

# PAY POLICY

Learning Academies Trust

Version: 2025

Approved by: People Committee

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## CHANGES

| Policy date    | Summary of change  | Author                              | Version | Review date    |
|----------------|--|-------------------------------------|---------|----------------|
| September 2023 | Updates on STPCD, LGB and LAT pay Scales   | Amy Bosworth<br>HR Business Partner | 2023    | September 2024 |
| November 2024  | Updated in line with STPCD 2024.<br>Please note, we are reviewing whether to retain performance related pay following the requirement being removed.   | Amy Bosworth<br>HR Business Partner | 2024    | November 2025  |
| November 2025  | Removal of performance related pay for teaching and support staff in line with the option to do so in the STPCD 2024<br><br>Performance related pay retained for senior Trust leaders (CEO, CFO, DofE's, Central Team Leads and Headteachers)<br><br>Updated to cover all staff.<br><br>Removal of automatic annual salary statements for all. Available on request. | Amy Bosworth<br>HR Business Partner | 2025    | November 2026  |

## 1. AIMS

This policy aims to clearly explain how we will determine pay and how decisions will be made without linking performance to pay progression for teachers and support staff. Please note, performance related pay remains for Senior Trust Leaders across the Trust. This includes CEO, CFO, Directors of Education, Central Team Leads & Headteachers.

- Set out a clear framework for pay and progression, while minimising the impact on workload for all concerned
- Support the recruitment and retention of high-quality staff
- Enable us to recognise and reward staff for their contribution
- Help to ensure that decisions on pay are made in a fair, just and transparent way

This policy has been/will be consulted on by relevant trade unions.

## 2. LEGISLATION & GUIDANCE

As an academy, we are free to determine our own approach to deciding pay. However, we continue to adhere to the appropriate terms and conditions; School Teachers' Pay & Conditions Document (STPCD), Burgundy Book, Green Book and Plymouth Book. As such, this policy complies with the [STPCD](#) and is also based on a model policy created by the Department for Education (DfE). We have also broadened the policy to incorporate pay for support staff.

When implementing our pay policy, we will abide by:

- The [Employment Relations Act 1999](#), which establishes a number of statutory work rights
- The [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly
- The [Equality Act 2010](#), which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
- The [Seven Principles of Public Life](#), which require those conducting the procedures to be objective, open and accountable
- [The Data Protection Act 2018](#), which sets out requirements on how we handle personal data

## 3. PROCESS

- **ECTs:** Our procedures for assessing early career teachers' performance and progress comply with the DfE's statutory guidance on [Induction for Early Career Teachers \(England\)](#). Please see our [LAT ECT Policy](#) for further information as ECT's are not covered within this policy.
- **Teachers:** Performance management will be done with the appointed line manager/headteacher, with **automatic pay increments** being passed through the schools Local Governing Body (LGB). This will be reviewed annually with effect from 1 September (and no later than 31 October) **unless** the teacher is in a HR process, be it informal or formal. In this instance pay progression would **not** occur.
- **Leadership (not headteachers):** Performance management will be done with the headteacher with **automatic pay increments** being discussed at school level through the LGB. These recommendations will then be approved by the **Remuneration Committee**. This will be reviewed annually with effect from 1 September (and no later than 31 October) **unless** the leader is in a HR process, be it informal or formal. In this instance, pay progression would **not** occur.
- **Headteachers:** Performance management will be done with an agreed member(s) of the schools Local Governing Body (LGB) and their Director of Education. **Pay is performance related** and will be considered by

the **Remuneration Committee** who in turn will make recommendations to the Trust Board. This will be reviewed annually with effect from 1 September (and no later than 31 December).

