade the post either on a temporary or permanent basis, or it can make an honorarium payment(s) to reward the individual for the additional duties being undertaken.

16 PAYMENTS FOR PREMISES/SITE TEAM CALL OUTS

Where a member of the Premises team is called out to respond to a situation on a school site, the school will pay the following for these emergencies:

Days (06.00 – 22.30)	First hour	Subsequent hours
Monday to Friday	£16.76	£16.76
Saturday and Sunday	£33.52	£21.80
Bank holidays and nights (22.30 – 06.00)	£40.25	£27.50

17 POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
September 2013	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognised Trade Unions – July 2013	HR ONE	July 2013 for September 2013 implementation	June 2014
September 2014	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognised Trade Unions – 1 September 2014	HR ONE	August 2014 for September 2014 implementation	June 2015
September 2015	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognised Trade Unions – September 2015	HR ONE	July 2015 for September 2015 implementation	June 2016
September 2016	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognised Trade Unions – September 2016	HR ONE	September 2016 for September 2016 implementation	June 2017
September 2017	Revised policy in light of school teachers' pay and conditions changes. Approved SL.	SL	September 2017	June 2018
October 2018	Revised policy in light of school teachers' pay and conditions changes. Approved GC	SS	October 2018	Oct 2020
October 2019	Revised policy in light of school teachers' pay and conditions changes. Approved GC	SS	October 2020	June 2019

August 2020	Revised policy in light of school teachers' pay and conditions changes. Removal of Head of Business and Premises role. To be approved by GC	SS	August 2020 for September 2020 implementation	October 2021
Sep 2021	- Revised policy in light of STPCD changes - Updated Pay Range for Head of Financial Accounting role - Clarity in Section 6 relating to those who have just joined Ventrus - Change throughout to reflect line management of Pilton HT now changing to CEO - Change of ISRs for Groups 2 and 3 in section 4.5. - Revised terminology to reflect appraisals of performance rather than setting objectives.	SS, HRBP	1 September 2021	October 2022
Sep 2022	- Title change from DOFC to CFO - Addition of SEN and Safeguarding Lead (SSL) - Removal of Employment Act 2002 (Dispute Resolution) Regulations 2004/752, which have been replaced by the Acas Code of Practice	SS, HRBP	1 September 2022	Sep 2023
Sep 2023	Revised policy in line with STPCD 2023	SS, HRBP	1 September 2023	Sep 2024
Sep 2024	Revised policy in line with STPCD 2024	SS, HRBP	1 September 2024	Sep 2025

Sep 2025	Revised policy in line with STPCD 2025 and the Green Book	JD, People Team		
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Appendix 1A: Headteacher Ranges

Headteacher Groups 01.09.25													
1		2		3		4		5		6		7	
L6 - L18		L8 - L21		L11 - L24		L14 - L27		L17 - L31		L21 - L35		L24 - L39	
6	£58,569	8	£61,145	11	£66,368	14	£71,330	18	£78,702	21	£84,699	24	£91,158
7	£60,145	9	£63,070	12	£67,898	15	£73,105	19	£80,655	22	£86,803	25	£93,424
8	£61,145	10	£64,691	13	£69,596	16	£75,049	20	£82,654	23	£88,951	26	£95,735
9	£63,070	11	£66,368	14	£71,330	17	£76,772	21	£84,699	24	£91,158	27	£98,106
10	£64,691	12	£67,898	15	£73,105	18	£78,702	22	£86,803	25	£93,424	28	£100,540
11	£66,368	13	£69,596	16	£75,049	19	£80,655	23	£88,951	26	£95,735	29	£103,030
12	£67,898	14	£71,330	17	£76,772	20	£82,654	24	£91,158	27	£98,106	30	£105,595
13	£69,596	15	£73,105	18	£78,702	21	£84,699	25	£93,424	28	£100,540	31	£108,202
14	£71,330	16	£75,049	19	£80,655	22	£86,803	26	£95,735	29	£103,030	32	£110,892
15	£73,105	17	£76,772	20	£82,654	23	£88,951	27	£98,106	30	£105,595	33	£113,646
16	£75,049	18	£78,702	21	£84,699	24	£91,158	28	£100,540	31	£108,202	34	£116,456
17	£76,772	19	£80,655	22	£86,803	25	£93,424	29	£103,030	32	£110,892	35	£119,350
18	£78,702	20	£82,654	23	£88,951	26	£95,735	30	£105,595	33	£113,646	36	£122,306
		21	£84,699	24	£91,158	27	£98,106	31	£108,202	34	£116,456	37	£125,345
										35	£119,350	38	£128,447
												39	£131,578
												40	£134,860
												41	£138,230
												42	£141,693
												43	£143,796

