



GUILSBOROUGH ACADEMY

PAY POLICY

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Committee	Finance, Audit and Risk
Statutory	Yes
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October 2025	October 2026



Version	Date	Author	Changes
V2	September 2022		Removal of Naseby Logo Page 1. Update dates and remove year 1.3 Annex G support pay grades
V3	September 2023		Update of salary scales for both teachers and support staff
	September 2024	L. Nixon	Insert of Non-teaching Leadership Pay Scale
	September 2025	L Nixon	Pay-progression and performance decoupled and deletion of relevant paragraphs (3.14-3.15). Update of salary scales for both teachers and support staff. EPM Connect changed to Bromcom. Addition of Executive Pay (Section 5)

Legislative Guidance

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Appraising Performance Policy



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Pay Policy 2025

1. Introduction

September 2025 Pay Award

- 1.1. The minimum and maximum of the pay scales and allowances for the September 2025 pay award are set out in the STPCD 2025, along with advisory rates for the Main Pay Scale and Upper Pay Scale.
- 1.2. Decisions about employees' pay progression must be linked to the Appraisal Policy and are based on criteria set out in the Academies Pay Policy 2025/26, which is that Teachers and Support Staff eligibility for pay progression is not linked to performance and will automatically progress annually across all pay ranges, excluding the Upper Pay Range which is biennial.
- 1.3. The Pay Body will operate the Pay Policy as the 'relevant body', as defined in the STPCD, and for the pay arrangements agreed for all the support staff which will:
 - Grade posts appropriately within the conditions of employment identified in the current STPCD and the conditions of service for support staff employed by the Pay Body.
 - Take into account pay relativities between posts within the teachers of the Pay Body and support staff of the Pay Body.
 - Ensure that the annual appraisal of all teaching staff, including those absent from duty for any reason, is fairly and properly conducted in accordance with the Academies Appraisal Policy as soon as possible, by 31 October, at the latest; 31 December, in the current academic year, for the Principal.
 - Where a pay determination leads or may lead to the start of a period of safeguarding, the Pay Body will give the required written statement of notification as soon as possible, and no later than one month after the date of the determination.
 - Ensure that discretion available under the STPCD is exercised in a fair and equitable manner.
 - Give recognition to assigned Teaching and Learning Responsibilities (TLR), whether for a permanent post, an acting period, or a temporary project (TLR3).
 - Comply with the salary safeguarding arrangements in the current STPCD.
 - Ensure that an appropriate evaluation process is used to determine the salary scale for members of support staff.
- 1.4. This policy statement will be available to employees of the Pay Body.

2. Delegation of Decision Making

Principal

- 2.1. Except where otherwise stated, the Pay Body will delegate the day-to-day management of the policy to the Principal, in consultation with the Chair of the Pay Body. The Principal will report to the Pay Body those occasions when the delegated responsibility has been exercised in respect of the discretionary elements of the STPCD and the pay provisions for support staff.



- 2.2. The Principal shall make annual recommendations on the salary of all employees to the appropriate committee of the Pay Body. This will include sufficient information for the Pay Body to assess their position with regard to the gender pay gap reporting requirements and public sector equality duty.
- 2.3. The Pay Body requires that the Principal has regard to the budget approved by the Trust and the requirements of employment legislation; in particular:
 - The Equality Act 2010 (including requirements under the Public Sector Equality Duty and Gender Pay Gap reporting requirements).
 - The Employment Rights Act 1996.
 - The Employment Relations Act 1999.
 - The Employment Act 2002.
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000.
 - The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992).
 - The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The Pay Body expects the Principal to seek advice, where appropriate, from persons engaged by the Pay Body to provide such advice.

An Appropriate Committee Structure

- 2.4. The Pay Body will delegate to a committee of Directors (hereafter referred to as the "Review Committee") decisions arising out of this policy and/or the Appraisal Policy. The number of Directors on the committee shall normally be two. No member of the Review Appeals Committee, referred to below, will be a member of the Review Committee. No director who is employed by the Pay Body may be a member of the Review Committee or the Review Appeals Committee.
- 2.5. The Pay Body will delegate to a committee of Directors (hereafter referred to as the "Review Appeal Committee") any appeals by individual employees against decisions of the Review Committee in 2.4 arising out of this policy or the Appraisal Policy. The number of Directors on the committee shall normally be two. Any appeal will be dealt with before a final decision is reported to the Pay Body.
- 2.6. Meetings of the Review Committee and the Review Appeal Committee will be convened by the Governance Professional. Such meetings will normally be arranged within 20 working days of the date the employee requests the meeting, and five working days' notice of the date and time of the meeting will be given.

Those entitled to attend meetings of these Committees are outlined in Annex A and B.

Review of Recommendations to, or Decisions of, the Review Committee

- 2.7. Prior to making a salary recommendation to the Review Committee the Principal (or Chair of the Appraisal Review Committee in the case of the Principal) will inform the employee of their recommendation to the Review Committee and the date this Committee will be considering their recommendation.
- 2.8. A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation informally with the appraiser or Principal before the recommendation is actioned.



- 2.9. Whilst there is no right of appeal to the Principal's recommendation, if the employee does not agree with the recommendation to be made, then they may provide a written statement to the Governance Professional which will be provided to the Review Committee to consider alongside the pay recommendation and the employee will be invited to attend a formal meeting with the Review Committee.

The statement provided by the employee must indicate the reason/s why they disagree with the recommendation and must fall within one or more of the following:

That the recommendation:

- incorrectly applied any provision of the appropriate salary and/or appraisal policy.
- in the case of a teacher, failed to have proper regard to the STPCD statutory/contractual guidance.
- failed to take proper account of relevant evidence.
- took account of irrelevant or inaccurate evidence.
- was biased; or
- otherwise unlawfully discriminated against the employee.

The employee will have a minimum of five working days' notice between the date they are informed of the recommendation and the date of the meeting of the Review Committee to provide this written statement. The Governance Professional will provide the Principal (or Chair of the Principal's Appraisal Review Committee, in the case of the Principal) with a copy of the written statement submitted by the employee prior to the meeting of the Review Committee.

- 2.10. The employee will be given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions at a formal meeting with the Review Committee. The decision of the Review Committee will be provided to the employee in writing. The employee will be advised of the right of appeal against the decision of the Review Committee to the Review Appeal Committee.

- 2.11. The procedure to be followed for the review hearing is attached at Annex A.

Appeals against Salary or Appraisal Decisions

- 2.12. The employee may appeal against the decision of the Review Committee within five working days of receipt of the determination by notifying the Governance Professional in writing of the reasons for the appeal, which must be as stated in paragraph 2.9 above.

- 2.13. The decision of the Review Appeal Committee shall be final. Once an appeal has been resolved, the final decisions regarding the assessment of salaries shall be reported to the Pay Body.

- 2.14. The procedure to be followed for the appeal is attached at Annex B of this policy.

Threshold Application

- 2.15. A final application must be made by second week back in September and submitted to the Assistant Principal with responsibility for CPD.