- **Directors of Education** Performance management will be done by the CEO. **Pay is performance related** and will be considered by the **Remuneration Committee** who in turn will make recommendations to the Trust Board. This will be reviewed annually with effect from 1 September (and no later than 31 December).
- **Support staff:** Performance management will be done with the appointed line manager/headteacher, with **automatic pay increments** being passed through the LGB for schools/Trust Board for the central team. This will be reviewed annually with effect from 1 September (and no later than 31 October) **unless** the staff member is in a HR process, be it informal or formal. In this instance pay progression would **not** occur.
- **Central Team Leaders:** Performance management will be done with the CEO. **Pay is performance related** and will be considered by the **Remuneration Committee** who in turn will make recommendations to the Trust Board. This will be reviewed annually with effect from 1 September (and no later than 31 December).

A written statement **will be provided to staff on request**, setting out the employee's salary and any other financial benefits to which they are entitled and the basis on which it was (see example in Appendix 5). 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.

#### 4. HOW WE WILL DECIDE PAY ON APPOINTMENT

The pay range will be agreed before advertising it. On appointment, a starting salary within that range will be offered to the successful candidate.

To determine the salary, a range of factors need to be considered including:

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

There is no assumption that a staff member will be paid at the same rate as they were being paid in a previous school.

#### 5. HOW WE WILL DECIDE ON PAY PROGRESSION

Our Trust does not link pay progression to performance for the majority of staff, except senior leaders. As such, staff should expect to receive annual pay progression within their pay range, **unless** the staff member is in a HR process, be it informal or formal. In this instance automatic pay progression would **not** occur. This would be discussed in advance with the staff member concerned and should not come as a surprise.

For Senior Trust Leaders, pay progression is performance related and would be discussed during the performance review process.

##### 5.1 Annual reviews

- **Teacher and support staff** performance is reviewed annually, with effect from between 1 September and no later than 31 October each year
- **Leaders** performance is reviewed annually, with effect from between 1 September and no later than 31 October each year
- **Headteacher** performance is reviewed annually, with effect from between 1 September and no later than 31 December each year

## 5.2 Mid-year reviews

Reviews may take place at other times of the year if an individual's role or job description changes. Changes include going part-time and taking on or removing additional roles and responsibilities.

# 6. MOVING TO THE UPPER PAY RANGE FOR TEACHERS

## 6.1 Making applications

All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy. It is up to each teacher to decide whether they wish to apply to be paid on the upper pay range.

**Applications can be made once a year. Teachers should submit their application in writing to their line manager/Headteacher by 1<sup>st</sup> June of each academic year.**

When submitting an application, please include:

- Results of appraisals under [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), including recommendations on pay
  - Where this information is not applicable or available, include a statement and summary of evidence to demonstrate that you have met the assessment criteria
- Evidence to support the application

Teachers who are simultaneously employed at another school(s) should submit separate applications if applying to be paid on the upper pay range in that school or schools. We will not be bound by pay decisions made by another school.

All applications will be reviewed by line managers and headteachers.

We will treat all applications fairly and impartially.

## 6.2 Assessment

In order to be eligible to be paid on the upper pay range, the governing board must be satisfied that:

- The teacher is highly competent in all elements of the Teachers' Standards; and
- The teacher's achievements and contributions are substantial and sustained

For the purpose of this policy:

- **'Highly competent'** means:  
Performance which is good enough to provide coaching, mentoring and advice to other teachers, 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:  
The teacher's contributions are of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- **'Sustained'** means:  
The teacher's contributions have been maintained, consistent and evidenced

Applications will be assessed robustly, transparently and equitably.

## 6.3 The decision

The assessment will be made and the applicant notified within a reasonable timeframe / before 1<sup>st</sup> September.

The decision will be made by the headteacher who will also determine where the teacher will be placed on the upper pay range. Considerations will include the nature of the post, the responsibilities it entails, and the qualifications, experience and skills of the teacher.

If successful, applicants will move to the upper pay range from the start of the new academic year, with effect from 1<sup>st</sup> September.

If unsuccessful, feedback will be provided by line managers in a 1-to-1 meeting, within 10 working days of the decision notification. The line manager will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future.

Decisions will also be communicated in writing. Any appeals against a decision not to move a teacher to the upper pay range are covered by the appeal process outlined in this policy.