Appendix 1B: Leadership

L1	£51,773	L13	£69,596	L25	£93,424	L37	£125,345
L2	£53,069	L14	£71,330	L26	£95,735	L38	£128,447
L3	£54,394	L15	£73,105	L27	£98,106	L39	£131,578
L4	£55,747	L16	£75,049	L28	£100,540	L40	£134,860
L5	£57,137	L17	£76,772	L29	£103,030	L41	£138,230
L6	£58,569	L18	£78,702	L30	£105,595	L42	£141,693
L7	£60,145	L19	£80,655	L31	£108,202	L43	£143,796
L8	£61,145	L20	£82,654	L32	£110,892		
L9	£63,070	L21	£84,699	L33	£113,646		
L10	£64,691	L22	£86,803	L34	£116,456		
L11	£66,368	L23	£88,951	L35	£119,350		
L12	£67,898	L24	£91,158	L36	£122,306		

Appendix 1C: Teachers

Pay Range	Discretionary Point	01.09.25
Main	1 (minimum)	£32,916
	2	£34,823
	3	£37,101
	4	£39,556
	5	£42,057
	6 (maximum)	£45,352

Pay Range	Discretionary Point	01.09.25
Upper	1 (minimum)	£47,472
	2	£49,232
	3 (maximum)	£51,048

Pay Range	Discretionary Point	01.09.25
Unqualified	1 (minimum)	£22,601
	2	£25,193
	3	£27,785
	4	£30,071
	5	£32,667
	6 (maximum)	£35,259

Appendix 1D : TLRs and SEN allowances

	01.09.25	
Allowance	£pa	
	Minima	Maxima
TLR 1	£10,174	£17,216
TLR 2	£3,527	£8,611
TLR 3	£702	£3,478
Special Needs	£2,787	£5,497

Request for Movement to the Upper Pay Range

This form should be handled in confidence at all times

Eligibility criteria

- In order to be assessed you will need to:
- hold Qualified Teacher Status on the date of your request; and
- be statutorily employed under the STPCD.
- In this form the term 'school' should be taken as including all such settings. Teachers not working in schools should substitute 'service manager' or 'line manager' wherever 'head teacher' is used.
- All those wishing to become Upper Pay Range teachers will need to meet the Teacher's Standards and eligibility as stated in the Pay Policy.
- Please enclose copies of your appraisal reports and/or planning and review statements that relate to the **[2 years]** immediately prior to the date on which you submit your request.
- Print, sign and date the form, keeping a copy and pass it to your Headteacher by **31 October 2025**.

Part 1: Teacher details
To be completed by the teacher

Personal details

Surname

First name(s)

Previous surname (if applicable)

DfE teacher reference number /
(this must be seven digits including zeros)

Please give details if you are submitting appraisal reports from another school

Name and address of school	Date(s) of employment	Name of head teacher/ service manager

Declaration by the teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the two-year period prior to this request for assessment.

Signed

Date

Part 2: Actions for the [Assessor] *N.B. This form assumes the Headteacher is the assessor

Check that the teacher is eligible to be assessed.

- Before assessing whether the teacher can be assessed for Upper Pay Range the Headteacher must first be satisfied, on the basis of the evidence contained in the appraisal reports and planning and review statements, that the teacher meets the Teachers' Standards. If the Teachers' Standards are not met, you must not proceed with the assessment and must write to the teacher setting out the rationale for the judgement.
- If the Teachers' Standards are met the Headteacher then goes on to assess whether the teacher has met the requirements to progress to the Upper Pay Range, i.e. that the teacher is 'highly competent' in all elements of the standards and that the teacher's achievements and contribution to the school are 'substantial' and 'sustained' as defined in the school's Pay Policy, having regard to the evidence contained in the appraisal report and/or planning and review statements, and expectations as laid out in the Pay Policy. • Complete the Headteacher's statement
- Sign, date and copy the form.
- Promptly inform the Trustees of this decision, or the LA in the case of an unattached teacher, and inform the teacher, and notify the appropriate body that deals with payroll matters for the Trust.
- Inform the teacher of the outcome in writing within 20 working days of the decision.
- Notify the teacher in writing of the outcome of the Upper Pay Range assessment where the standards have *not yet been met*.
- Where the standards *have been met*, provide the teacher with verbal feedback.

Appendix 2, page 4 of 6

To be completed by the Headteacher

Name of teacher

School

Please record your overall judgements below.

Teachers' Standards

To be successful, the Headteacher must be satisfied 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 assessment may not proceed where the teacher does not meet the Teachers' Standards. You should provide a detailed explanation below why the Teachers' Standards have not been met.

Where the standards have not been met, further areas of professional development should be noted.

Summary of the teacher's performance against the Teachers' Standards and overall assessment

Signature

*Please paste in electronic/scanned signature above if
submitting the application form electronically.*

Print name

School name

Date

NB This page should be passed back to the teacher where either the Teachers' Standards have not been met or the post-Threshold standards have not yet been met.

Teachers' Standards

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.