A successful applicant will progress to the next point on the upper pay scale determined by the Principal from 1st September 2025 from which progression to the upper pay scale will be paid. This may be termly or annually.

A successful applicant will have demonstrated through the appraisal process:

- that they are highly competent in all elements of the relevant standards; and



- that their achievements and contributions are substantial and sustained.

See Annex C for Access to the Teacher's Upper Pay Scale.

- 2.16. The Principal shall inform the teacher of the recommendation to be made to the Review Committee regarding the threshold application as soon as possible after the closing date has passed. The Principal shall provide oral feedback on the relevant criteria indicated or, in the case of an unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development. The process to be followed where the employee does not agree with the recommendation is as outlined in paragraph 2.8 to 2.14.
- 2.17. Upper pay scale decisions will only apply to posts under the employment of this Pay Body.

Statement of Salary

- 2.18. Salary assessment forms will be issued to confirm salary determinations.

The Chair of the Pay Body

- 2.19. The Chair of the Pay Body will be available to the Principal for consultation on those matters of this policy delegated to the Principal. In this instance, the Chair of Pay Body may not be a member of the Review Committee or Review Appeal Committee.

The Appraisal Review Committee for the Principal's Performance Review

- 2.20. The Pay Body will delegate two directors, none of whom shall be employees of the Pay Body, to carry out the appraisal review for the Principal. The delegated directors may be supported by an external adviser appointed by the Pay Body. The agreed performance objectives and indicators/measures may be referred for moderation to a meeting of the Chair of the Pay Body.
- 2.21. It is the stated wish of the Pay Body that the delegated directors should be appropriately trained.

3. Exercise of Discretion Under the STPCD

Starting Salary of New Classroom Teacher Appointments

- 3.1. When advertising a teaching post the Pay Body, or delegated committee, will identify the scale of salaries the Pay Body is prepared to pay, subject to qualifications and experience. The Pay Body will not normally agree to match current/previous salaries without first considering the merits of the application and the salary of teachers employed by the Pay Body.
- 3.2. Where the Principal or selection panel regards a teacher has relevant teaching experience or non-teaching experience, which is **directly relevant** to the post being offered, then an appropriate salary will be offered within the advertised scale.
- 3.3. The Principal will provide a statement for the appropriate committee of the Pay Body detailing the reasons the salary has been awarded, together with the position on the appropriate scale in the Pay Body's salary structure.

Calculation of Part-Time Teachers' Salaries

- 3.4. The Pay Body will ensure that all part-time teachers employed by the Pay Body will have their salaries calculated in accordance with the STPCD and the "pro-rata principle", except where a part-time teacher is awarded a TLR3.
- 3.5. The Pay Body will ensure that the total amount of time for which a part-time teacher may be directed is calculated in accordance with the STPCD and the "pro-rata principle".



- 3.6. All part-time teachers will be advised of how their salary and directed time are calculated.

Recruitment/Retention Incentives

- 3.7. The Pay Body may have a policy concerning any payment of recruitment/retention incentives or benefits in accordance with paragraph 27 of the STPCD.
- 3.8. The policy adopted by the Pay Body will be made known to employees and set out as Annex D to this policy.

Staffing Structure

- 3.9. The Principal will annually recommend to the Pay Body a staffing structure for the Academy that:
- Takes account of any financial limits determined by the Pay Body or delegated committees.
 - Identifies the posts to which allowances will be allocated for permanent TLRs, in accordance with the requirements of the STPCD.
 - Will determine the value of any TLR post that is to be paid for a short-term period. A statement identifying a payment within the scale for TLR3, the length of time for which it will be paid, and the reason for the short-term payment will be provided to the appropriate committee of the Pay Body.
 - Identifies the level of allowance to be allocated to each permanent TLR post between the minimum and maximum limits set out for each TLR in the STPCD, and the different levels that may be paid within each TLR in the staffing structure in accordance with the STPCD.
 - Identifies the level of salary to be allocated to any Leading Practitioner posts together with the salary scales to be assigned to each post.
 - Identifies posts to be paid on the leadership group pay scale together with the salary scales assigned to each post.
 - Identifies any post to which a salary from the Special Educational Needs (SEN) scale of salaries will be allocated together with the level of each allowance to be paid.
 - Identifies the staffing structure for support staff posts together with the evaluated salary scale assigned to each post.

The staffing structure and pay scales approved by the Pay Body shall be published with this pay policy.

- 3.10. If the recommendation contains changes in the staffing structure that will directly impact on employees employed by the Pay Body, employees and recognised trade unions will be informed and consulted before the final salary structure is published.

Special Educational Needs

- 3.11. The Pay Body will award an allowance to any teacher who satisfies the requirement of the STPCD, paragraph 21.
- 3.12. The post and allowance/s will be identified in the staffing structure and will be spot salaries selected from the SEN scale. The value of allowances should be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post.

Awards for Progression to Teachers Paid on the Main Pay Scale, the Upper Pay Scale or Unqualified Teachers' Pay Scale



Teaching Staff eligibility for pay progression is not linked to performance and employees will automatically progress annually across all pay ranges, excluding the Upper Pay Range which is biennial.

- 3.13. At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Review Committee will consider written recommendations from the Principal that a teacher be paid a higher salary on the classroom teachers' main pay scale as determined by the Pay Body, or the upper pay scale, depending on which scale the teacher is currently paid in accordance with paragraph 2.2. The Principal will also provide written reasons why any teacher should not progress on either scale, where it is apparent that there are performance concerns, and the employee is being supported and assessed under capability procedures.
- 3.14. A teacher on the main pay scale, who does not display capability concerns, could reasonably expect to reach the maximum of the scale after five years. An Early Careers Teacher who achieves the required standards at the end of induction will normally progress to the second point on the main pay scale from the following September in accordance with paragraph 2.2.
- 3.15. Where a teacher has been absent through long term illness or on maternity leave (or other long-term leave) the Principal will ensure that a review has been conducted. If a review cannot be conducted until the teacher returns to the academy, the Line Manager will conduct a review following the teacher's return. If the teacher is eligible for automatic progression to a higher salary on the appropriate pay scale, the award will be backdated to the date on which the award would normally have been paid.

4. The Leadership Group (See Annex F)

Principal, Vice and Assistant principals

- 4.1. The Pay Body, following consideration of the relevant criteria set out in the STPCD, will determine the pay scale for a newly appointed Principal, Vice principal or Assistant principal's salary.
- 4.2. At the time of appointing a new Principal, Vice principal or Assistant principal, the selection panel of the Pay Body making the new appointment shall determine the salary point on the pay scale. The selection panel shall have regard to advice available from persons engaged by the Pay Body.

Awards for Vice and Assistant Principals

- 4.3. At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Review Committee will consider recommendations from the Principal that any Vice principal or Assistant principal be paid additional points subject to the maximum of their scale. The Pay Body expects that the objectives for a Principal, Vice or Assistant principal will have become progressively challenging as the teacher has gained experience in the role.
- 4.4. Where there are substantial difficulties in retaining the services of a current Principal, Vice principal or Assistant principal the Pay Body may decide to change the salary scale in accordance with the STPCD. Only in exceptional circumstances may the Vice principal or Assistant principal's scale overlap the Principal's pay scale.

5. Executive Pay

Aim

- 5.1 The Academy's executive remuneration policy is designed to attract and retain good quality senior leaders to the Academy whilst ensuring compliance with the Academy



Trust Handbook (ATH) which is a condition of each academy trust's funding agreement. The ATH sets out the financial management, control and reporting requirements that apply to all academy trusts. It provides for a remuneration package, which reflects the Academy's education outcomes and attainments performance against stretching educational targets, operational and financial objectives.

- 5.2 This policy applies to the Chief Executive Officer (CEO) and the Chief Finance Officer (CFO) and includes our approach to pay for our Executive Leadership Team (ELT), how pay is determined and reviewed.

Roles & Responsibilities

- 5.3 The Board of Trustees are responsible for defining the Executive Pay and deciding on the salaries of the ELT. The Board delegates this responsibility to the Pay Committee. This Committee is chaired by a trustee. The role of the Chair is to oversee the proper administration of the Executive Pay procedures, review the evaluation of ELT (including the CEO & CFO) performance, and recommend changes to executive pay. The Pay Committee meets at least once a year to discuss Executive pay, with the CEO & CFO.

Pay Review Process

- 5.4 It is essential that the Academy is able to attract and retain people with the right values, experience, knowledge, and skills required to lead. Having a competitive reward offering is one of the many ways in which the Academy can secure the very best people to achieve our ambitious targets and support children and young people to reach their potential in educational achievements. It is our aim to achieve this through fair salaries for talented people and this will define our approach to pay.
- 5.5 To successfully recruit and retain a high calibre ELT, it is essential that the salary and benefits offered are competitive in the relevant market. The market sector used for making this assessment will depend on the relevant area of profession the ELT member is recruited from, and the value of the level of skills, knowledge and experience required performing in the role. This can range from the not-for-profit sector to the public sector (for example for roles in education) or commercial sector (for professional roles such as finance).
- 5.6 Whilst the Academy does not seek to compete on salary terms with the commercial sector, it does need to know what the comparator salaries are for those roles in commercial roles and the pay differentials should candidates wish to move from these sectors.
- 5.7 When reviewing salaries for ELT annually, academic performance and pupil outcomes across the Academy to ensure that the Academy is providing the highest standard of education to its students will be reviewed, financial performance of the Academy alongside benchmarking with relevant sectors and requirements as set out in the ATH. Additionally, future plans such as leading the expansion of the Trust and engaging the local community will be considered.
- 5.8 Decisions to award pay progression is not linked to individual performance but must be assessed through the Academy's Appraisal Policy. ELT are still however required to be set with clear and measurable sets of Key Performance Indicators and objectives.
- 5.9 Pay ranges should only be reviewed when there have been significant changes to responsibilities and not just because the top of the current range has been reached.



Public Scrutiny

- 5.10 As academies operate with the use of public money, executive pay must be proportional and defensible to the public sector market and should reflect value for money. 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, employers pension contributions, other taxable benefits, and termination payments.
- 5.11 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.

6. Annual Assessment of the Salary of Teachers

Annual Assessments

- 6.1. On or before 1 September of each year, or as soon as possible thereafter, the Principal will carry out an annual assessment of salary for each teacher, including Vice principals and Assistant principals, leading practitioners and unqualified teachers employed in the academy.
- 6.2. The Review Committee will receive the pay recommendations from the Principal by 31 October of the current year at the latest, awards will be backdated to 1 September of the current year.

7. Determination of Leadership Group Salaries

Group of the School; Principal Pay Scale (HTPS) and Pay Scales for Other Members of the Leadership Group

- 7.1. To determine the group of the school by which the HTPR is identified, the Pay Body will re-calculate annually the appropriate unit total of the school.
- 7.2. The Pay Body will assign the school to the appropriate Headteacher Group (HTG) whenever a new Principal is to be appointed and on such occasions as the Pay Body sees fit. The Principal may make representations to the Review Committee to consider assigning the school to a new HTG.
- 7.3. If the Pay Body changes the group of the school having re-calculated the unit total, the Pay Body will identify a HTPS which will ensure that the minimum of the HTPS is not below the minimum of the salary scale for the HTG.
- 7.4. The HTPS of the School shall be a scale of consecutive salary points selected by the Pay Body within the HTG scale for the academy.
- 7.5. The Recruitment Selection Committee, set up to appoint a new Principal shall determine the salary point on the HTPS to be paid, ensuring that there is room for salary progression. The Recruitment Selection Committee shall have regard to advice available from persons engaged by the Pay Body.
- 7.6. If the Pay Body agrees to the Principal also being made the Principal of another Academy / School permanently, the Executive Principal's salary will be determined in accordance with STPCD 2025 (paragraph 6.6).
- 7.7. Where such a decision is made then the Pay Body will also review the salary scales of any other teachers affected by the arrangement by increased responsibilities. Where such arrangements are temporary the safeguarding provisions will not apply.



- 7.8. The pay scales for a Vice principal or Assistant principal shall be determined with reference to the School's HTPS as defined by the STPCD.

Annual Review of Principal Salaries

- 7.9. At the beginning of each academic year, or at any such time as the Pay Body (in consultation with the Principal) may decide, the Appraisal Review Committee referred to in 2.20 will agree with the Principal or (in the absence of an agreement) set objectives together with success indicators/measures appropriate to each objective. The objectives will reflect the priorities identified in the Multi Academy Trust and School improvement plans, respectively.
- 7.10. An external adviser appointed by the academy will support the Appraisal Review Committee in carrying out the annual performance review of the Principal. The performance review and review statement will be conducted in accordance with the Pay Body's Appraisal Policy.
- 7.11. In the Autumn Term of each year, (or where determined differently by the Pay Body as referred to in 7.9 above, in the half term immediately prior to the anniversary of the setting of the performance criteria), the Review Committee will receive recommendations from the Appraisal Review Committee (having consulted the Chair of Pay Body, if they are not an appraisal review director) regarding the salary of the Principal. The recommendation shall reflect the Appraisal Review Committee & Chair of Pay Body's views of the Principal's pay progression eligibility. Any recommendation for progression within the HTPR will identify the recommended number of points proposed. The Principal will be advised of the proposed recommendation and may make a written response to the recommendation.
- 7.12. The recommendation for the Principal will be made in a written statement to the Review Committee, giving reasons for the recommendation and the level of salary that it is recommended should be paid from 1 September, including any additional payments as identified in the STPCD, paragraph 10. The Review Committee will consider the recommendation, together with any written response from the Principal and inform the Principal in writing by providing a salary statement, by 31 December, to be backdated to 1 September. The Principal will not be entitled to attend the meeting of the Review Committee.
- 7.13. If the Principal wishes to seek a review of the decision of the Review Committee regarding their pay, they may do so in accordance with the procedure set out in paragraph 2.19 of this policy. The Principal will have the right of appeal against the decision of the Review Committee in accordance with the procedure set out in paragraph 2.12 of this policy.

Determination of Discretionary Payments to Principal

- 7.14. The Pay Body may decide to pay additional payments to the Principal in accordance with paragraphs 10 of the STPCD.
- 7.15. Where a decision is made to increase the Principal salary beyond the maximum of the appropriate HTG determined in accordance with paragraph 7.14 above, the total sum of all payments made to the Principal will not exceed 25 per cent of the maximum of the HTG, except in wholly exceptional circumstances, which will be approved by the Pay Body.
- 7.16. If it is considered necessary to exercise the provision set out in 7.15 above, the Pay Body will take external independent advice in accordance with paragraph 9.3 of the STPCD before agreeing to such a decision.

Acting Up Allowances

- 7.17. If during any absence of the Principal, Vice or Assistant principal or a TLR post holder, the acting appointment is made and maintained for a period then the Pay Body will



consider within four weeks of the acting appointment whether or not the teacher shall be paid an acting allowance calculated in accordance with 7.18 below. If no allowance is paid the Pay Body may reconsider the position at any time.

- 7.18. In the prolonged absence of the Principal, a Vice principal, an Assistant principal or a TLR post holder, the Pay Body may appoint a teacher to act up during the absence of the post holder. From the date that the Pay Body considers it necessary to make an acting appointment, an allowance will be paid equal to the difference between the salary currently paid to the person appointed to act up and a point considered appropriate by the Pay Body. The relevant conditions of service detailed within the STPCD will apply to any person in receipt of such an acting allowance.

8. Additional Payments for Teaching Staff

- 8.1. If the Principal, following consultation with the teacher/s affected, requests teachers to undertake:
- CPD to be undertaken outside of the academy day;
 - Activities relating to the provision of ITT as part of the ordinary conduct of the academy day; or
 - Out of academy hours learning activities,
- then payments, as below, will be made to teachers agreeing to participate in such activities.
- 8.2. The daily rate payable to each teacher undertaking such CPD or ITT activities will be determined by the Pay Body. Periods of less than a day will be paid pro-rata.
- 8.3. Where additional responsibilities and activities are undertaken by a teacher resulting from the Principal having responsibility for more than one academy or school, as provided for in paragraph 7.7 of this policy, the Review Committee of the Pay Body will review the teacher's salary to reflect the additional responsibilities and activities. The decision of the Review Committee will be reported to the next meeting of the Pay Body.

9. Unqualified Teachers

- 9.1. The Pay Body may employ unqualified teachers/instructors in the academy. Such unqualified teachers will be paid in accordance with paragraph 17 of the STPCD.
- 9.2. The point on the Pay Body's unqualified teacher scale, within the maximum and minimum of the scale as set out in paragraph 17 of the STPCD, at which a new appointment will be paid, will be determined by the Principal, in consultation with the Chair of the Pay Body, and will take account of the qualifications and experience considered to be relevant to the post.
- 9.3. In addition to the appropriate point on the unqualified teachers' pay scale the Principal, in consultation with the Chair of the Pay Body, may award an additional annual allowance in accordance with paragraph 22 of the STPCD to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility, which is focussed on teaching and learning and requires the exercise of a teacher's professional skills and judgement or who the Principal and Chair of the Pay Body believes has additional qualifications and/or experience to warrant such an award.
- 9.4. The Principal will report any award of such an allowance to the Review Committee of the Pay Body.
- 9.5. The arrangements for salary progression and salary safeguarding for teachers also apply to unqualified teachers.



10. Salaries of Support Staff

- 10.1. On appointing a member of support staff, the job description determined for the post will be evaluated in accordance with the adopted job evaluation scheme or via benchmarking internally and externally. Advice on appropriate evaluation processes will be sought from persons engaged by the Pay Body
- 10.2. The Principal, in consultation with the Chair of the Pay Body, will determine the appropriate point on the evaluated scale having regard to:
 - Relevant qualifications and/or competencies; and
 - Recruitment/retention needs of the academy in respect of the post.

The decision of the Principal will be reported to the Review Committee.

- 10.3. If at any time the Principal, in consultation with the Chair of the Pay Body, considers that a member of the support staff is being asked to undertake increased or decreased responsibilities permanently, the job description may be re-evaluated. If the evaluation provides for a higher salary, that salary will be paid to the post holder from a date determined by the Principal and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid will also be stated. If the evaluation provides for a lower salary, the employee will be entitled to salary safeguarding for a period in accordance with the Pay Body's policy. The new salary level will be reported to the Review Committee at its next meeting.
- 10.4. At the time of making the annual assessment of the teachers' salaries, the Principal may also make any recommendation to the Review Committee in respect of the salary of any member of the support staff. Where the Principal considers it appropriate, a recommendation to the Review Committee that a named member/s of the support staff shall be awarded an honorarium for the excellence of their performance during the previous year. The honorarium may either be paid as a lump sum payment at the next salary payment after the Review Committee's decision, or as a 1/12 increase in monthly salary over the next year.
- 10.5. If any member of support staff wishes to appeal against their salary level, they may ask for a re-evaluation of their job description. If a member of the support staff decides to appeal against a decision of the Review Committee, then they shall enter a formal written statement of appeal. The appeal shall be heard by the Review Appeal Committee referred to in paragraph 2.5 above.

11. Apprentices

- 11.1 Apprentices will **not** be paid with in line with Annex E or F, rather the rates of pay will be determined with reference to the Government's statutory minimum rates for apprentices that take into account the apprentices age and the year of their apprenticeship.

12. Salary Sacrifice Scheme

- 12.1. The Pay Body will support and encourage any salary sacrifice scheme as identified in the STPCD and made available by the Pay Body, from which teachers or support staff employed in the Academy benefit where there is no additional cost to the Pay Body's budget.**

13. Review of the Policy

- 13.1. The Pay Body will review this policy annually, or on any occasion when it is requested to do so by the Principal.



13.2. The Pay Body will consult with employees and the recognised trade unions at the time of the annual or any other review of the policy.

- ** Pay Bodies should be aware that there may be a cost if they operate certain employee reward schemes, including for example, if they continue to operate the salary sacrifice childcare voucher schemes established prior to 5 October 2018 when an employee in receipt of childcare vouchers is on maternity leave and is no longer receiving contractual pay.



Annex A: Procedure for a Review of a Salary Determination by the Review Committee of the Pay Body

This procedure complies with the guidance of the Secretary of State 'Implementing your School's Approach to Pay'.

1. Case for the Employee

The employee is entitled to be accompanied by a representative of their trade union or a workplace colleague.

The employee or representative:

- a) Presents the employee's written application for the review.
- b) The members of the Review Committee may ask questions of the employee.

2. The Chair of the Review Committee

- a) Explains the process and evidence used to come to the recommendation/decision under review with reference to the written statement of reasons for the recommendation/decision previously provided to the employee.
- b) If the Review Committee has asked the Principal (or a director as referred to in note 3 below) to be present at the hearing the Principal (or director) may be asked questions by members of the Review Committee, and the employee or representative.

3. Summing Up and Withdrawal

- a) The employee, or representative, has the opportunity, to sum up, their case if they so wish.
- b) All persons other than the members of the Review Committee and the adviser (See note 5 below) are then required to withdraw.

4. Review Committee Decision

- a) The Review Committee and the person who is advising, (other than the Principal or a director) are to deliberate in private, only recalling other persons to clear points of uncertainty on evidence already given. Any recall will involve both parties.
- b) The Chair of the Review Committee will announce the decision of the review to the employee, which will be confirmed in writing within five working days.



Notes:

1. For the purposes of the review, the Review Committee and the employee will have the following documents:
 - The written statement of reasons for the recommendation/decision previously provided to the employee.
 - The written statement of reasons for the application for the review from the employee. (The grounds for the appeal must comply with paragraph 2.8 of the pay policy).
 - Any additional documents to be used at the review hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
2. For the purposes of the review, the Review Committee may ask the Principal (or in accordance with note 3 below, a director) to be present. In that event, the Principal (or director) may also be asked questions by the members of the Review Committee and by the employee or their representative. The Principal (or director) may **not** be involved in the decision of the Review Committee.
3. Where the Principal has asked for the review, the Review Committee may ask the Chair of the Pay Body or a representative of the directors referred to in 2.20 above to be present.
4. The Review Committee may have an adviser present.
5. The review is not an appeal against the recommendation/decision.



Annex B: Procedure for an Appeal against a Salary Decision of the Review Committee to the Review Appeal Committee of the Pay Body

This procedure complies with the guidance of the Secretary of State 'Implementing your School's Approach to Pay'.

1. The Appeal of the Employee

The employee is entitled to be accompanied by a representative of their trade union or a workplace colleague.

The employee or representative:

- a) Introduces the employee's written reasons for the appeal and the representative of the Review Committee and then members of the Review Appeal Committee may ask questions of the employee.
- b) May call witnesses, each of whom will have provided a written statement of the information they wish to give, and each witness may be asked questions by the representative of the Review Committee and then by the Review Appeal Committee.

2. The Response of the Review Committee

The representative of the Review Committee:

- a) Explains the process and evidence used to come to the decision being appealed with reference to the written statement of reasons for the decision of the Review Committee previously provided to the employee, and the employee or representative and then members of the Review Appeal Committee may ask questions of the representative of the Review Committee.
- b) May call witnesses, who will have provided a written statement of the information they wish to give, and each witness may be asked questions by the employee or their representative and then by the Review Appeal Committee.

3. Summing Up and Withdrawal

- a) The representative of the Review Committee has the opportunity, to sum up if they so wish.
- b) The employee, or representative, has the opportunity, to sum up, their case if they so wish.
- c) All persons other than the Review Appeal Committee and its adviser (see note 4 below) are then required to withdraw.



4. Review Appeal Committee Decision

- a) The Review Appeal Committee and adviser are to deliberate in private, only recalling the parties to clear points of uncertainty on evidence already given. Any recall must involve both parties.
- b) The Chair of the Review Appeal Committee will announce the decision to the employee, which will be confirmed in writing.

Notes:

1. For the purposes of the appeal, the Review Appeal Committee will have the following documents:
 - The written statement of reasons for the Review Committee decision previously provided to the employee.
 - The written statement of reasons for the appeal from the employee. (The grounds for the appeal must comply with paragraph 2.8 of the pay policy).
 - Any additional documents to be used at the appeal hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
2. For the purposes of the appeal, the Review Committee representative may call the Principal (or in accordance with note 3 below, a director) as a witness for the Review Committee. In that event, the Principal (or director) may be questioned as a witness.
3. Where the Principal has asked for the review the representative of the Review Committee may call the Chair of Directors and/or one of the directors referred to in paragraph 2.20 of the policy above as a witness.
4. The Review Appeal Committee may appoint an adviser who may not be an employee of the Pay Body.



Annex C: Access to the Teacher's Upper Pay Scale

Access to the Teacher's Upper Pay Scale:

For teachers on UPS1 – UPS3 progression will normally be considered after 2 years of sustained high-quality performance as outlined in Annex 1A.

Those who are maintaining the same Pay Scale:

- All teachers who would like to continue on a UPS1 – UPS3 Pay scale must identify their Upper Pay Scale opportunity (see annex 1B) by the 1st of December after discussion with their line manager and HOD. (HOD to confirm with SLT link regarding UPS3 responsibility).
- All Upper Pay Scale opportunities will be inserted as a 4th objective on Bromcom and will be titled **Upper Pay Scale Action Plan**. This will be separate to the 3 PMR objectives however, without a successful PMR you cannot have a successful Upper Pay Scale Application.
- **Example: Upper Pay Scale Action Plan (UPS1/UPS2): To demonstrate high levels of competency in all elements of the relevant teaching standards (Annex 1A) and to contribute to the department by exploring appropriate revision techniques to use with DS students across all examination areas.**
- You will be required to add evidence to the Upper Pay Scale Action Plan objective on Bromcom and this will need to be checked by your line manager and HOD (UPS1-UPS2) and HOD and SLT link (UPS3). For UPS1-UPS2 opportunities action points and impact comments will be inserted into the department's AIP. UPS3 individual's will be required to submit a summary of their actions and impact in the annual T&L newsletter. Both of these to be included as evidence or added as a note on Bromcom.
- Evidence should relate to 4 terms, January to August. The teacher should add evidence to their Upper Pay Scale Action Plan Objective on Bromcom throughout this time which is also in line with the teachers' standards descriptors for their pay scale (see annex 1A).
- Evidence should be completed by term 6 and ready for your line manager and HOD/SLT link to assess the second week back in Autumn Term 1. Evidence for results will need to be added after results days.
- Line managers and HODs/SLT links will assess the evidence via Bromcom and make recommendations to appropriate Vice Principal who will then take these to the Principal.
- The Principal will make recommendations to the Pay Body by the 31st of October.

Those who wish to progress through to UPS1 – UPS3:

- All teachers who are eligible to progress through the upper pay scale must submit a pay progression intention application form to the appropriate Vice Principal by the 1st of December to state their intent for pay progression in the academic year (see annex 1C).
- All teachers who would like to progress or are continuing on a UPS1-UPS2 Pay Scale must identify their Upper Pay Scale opportunity (see annex 1C) by the 1st of December after discussion with their line manager and HOD. (HOD to confirm with SLT link regarding UPS3 responsibility).
- All Upper Pay Scale opportunities will be inserted as a 4th objective on Bromcom and will be titled **Upper Pay Scale Action Plan**. This will be separate to the 3 PMR objectives however, without a successful PMR you cannot have a successful Upper Pay Scale Application.



- **Example: Upper Pay Scale Action Plan (UPS1/UPS2): To demonstrate high levels of competency in all elements of the relevant teaching standards (Annex 1A) and to contribute to the department by exploring appropriate revision techniques to use with DS students across all examination areas.**
- You will be required to add evidence to the Upper Pay Scale Action Plan objective on Bromcom and this will need to be checked by your line manager and HOD (UPS1-UPS2) and HOD and SLT link (UPS3). For UPS1-UPS2 opportunities action points and impact comments will be inserted into the department's AIP. UPS3 individual's will be required to submit a summary of their actions and impact in the annual T&L newsletter. Both of these to be included as evidence or added as a note on Bromcom.
- Evidence should relate to 4 terms, January to August. The teacher should add evidence to their Upper Pay Scale Action Plan Objective on Bromcom throughout this time which is also in line with the teachers' standards descriptors for their pay scale (see annex 1A).
- Evidence should be completed by term 6 and ready for your line manager and HOD SLT link to assess the second week back in Autumn Term 1. Evidence for results will need to be added after results days.
- Those who wish to move up a pay scale will also be required to complete a short 5-minute presentation to their line manager and HOD (UPS1-UPS2) or HOD and SLT Link (UPS3) in order to support their application and outline their evidence in line with the teaching standards and making a substantial and sustained contribution. This will take place in the summer term with results analysis to follow and are to be added to the Upper Pay Scale Action Plan objective as evidence on Bromcom.
- Line managers/SLT links will assess the evidence via Bromcom and make recommendations using the notes section on Bromcom education of which the Assistant Principal with responsibility for CPD will add these comments to the form in Annex 1D ready to be submitted to the Principal.
- The Principal will then make recommendations to the Pay Body before the 31st of October.

Annex 1A

Teaching Standards for each Upper Pay Scale Pay Scale

Guilborough Academy Upper Pay Scale Descriptors 2025-26						
	M1/M2	M3/M4	M5/M6	UPS1	UPS2	UPS3
TS 1	Ensures a safe and stimulating learning environment and consistently demonstrates positives attitudes. Teaching may require development in setting goals that stretch and challenge students of all backgrounds.	Ensures a safe and stimulating learning environment and consistently demonstrates positives attitudes. Teaching is at least good in setting goals that stretch and challenge students of all backgrounds.	Ensures a safe and stimulating learning environment and consistently demonstrates positives attitudes. Teaching is at least consistently good with example of highly effective in setting goals that stretch and challenge students of all backgrounds.	Ensures a safe and stimulating learning environment and consistently demonstrates positives attitudes. Teaching is highly effective in setting goals that stretch and challenge students of all backgrounds.	Ensures a safe and stimulating learning environment and consistently demonstrates positives attitudes. Teaching is highly effective in setting goals that stretch and challenge students of all backgrounds.	Ensures a safe and stimulating learning environment and consistently demonstrates positives attitudes. Teaching is consistently highly effective in setting goals that stretch and challenge students of all backgrounds.
TS 2	Teaching may require development initially but is good by the end of the year. Progress	Teaching is at least good and secures average progress across own students.	Teaching is at least consistently good with examples of highly effective,	Teaching is highly effective and average progress is good or above	Teaching is highly effective and average progress is good or above	Teaching is consistently highly effective, and students make good



Guilborough Academy Upper Pay Scale Descriptors 2025-26						
	M1/M2	M3/M4	M5/M6	UPS1	UPS2	UPS3
	should be at least in line with national expectations.		average progress of students is good.	across own students.	across own students.	progress across a sessions of cohorts and across all abilities.
TS 3	Shows good knowledge and understanding of the relevant subject area, curriculum and specification content.	Have a secure knowledge and understanding of the relevant subjects and curriculum area and current specification content.	Have a well-developed understanding of subject knowledge, curriculum content and current specification content and coverage across the phase taught.	Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.	Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.	Continuing to develop a deeper knowledge and understanding of relevant subject and related pedagogy through active involvement in CPD or research.
TS 4	Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.	Plan engaging lesson, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.	Plan engaging lesson, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.	Is able to support other staff members with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.	Is able to support other staff members with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.	Is able to support other staff members with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.
TS 5	Lessons are differentiated and adapted to meet the needs of most students. This may require development in regard to an awareness surrounding student needs and how to adapt teaching to support and overcome these.	Lessons are differentiated and adapted to meet the needs of most students. Have a good awareness surrounding student needs and how to adapt teaching to support and overcome these.	Lessons are differentiated and adapted to meet the needs of most students. Have a consistently good awareness surrounding student needs and how to adapt teaching to support and overcome these which show examples of being highly effective.	Lessons are differentiated and adapted to meet the needs of all students. Have a highly effective awareness surrounding student needs and how to adapt teaching to support and overcome these. You can support other in the department whose knowledge surrounding how to support the needs of others requires development.	Lessons are differentiated and adapted to meet the needs of all students. Have a highly effective awareness surrounding student needs and how to adapt teaching to support and overcome these. You can support other in the department or the academy whose knowledge surrounding how to support the needs of others requires development.	Lessons are differentiated and adapted to meet the needs of all students. Have a consistently highly effective awareness surrounding student needs and how to adapt teaching to support and overcome these. You can support others across the academy whose knowledge surrounding how to support the needs of others requires development.
TS 6	Monitors, analyses, evaluated and develops own classroom teaching.	Monitors, analyses, evaluates and develops own subject area or key stage with appropriate guidance.	Monitors, analyses, evaluates and develops own key stage or subject area independently.	Academy wide monitoring, analysing, evaluation and development across a range of areas over time.	Academy wide monitoring, analysing, evaluation and development across a range of areas over time.	A high level of contribution across the academy and beyond, through monitoring, analysing, evaluation and development across a range of areas over time.
TS 7	Rules and routines for positive BfL in the	Rules and routines for	Rules and routines for	Rules and routines for	Rules and routines for	Rules and routines for



Guilborough Academy Upper Pay Scale Descriptors 2025-26						
	M1/M2	M3/M4	M5/M6	UPS1	UPS2	UPS3
	classroom are clear with the management of classes requiring some development.	positive BfL in the classroom are clear with the management of classes at least good.	positive BfL in the classroom are clear with the management of classes at least good with some elements of them being high effective.	positive BfL in the classroom are clear with the management of classes being high effective. You are seen as a highly effective behaviour manager across the department and/or academy.	positive BfL in the classroom are clear with the management of classes being high effective. You are seen as a highly effective behaviour manager across the department and academy.	positive BfL in the classroom are clear with the management of classes being consistently high effective. You are seen as a consistently highly effective behaviour manager across the department and academy.
TS 8	Reach standard with support or guidance. Effectively takes on board whole Academy developments and initiatives. Teaching takes an active involvement in department/academy objectives/	Independently reach the standards, building experience and sharing good practice with others within the department where relevant with support. Is actively involved with whole academy developments in line with academy and departmental targets.	Has built a good range of practice and accumulated relevant experience. Shares good practice and latest developments in own subject with colleagues. Is actively involved with whole academy developments and may lead or initiate some areas in line with academy and departmental targets.	Has high levels of own experience on which to draw on to advice and develop others and to inform own practice. Researches and leads academy wide developments in line with academy and departmental targets. Including giving effective guidance and support to ensure good practice is apparent in own subject area across the academy.	Has high levels of own experience on which to draw on to advice and develop others and to inform own practice. Researches and leads academy wide developments in line with academy and departmental targets. Including giving effective guidance and support to ensure good practice is apparent in own subject area across the academy.	An extensive level of experience on which to draw, this is continuously used to develop others and inform own practice. Continues to build experience by extending own research and self-development to lead further initiatives in staff and academy development. Continued active involvement in research and development which helps keep the Academy at the forefront of education.
Part 2	To consistently demonstrate high standards of personal and professional conduct at all times. To uphold public trust in the profession and maintain high standards of ethics and behaviour. Treat students with dignity and build relationships rooted in mutual respect, having regard for the need to safeguard student's well-being, showing tolerance, not undermining British values and ensuring personal beliefs are not expressed in a way that exploits students. Teachers must have high regard and respect for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality. Always act within the statutory frameworks which set out their professional responsibilities and duties.					



Annex 1B

The table below sets out the Multi-Academy Trusts professional development opportunities for the Upper Pay Scale (UPS1-UPS3).

IMPORTANT: These lists are not prescribed. UPS1 – UPS3 is down to the individual and HOD to discuss an area that will be of relevance and in line with the department’s AIP. UPS3 opportunities will be discussed by Senior Leaders with the individual in mind and will be in line with the Academy’s AIP.

THE MAIN PAY SCALE M1-M6	UPS1 Experienced Professional	UPS2 Accomplished Professional	UPS3 Expert Professional	LEADERSHIP SPINE / SECONDMENTS
	<p>Development of opportunities that are in line with the Department’s Improvement Plan (DIP). HODs must be involved in this process.</p> <p>Opportunities could include:</p> <ul style="list-style-type: none"> • Development of AfL resources. • Resources for SEND students within subject / examination area. • Action Research within the classroom. • Mentoring an ECT. • Department DS/PLAS mentor. • Revision Tools Champion within the department. • Celebrating student success within the department. • Department Career Enrichment Activities. • Extra-Curricular out of subject area. • Student Ambassador’s Scheme. • Department VLE Lead. 	<p>Opportunities could include:</p> <ul style="list-style-type: none"> • ECT / RQT Programme Lead. • Aspiring Middle Leaders Programme Lead. • Leadership Programme Lead. • Pastoral Programme Lead. • Alumni Lead KS4 of KS5. • Coaching/Mentoring Colleagues. • Parent / Teacher Fundraising Activities. • Student Leadership Co-ordinator. • Significantly contribute to extra-curricular activities outside of department area. • Educational Visits Co-Ordinator Lead. • Extra-Curricular Co-Ordinator. • Duke of Edinburgh Lead. • Healthy Schools Lead. • Significant department responsibility (as agreed with SLT Link). 		



Annex 1C

Application for Pay Progression Intention Form - UPS1-UPS3

Expectations and criteria for applying from M6-UPS1, UPS1-UPS2 or UPS2-UPS3 need to be completed on the standards grid and evidence provided to support any Upper Pay Scale application.

This form needs to be completed by the member of staff setting out their intention of whether or not they wish to apply for pay progression and signed and dated by both the member of staff and the Line Manager.

By signing this document, the Line Manager is supporting the application of the member of staff for pay progression. Evidence submitted must be reviewed by the Line Manager and this will be quality assured by the initial AP responsible for CPD and the Principal before a pay recommendation is made to directors. Directors will ultimately accept, or decline, the pay application of the member of staff.

STAFF NAME:	
DEPARTMENT:	
CURRENT SALARY POINT:	
SALARY POINT APPLYING FOR:	
Please select as appropriate:	
I wish to apply for pay progression in this PMR cycle.	<input type="checkbox"/>
I do not wish to apply for pay progression in this PMR cycle.	<input type="checkbox"/>
Staff Signature:	Date:
Line Manager Signature:	Date:



Annex 1D

UPS1 – UPS3 Application for Pay Progression

STAFF NAME:			
DEPARTMENT:			
POTENTIAL PAY PROGRESSION SCALE:			
LINE MANAGER:			
Requirement:	Completed and submitted?	Notes:	
Application form signed by applicant and line manager.			
Teaching Standards for Upper Pay Scale achieved			
3 lesson observations			
Number of objectives (PMR and Upper Pay Scale Objective(s))			
Appropriate evidence attached for each objective (PMR and Upper Pay Scale Objective(s))			
Final review completed and recommendation for pay progression from line manager.			
Summary comment from Line Manager/SLT Link:			
Line Manager / SLT Link Approved:		Date:	
NNL Approved:		Date:	
Comments:			
Principal Approved:		Date:	
Comments:			



Annex D: Teachers: Recruitment and Retention Allowances or Benefits

The Pay body may, on the advice of the Principal, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- Required to attract suitable candidates for a post which it has been, or it is considered difficult to fill,
- **or**
- Required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- To recognise a teacher's performance which exceeds the academies expectations, and which is not recognised through accelerated salary progression in other sections in this policy.

The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the academy structure and known staffing changes in the future and would normally be within the scale of £500 - £7,000.

The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of one year but will be subject to annual review which may extend the period if appropriate



Annex E: The Salary Points and Progression on the Main, Upper and Unqualified Teacher Pay Scales

Unqualified Teachers

Unqualified Scale	1 SEPT 2024 - 31 AUG 2025	1 SEPT 2025 - 31 AUG 2026
Min 1	£21,731	£22,601
2	£24,224	£25,193
3	£26,716	£27,785
4	£28,914	£30,071
5	£31,410	£32,677
Max 6	£33,902	£35,259

Qualified Teachers

Main Pay Scale (MPS)	1 SEPT 2024 - 31 AUG 2025	1 SEPT 2025 - 31 AUG 2026
Min M1	£31,650	£32,916
M2	£33,483	£34,823
M3	£35,674	£37,101
M4	£38,034	£39,556
M5	£40,439	£42,057
Max M6	£43,607	£45,352

Upper Pay Scale (UPS)	1 SEPT 2024 - 31 AUG 2025	1 SEPT 2025 - 31 AUG 2026
Min U1	£45,646	£47,472
U2	£47,338	£49,232
Max U3	£49,084	£51,048



Teaching & Learning Responsibilities (TLRs)

	1 SEPT 2024 - 31 AUG 2025	1 SEPT 2025 - 31 AUG 2026
Payment 1 (TLR 1)		
TLR 1A	£9,782	£10,174
TLR 1B	£13,168	£13,695
TLR 1C	£16,553	£17,216
Payment 2 (TLR 2)		
TLR 2A	£3,391	£3,527
TLR 2B	£5,835	£6,068
TLR 2C	£8,279	£8,611
Payment 3 (TLR 3) (Fixed Term)		
Min	£675	£702
Max	£3,334	£3,478

Teachers on the Main, Upper and Unqualified Teacher Pay Scales will have their salary reviewed annually in accordance with paragraph 5 of the pay policy against the aims of the Academy and in accordance with the criteria, which a teacher needs to meet against the relevant teacher standards and Professional Skills Level Descriptors for that scale.

The Pay Body will normally decide to award one increment only for employees' pay progression, which must be in line with the Appraisal Policy and are based on criteria set out in the Academies Pay Policy 2025/26, which is that Teachers eligibility for pay progression is not linked to performance and will therefore automatically progress annually across all pay ranges, excluding the Upper Pay Range which is biennial.

Where a teacher's performance does not demonstrate a sustained level, is below the Academy's expectations at that level of post, and they are being supported and assessed via the Academy's capability procedure, the Pay Body may determine that no incremental progression will be awarded in that year.

Although Pay Progression is not linked to performance, Line Managers will assess the achievement of objectives set under the appraisal policy and complete the annual appraisal process via Bromcom.

The Principal will then make a recommendation to the Pay Body regarding salary progression based on evidence of achievement of the Teachers' Standards and level of performance in classroom observations.

Annex F: Salary Scales and Arrangements for Teachers Paid on the Leadership Group Scale

Leadership Group Scale	1 SEPT 2024 - 31 AUG 2025	1 SEPT 2025 - 31 AUG 2026
L1	£49,781	£51,773
L2	£51,027	£53,069
L3	£52,301	£54,394
L4	£53,602	£55,747
L5	£54,939	£57,137
L6	£56,316	£58,569
L7	£57,831	£60,145
L8	£59,167	£61,534
L9	£60,644	£63,070
L10	£62,202	£64,691
L11	£63,815	£66,368
L12	£65,286	£67,898
L13	£66,919	£69,596
L14	£68,586	£71,330
L15	£70,293	£73,105
L16	£72,162	£75,049
L17	£73,819	£76,772
L18	£75,675	£78,702
L19	£77,552	£80,655
L20	£79,475	£82,654
L21	£81,441	£84,699
L22	£83,464	£86,803
L23	£85,529	£88,951
L24	£87,651	£91,158
L25	£89,830	£93,424
L26	£92,052	£95,735
L27	£94,332	£98,106
L28	£96,673	£100,540
L29	£99,067	£103,030
L30	£101,533	£105,595
L31	£104,040	£108,202
L32	£106,626	£110,892
L33	£109,275	£113,646
L34	£111,976	£116,456
L35	£114,759	£119,350
L36	£117,601	£122,306
L37	£120,524	£125,345
L38	£123,506	£128,447
L39	£126,517	£131,578
L40	£129,673	£134,860
L41	£132,913	£138,230
L42	£136,243	£141,693
L43	£138,265	£143,796



Teachers on the Leadership Pay Scales will have their salary reviewed annually in accordance with paragraph 7 of the pay policy against the aims of the Academy and in accordance with the criteria which a teacher needs to meet to achieve salary progression.

The Pay Body will normally decide to award one increment only for employees' pay progression, which must be in line with the Appraisal Policy and are based on criteria set out in the Academies Pay Policy 2025/26, which is that Teachers eligibility for pay progression is not linked to performance and will therefore automatically progress annually across all pay ranges, excluding the Upper Pay Range which is biennial.

Where a teacher's performance does not demonstrate a sustained level, is below the Academy's expectations at that level of post, and they are being supported and assessed via the Academy's capability procedure, the Pay Body may determine that no incremental progression will be awarded in that year.

Although Pay Progression is not linked to performance, Line Managers will assess the achievement of objectives set under the appraisal policy and complete the annual appraisal process via Bromcom.

The Principal will then make a recommendation to the Pay Body regarding salary progression based on evidence of achievement of the Leadership Standards and levels of performance across the Academy.

The Pay Body may decide to review the salary arrangements for the Leadership Group at any time.



Annex G:

Salary pay points and progression for Support Staff Pay Grades

The Pay Body will decide whether it applies the local government pay scales and the National Joint Council (NJC) terms and conditions to set support staff pay:

The National Joint Council for Local Government Services pay agreement has been confirmed for 2025/26. The unions have taken to ballot. The pay offer has now been applied below on each scale point with effect from 1 April 2024. Staff will be back paid any monies owed.

SCP	01-04-24	01-04-25
1	Deleted wef Apr 23	Deleted wef Apr 23
2	£23,656	Deleted wef Apr 25
3	£24,027	£24,796
4	£24,404	£25,185
5	£24,790	£25,583
6	£25,183	£25,989
7	£25,584	£26,403
8	£25,992	£26,824
9	£26,409	£27,254
10	£26,835	£27,694
11	£27,269	£28,142
12	£27,711	£28,598
13	£28,163	£29,064
14	£28,624	£29,540
15	£29,093	£30,024
16	£29,572	£30,518
17	£30,060	£31,022
18	£30,559	£31,537
19	£31,067	£32,061
20	£31,586	£32,597
21	£32,115	£33,143
22	£32,654	£33,699
23	£33,366	£34,434
24	£34,314	£35,412
25	£35,235	£36,363
26	£36,124	£37,280
27	£37,035	£38,220
28	£37,938	£39,152
29	£38,626	£39,862
30	£39,513	£40,777
31	£40,476	£41,771
32	£41,511	£42,839
33	£42,708	£44,075
34	£43,693	£45,091
35	£44,711	£46,142
36	£45,718	£47,181
37	£46,731	£48,226
38	£47,754	£49,282



39	£48,710	£50,269
40	£49,764	£51,356
41	£50,788	£52,413
42	£51,802	£53,460
43	£52,805	£54,495

Non-Teaching Leadership Group Scale	1 APR 2024 - 31 MAR 2025	1 APR 2025 - 31 MAR 2026**
L17	£71,260	£73,540
L18	£73,050	£75,387
L19	£74,864	£77,259
L20	£76,720	£79,175
L21	£78,618	£81,133

**2025 salary scale had the Nationally agreed uplift of 3.2% applied consistently across L17 – L21.

Support Staff on the NJC Pay Scale & Non-Teaching Leadership Group Scale will have their salary reviewed annually.

The Pay Body will normally decide to award one increment only for employees' pay progression, which must be in line with the Appraisal Policy and are based on criteria set out in the Academies Pay Policy 2025/26, which is that support staff eligibility for pay progression is not linked to performance and will therefore automatically progress annually across all pay ranges, excluding the Upper Pay Range which is biennial.

Where an employee's performance does not demonstrate a sustained level, is below the Academy's expectations at that level of post, and they are being supported and assessed via the Academy's capability procedure, the Pay Body may determine that no incremental progression will be awarded in that year.

Although Pay Progression is not linked to performance, Line Managers will assess the achievement of objectives set under the appraisal policy and complete the annual appraisal process via Bromcom.