## 7. ADDITIONAL ALLOWANCES

### 7.1 Teaching and Learning Responsibility (TLR) payments

The LGB may award a TLR to a classroom teacher for undertaking a sustained additional responsibility for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The LGB will determine reference points in respect of TLR 1 and TLR 2 payments, in line with the STPCD. **Please note, a teacher cannot hold a TLR1 and TLR2 concurrently. A teacher in receipt of a TLR 1 or TLR2 *may* also hold a concurrent TLR 3.**

The LGB may award a fixed term TLR3 to a classroom teacher for a clearly time-limited school improvement project, or one-off externally driven responsibilities. The duration will be established at the outset.

All decisions regarding TLR payments need to be made in agreement with the CEO to ensure consistency across the Trust.

### 7.2 Special needs allowance

The LGB will award an SEN allowance to any classroom teacher who meets the criteria. See [School teachers' pay and conditions guidance](#) for the SEN allowance criteria.

### 7.3 Recruitment and retention incentive benefits

The Pay Committee can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive. This includes payments to trigger re-valuation within the Teachers' Pension Scheme in instances of a pay freeze. This decision would not be taken at LGB level.

The Pay Committee will consider exercising its powers where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn. The Pay Committee conduct an annual formal review of all such awards.

In relation to a headteacher, any 'additional payments' under this section will form part of the 25% limit on the use of all discretions, unless the Pay Committee choose to use the 'wholly exceptional circumstances' discretion. The Pay Committee will not award a recruitment or retention payment if they have already made an award or have taken such reason (recruitment or retention) into account when determining the ISR.

### 7.4 Residential duties

The LGB would need to seek agreement from the Pay Committee when seeking to approve payments in respect of residential duties in accordance with the Joint National Council for Teachers in Residential Establishment national agreement.

## 7.5 Other additional payments

The Pay Committee may consider payments as they see fit to a teacher, including a headteacher in respect of:

- Continuing professional development undertaken outside the school day,
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school,
- Participation in out-of-school hours learning activity agreed between the teacher and the headteacher or, in the case of the headteacher, between the headteacher and the relevant body,
- Responsibilities and activities due to, or in respect of, the provisions of services by the headteacher relating to the raising of educational standards to one or more additional schools.

The Pay Committee may consider making additional payments to teachers where advised by the head. Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary. The LGB/ Pay Committee recognises the STPCD makes no provision for bonus or honorarium payments to teachers and specifically excludes such payments from this policy.

## 7.6 Part-time teachers

The LGB will apply the provisions of the STPCD in relation to part-time teachers' pay and working time.

## 7.7 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis must be paid in accordance with the provisions of the STPCD on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount, which will then be divided by 195 then divided again by 6.48 to arrive at the hourly rate. A minimum of 2 hours will be payable for an appointment in any one half day session during school time.

## 8. PAY FOR LEADING PRACTITIONERS

The headteacher will agree appraisal objectives for each Leading Practitioner. The Pay Committee shall have regard to the results of the Leading Practitioner's appraisal reports, including the pay recommendation, when exercising any discretion in relation to pay progression and have particular regard, as appropriate to whether:

- Good progress towards their appraisal objectives has been made
- Is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant
- Has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement,
- Is highly competent in all aspects of the teachers' standards
- Has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement

The Pay Committee will determine pay progression such that the amount is clearly attributable to the performance of the Leading Practitioner. The Pay Committee will be able to objectively justify its decision. Where it is clear from the evidence that the Leading Practitioner's performance is exceptional, the Pay Committee may award enhanced pay progression (advised by the headteacher).

## 9. HEADTEACHER PAY

### 9.1 Starting pay for new headteachers

New arrangements relating to setting the pay for new appointments to headship or the wider leadership team were introduced in the STPCD and are set out below. These arrangements do not require any re-assessment of pay or allowances of existing headteacher's or wider leadership team members including those appointed prior to 1<sup>st</sup> September 2014 but those who took up post *after* that date.

## 9.2 Setting pay on appointment

When making new appointments to headship or the wider leadership team the Trust Board will take into consideration the full role of the post before advertising and set pay at an appropriate level considered likely to attract applicants. All pay decisions will be made on objective criteria so that there is no discriminatory effect on any group of teachers with particular protected characteristics under the Equality Act 2010.

- **Stage 1: Defining the role and determining the headteacher group**

The job will be defined and the broad pay range assessed as a provisional guide to determining an appropriate level of pay. The specific role, responsibilities and accountabilities of the post as well as the skills and competences required will be defined. The school will be assigned to a headteacher group by calculating the total unit score in accordance with the STPCD.

- **Stage 2: Setting the indicative pay range**

Consideration will be given as to whether the total unit score for the school and relevant broad pay range attached to the headteacher group fully captures the complexity of the headteacher role. This may require a more detailed assessment of the complexity and challenge of the role. This assessment may capture responsibilities currently recognised through discretionary payments such as allowances for recruitment and retention, the provision of initial teacher training or long term provision to other schools. Consideration will be given to whether the setting of the indicative should start at the minimum of the headteacher group or at a higher level in recognition of the level of challenge of the post.

Where circumstances warrant it, the Trust Board will consider setting an indicative pay range with a maximum of up to 25% above the top of the relevant headteacher group range. Consideration of setting a range with a maximum which is higher than 25% will not be given without first obtaining external independent advice and where such a limit is exceeded a business case will be presented to and agreed by the Trust Board. At the end of this stage an indicative range will be set, and this information will be included within the advertisement of the post.

- **Stage 3 - Deciding the starting salary and individual pay range**

Once a preferred candidate has been selected consideration will be given to what starting salary will be offered. The starting salary from within the indicative range will be set having regard to the preferred candidate's knowledge, skills and experience and how these attributes will enable them to meet the specific requirements of the post. At this time consideration will also be given to allowing scope for performance related progression over time.

Further considerations:

- The People / Remuneration Committee will review the school's Headteacher Group in light of any changes in pupil numbers and the head's Individual Pay Range (IPR) in light of significant changes to the responsibilities of the post in accordance with the STPCD,
- If the headteacher takes on permanent accountability for one or more additional schools, the pay committee will set an IPR in accordance with the provisions set out in the STPCD,
- The Remuneration Committee may also take account of any other permanent payments, made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability.

## 9.3 Reviewing pay for existing headteachers

The Trust Board will be responsible for ensuring performance based progression awards reflect individual performance. The Remuneration Committee will have delegated authority to act on behalf of the Trust Board to undertake an annual review of the headteacher's pay and make decisions regarding progression. All such decisions will be taken in accordance with the STPCD. Specifically the Remuneration Committee will:

- Review the headteacher's pay and may award progression of up to two range points (usually one point) where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012. The Remuneration

Committee will consider any recommendation on progression in the headteacher's most recent appraisal report

- The Remuneration Committee may review the head's IPR, within the group range for the school, as of 1 September or at any time if they consider changes to relevant factors warrant it
- If the headteacher takes on temporary accountability for one or more additional schools, the Pay Committee will consider awarding a discretionary payment

## 10. SALARY SAFEGUARDING ARRANGEMENTS

**Teachers & Leaders:** the STPCD will be adhered to when applying salary safeguarding.

**Support staff:** the LAT Transformation Policy will be adhered to when applying salary safeguarding

## 11. APPENDICES

### Appendix 1: The Learning Academies Trust Pay Ranges

The current pay ranges can be accessed here:

[Teacher Pay 2025/6](#)

[Support Staff Pay 2025/6](#)

[Executive Pay 2025/6](#)

### Appendix 2: Procedure for Pay Appeals

The arrangements for considering appeals are as follows:

A member of staff may seek a review of any determination in relation to pay or any other decision taken by the headteacher/LGB/Pay Committee (or individual acting with delegated authority) that affects their pay. The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

- Incorrectly applied any provision of the STPCD
- Failed to have proper regard for statutory guidance
- Failed to take proper account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased; or otherwise unlawfully discriminated against the member of staff

**Step 1: Informal meeting:** Where the recommendation is that pay progression should not take place and the staff member is not satisfied with the decision, an opportunity will be provided for the staff member to discuss the matter. An informal meeting will be arranged within 10 working days of the appeal request, at which the staff member and appropriate person (line manager) will discuss performance issues that have contributed to the proposed recommendation on pay and seek to resolve the matter. This informal meeting will take place prior to any recommendation being made to the pay review panel. The headteacher (or relevant line manager) will then meet with the pay review panel and confirm their recommendation on pay progression. Ideally we would always like to resolve matters informally in the first instance. However, if the staff member feels they would like to go straight to a formal process, they must outline their reasons for doing so in step 2a below.

**Step 2: Formal appeal:** Where the member of staff continues to be dissatisfied, they may follow a formal appeal process.

- Put it in writing:** outline the grounds for questioning the pay decision and send it to the headteacher /LGB Chair/ Trust Chair (as appropriate), who made the determination, within ten working days of the outcome of the informal discussion referred to above.
- Appeal hearing:** An appeal should be heard by a panel of three members who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person and has the right to be accompanied by a colleague or trade union representative. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

Appendix 3: Teacher Application Form - Upper Pay Range Progression

|              |             |
|--------------|-------------|
| <b>Name:</b> | <b>TRN:</b> |
|--------------|-------------|

I would like to be assessed for progression onto the Upper Pay Range with effect from 1<sup>st</sup> September [insert year]. I understand that a decision on my progression will be based on an assessment of whether I am highly competent in all elements of the relevant standards, and whether my achievements and contribution to the school are substantial and sustained. I am aware of the school's definition of these criteria having read relevant section of the LAT Pay Policy.

I am also aware applications will include the results of appraisals. In addition, I wish to submit the following summary of evidence designed to demonstrate that I have met the assessment criteria.

I have noted that for the assessment to be robust and transparent, it should be evidence-based. As such I have ensured my submissions are mainly paper evidence based.

*[If relevant]* As I have been absent, through *[sickness, disability or maternity]*, I wish to cite written evidence from a 3 year period before the date of my application, from this school and other schools, in support of my application.

I have provided a summary of the evidence from my teaching practice below that I believe demonstrates that I am highly competent in all elements of the relevant standards and that my contributions to the school are substantial and sustained.

|                   |              |
|-------------------|--------------|
| <b>Signature:</b> | <b>Date:</b> |
|-------------------|--------------|

**To be returned to the headteacher no later than 1<sup>st</sup> June each year.**

Applications after this date will not be considered.

Appendix 4: Teacher Upper Pay Range - Review Form

Please note, progression through UPS is considered every two years

|   |              |
|---|--------------|
| Name:<br>School:<br>Date:   |              |
| <b>COMPENTENCIES</b>  | <b>AGREE</b> |
| 1. Meets all Teacher Standards  |              |
| 2. Impacts on pupil progress  |              |
| 3. Impacts on wider outcomes for pupils   |              |
| 4. 4.Improvements in specific elements of practice, such as behaviour management or lesson planning |              |
| 5. Impact on effectiveness of teachers and other staff  |              |
| 6. Wider contribution to the school   |              |
| Signed:<br>Position:<br>Date:   |              |

Appendix 5: Example Salary Statement

Available for all staff on request



**Salary Statement**

**Employee:**

[Insert School]

[Insert Address]

On the date of 01/09/2023, [Insert Name] is contracted to [Insert Pay Scale and Salary Amount] with an FTE of 1.0 Annual Salary – [Insert Salary].

| Description            | Pay Point     | Annual Salary |
|------------------------|---------------|---------------|
| Teacher                |               |               |
| <b>TLR</b>             |               |               |
| <b>SEN</b>             |               |               |
| <b>Other Allowance</b> |               |               |
|                        | <b>Total:</b> | <b>£0</b>     |

Notes:

Signed:

Date: