



**THIS POLICY COVERS ALL ACADEMIES/SCHOOLS WITHIN
ARDEN MULTI ACADEMY TRUST**

Name of Policy	Pay Policy 2025-2026	
Lead	Martin Murphy, Chief Executive Officer	
Governor Committee	Business & Personnel Committee	
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	October 2019 – minor amendments to reflect Trust status and updated pay scales	
	March 2024 – minor amendments to wording around ECT's, recruitment & retention incentives and for the right of witnesses to attend appeals meetings.	
	Nov -2024 – minor updates	
	December 2025 – minor updates	



ARDEN MULTI-ACADEMY TRUST (AMAT or The Trust)

SCHOOL PAY POLICY (01/09/2025 – 31/08/2026)

1.0 Introduction

- 1.1 This policy affirms the commitment of the Arden Multi-Academy Trust Board to ensure that its statutory responsibility in relation to pay is undertaken within the legal framework, in compliance with the provisions of the appropriate Conditions of Service and having regard to its responsibilities under employment and equalities legislation.
- 1.2 The Trust's Pay Policy has been drafted with due regard to: the current School Teachers' Pay and Conditions Document (STPCD); the provisions of the Conditions of Service for School Teachers in England and Wales ("Burgundy Book") for Teaching Staff; and the National Joint Council for Local Government Services ('Green Book') for Associate/Support Staff.
- 1.3 Consultation on the development of the Pay Policy has been undertaken with Trust staff and representatives of the teacher associations and trade unions.
- 1.4 The teacher pay scales in use in the Trust for the 2025/26 academic year are attached at Appendix 1a and the Associate/Support staff attached at Appendix 6.
- 1.5 As part of the application of this policy, the Trust will collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data protection Act 2019) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time, and our Workforce Privacy Notice sets out how we will gather, process and hold personal data of individuals in relation to pay.

2.0 Principles of the policy

- 2.1 This policy aims to:
- Achieve excellent outcomes for all students
 - Support the recruitment and retention of a high-quality teacher workforce
 - Complement the Trust's appraisal policy which is supportive and developmental and ensure teachers have the skills and support to do their job effectively
 - Enable the Trust to recognise and reward teachers appropriately for their contribution to the school/academy

The Pay Policy will operate in the context of the AMAT budget and will reflect and support the aims of the schools/academies development plans.

2.2 Commitment to staff

The Trust Board and Local Governing Bodies recognise the value, commitment, support and goodwill of the staff at the schools by using the Pay Policy to:

- Ensure fair, justifiable decisions about pay within the agreed policies and procedures;
- Recognise the importance of the discretionary elements of pay in relation to matters of recruitment, retention, motivation and reward;

- Maintain a properly remunerated staffing structure within the school that reflects the levels of responsibility that employees undertake;
- Maintain and develop a working environment in which all employees have the opportunity for career development and work life balance;
- Value the performance and contribution of every employee both individually and collectively to the benefit of the school;
- This Policy is reviewed annually by Trustees in consultation with the Business & Personnel Committee. We will monitor the application and outcomes of this Policy to ensure it is working effectively.

3.0 Equality

3.1 The Trust Board is committed to equal treatment for all staff and will aim to ensure that:

- Promotion opportunities which become available within the schools/academies are advertised and open to all staff;
- There is a commitment to career development through professional development, in particular that associated with the appraisal process;
- The principles of equal pay for work of equal value are applied;
- Pay related decisions are taken in compliance with equalities legislation.

4.0 Equal pay

4.1 The school's staffing structures will be reviewed, as required, in relation to equal pay legislation.

This review will cover in particular:

- The pay structures within the schools/academies in relation to the levels of responsibility undertaken by staff;
- Salary differentials.

The Trust will comply with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 relating to gender pay gap reporting.

- 4.2 Care will be taken to ensure that part-time, fixed-term and temporary staff have the same rates of pay as would be attached to similar responsibilities or work of equal value undertaken by full-time and permanent staff.
- 4.3 The Associate Headteacher/Head of School will arrange for regular review of all job descriptions. Job descriptions will be revised, as and when necessary, in light of the changing needs of the school through consultation between the Associate Headteacher/Head of School and individual employees and in accordance with STPCD, the School's Appraisal Procedure and Teachers' Standards **Appendix 2**.
- 4.4 Additional responsibilities undertaken on a temporary basis, whether for a particular task, or to cover for an absence or vacancy, may be rewarded by additional payment in accordance with the relevant national pay scales having regard to the level of additional responsibility undertaken. In particular, the Trust Board will comply with the statutory requirements relating to acting allowances for employees acting as Associate Headteacher/Head of School, Deputy Headteacher or Assistant Headteacher. An acting role, for which additional payment accrues, is deemed to be undertaken if the substantive post-holder is absent from his/her post for longer

than 4 weeks or a period of time determined by the Governing Body.

- 4.5 Safeguarding will apply in accordance with the STPCD up to a maximum of three years whenever a member of staff faces a reduction in salary through no fault of their own.

Determining Teachers' Pay

The Trust will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations the Trust may take into account a range of factors including:

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

Although there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, the school will determine the appropriate rate of pay for a teacher joining the school taking account of salary expectations, current salary and the factors set out above.

Pay Reviews

The Trust will ensure that that each teacher's salary is reviewed annually by no later than 31 October each year and no later than 31 December each year for associate headteachers. Pay increases will be backdated to 1 September of the same academic year.

Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date. Pay reviews in this Trust will be carried out in a manner that minimizes the impact on workload for individual teachers, line managers and associate headteachers.

All teachers will be notified in writing within one month of a decision on pay setting out their salary, any payments or other financial benefits awarded, any safeguarding allowances, where a copy of the staffing structure and pay policy may be inspected and any other information required by the STPCD.

Pay Progression

The pay policy sets out how we will recognise and reward performance to support continuous improvement. In this Trust all teachers will receive regular feedback on their performance and development and are subject to annual performance appraisal that recognizes their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in our Appraisal policy.

All teachers (main, upper, unqualified, leading practitioners and leadership) will be eligible to be considered for pay progression within their range if they have at least twenty-six weeks (a 'year of employment' in accordance with STPCD) continuous employment in the previous school year. As a guide this means that if a teacher starts employment later than the last day of February in the previous school year, they will not be eligible to be considered for an increase in their salary until the following September. However, a review of their salary will still take place in line with pay reviews, except that the

outcome will be that they are not eligible for progression due to their length of service.

The Trust will consider its approach in the light of the Trust's budget and ensure that appropriate funding is allocated for pay progression at all levels.

Decisions regarding pay progression will be made with reference to the appraisal process. A fair and transparent assessment process will be in place where decisions are based on evidence whilst being proportionate to be able to support robust decisions. Evidence should be readily available from day-to-day practice in school and be considered in the in the context of minimizing bureaucracy.

Teachers' appraisal reports will contain pay recommendations. These recommendations will be reviewed by the Associate Headteacher/Head of School and Executive Headteacher/Director of Primary Education and will be moderated across the Trust.

5.0 Part-time working

In line with the provisions of the STPCD, part-time employees will be paid on a pro rata basis based on the school's timetabled working week. The Trust will ensure that its treatment of part-time employees is consistent with the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, e.g. part-time teachers have a contractual entitlement to PPA time, pro-rata to full-time teachers. Paragraph 40 of the STPCD sets out the arrangements for the payment of part-time teachers according to the "pro-rata principle".

6.0 Fixed term working

The Trust will ensure that the employment and treatment of fixed-term contract employees is consistent with the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

7.0 Supply teaching

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements pro-rata of full-time teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

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 6.5 hours (1265/195) to arrive at the hourly rate.

Relief and short-term notice teaching (STPCD Guidance)

Some teachers are employed on a day to day or other short notice basis. Such teachers are paid on a daily basis, calculated on the assumption that a full working year consists of 195 days. There is no statutory provision regarding the length of their working day but the Secretary of State considers it should be 6.5 hours of working time (including an allowance for duties other than teaching pupils).

8.0 Roles and responsibilities

8.1 The Business & Personnel Committee of the Trust will, in accordance with its Terms of Reference:

- Prepare and submit for the adoption by the Trust Board a Pay Policy for the schools/academies;
- Moderate pay decisions across the Trust's schools/academies;
- Determine annually, in accordance with the School Teachers' Pay and Conditions Document, the Appraisal and Pay Policies adopted by the school/academy and the school/academy's salaries budget, the salaries of teaching staff and the salaries and gradings of support staff;
- Hear any appeal by a teacher employed at any school/academy against the outcome of their UPR assessment application;
- Deal with any other matters relating to pay, appraisal and employment as may be referred by the Trust Board.

The Trust has delegated oversight of this policy to the **Trust's Performance & Pay Sub-Committee**.

The day-to-day application of the policy, especially where matters require immediate attention and communication, such as the starting salary of new appointments, will be carried out by the Associate Headteacher/Head of School, following approval from the Executive Headteacher/Director of Primary Education/CEO and in accordance with this policy.

8.2 The Associate Headteacher/Head of School will:

- Ensure that all decisions and matters related to pay have been approved by either the Executive Headteacher/Director of Primary Education or the CEO
- Ensure a review of the school staffing structure is undertaken in line with the school/academy development plan
- Ensure that appropriate arrangements are in place within the school/academy for the implementation of the Pay Policy, for approving and reviewing pay progression and dealing with individual appeals that may arise regarding pay matters
- Ensure that all members of staff are made aware of the Pay Policy and the arrangements in place to implement it
- Ensure that staff receive an annual pay statement of salary (it is hoped that this will be achieved by 31st October)
- Ensure that in consultation with line managers/appraiser, each employee is meeting teacher standards and will agree objectives (where practicable) on an annual basis, assessing performance in line with the STPCD and the AMAT Appraisal Policy
- Act with integrity according to the best interests of the school/academy and maintain confidentiality where required
- Oversee the appraisal process and the process of application to the Upper Pay Range
- Review appraisal information and report recommendations on pay progression to the Trust's Performance & Pay Sub-Committee
- Report in general terms on pay progression as required, to the Trust
- Ensure arrangements are in place for informing staff of pay matters.

8.3 All Employees will:

- Participate fully in the agreed appraisal process and in accordance with the Pay Policy;
- Be committed to their own professional development and job performance.

9.0 Salaries of the leadership group

9.1 Associate Headteacher/Head of School pay

Pay on appointment

- 9.1.1 The Trust's Performance & Pay Sub-Committee will review the school's group and the CEO/Executive Headteacher/Associate Headteacher/Head of School's pay range in accordance with the provisions of the STPCD. Under the STPCD 2013, Advanced Skills Teachers and Excellent Teachers may from 1st September 2013 be assimilated to the Leading Practitioner Pay Range. The Performance & Pay Sub-Committee shall determine a pay range (consisting 5 consecutive points on the pay spine) for all members of the leadership group.
- 9.1.2 If the Associate Headteacher/Head of School takes on permanent accountability for one or more additional schools, the Performance & Pay Sub-Committee will set a pay range in accordance with the relevant provisions of the STPCD.
- 9.1.3 For appointments on or after 1 September 2016, the Committee will determine a pay range, taking account of the full role of the Associate Headteacher/Head of School, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations, including recruitment issues. This will include consideration of the following factors:

Social challenge

- Number of pupils eligible for the pupil premium/free school meals
- Number and challenge of children with special needs [Note: pupils with statements or education, health and care plans are taken into account when calculating the group size of the school]
- Number of 'looked after' children
- Level of pupil mobility in the area
- Number of pupils with English as a second language

Complexity of pupil population and school workforce

- Number of staff
- Variety of school workforce (e.g. teachers, speech therapists)
- Small school
- Rural school
- Specialist units or centres

Any specific challenges associated with running more than one school, e.g. managing geographically split sites, particular challenges of the additional school(s).

Contribution to wider educational development:

- NLE, SLE, LLE responsibilities which are not time-limited
- Teaching school status

- Other relevant issues (e.g. multi-stakeholders)

Recruitment and retention issues

It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.

- 9.1.4 The Performance & Pay Sub-Committee will consider using its discretion, in exceptional circumstances only, to exceed the 25 per cent limit beyond the maximum of the group range when setting the pay range for the head teacher, as set out in the STPCD. However, before doing so, it will make a fully-documented business case and seek external independent advice.
- 9.1.5 The Performance & Pay Sub-Committee will use reference points within the pay range.
- 9.1.6 At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the Governing Body will adjust the pay range to ensure appropriate scope of reference points, for performance related pay progression.
- 9.1.7 The Performance & Pay Sub-Committee will 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.
- 9.1.8 The Performance & Pay Sub-Committee will consider the use of temporary payments for clearly time-limited responsibilities or duties only, in accordance with the STPCD.
- 9.1.9 The total sum of the temporary payments made to an Associate Headteacher/Head of School will not exceed 25 per cent of the annual salary which is otherwise payable to the Associate Headteacher/Head of School; and the total sum of salary and other payments made to an Associate Headteacher/Head of School must not exceed 25 per cent above the maximum of the head teacher group, except in wholly exceptional circumstances.
- 9.1.10 The Performance & Pay Sub-Committee may determine that temporary and other payments be made to an Associate Headteacher/Head of School which exceeds the limit above in wholly exceptional circumstances and with the agreement of the governing body. The Pay Committee will seek external independent advice before providing agreement.

9.2 Serving Associate Headteachers/Heads of School

- 9.2.1 In accordance with the STPCD, the Trust's Performance & Pay Sub-Committee will only re-determine the pay range of a serving Associate Headteacher/Head of School if the responsibilities of the post change significantly, or if the Performance & Pay Sub-Committee determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2016, or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2016.
- 9.2.2 It will also re-determine the pay range if the group size of the school increases, or if the Associate Headteacher/Head of School takes on permanent accountability for an additional school.

- 9.2.3 If the Performance & Pay Sub-Committee re-determines the Associate Headteacher/Head of School's pay range, it will take account of all indefinite responsibilities of the post, any specific challenges and all other relevant factors, including retention issues. The Performance & Pay Sub-Committee will take into account the factors set out in 9.1.3 above when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.
- 9.2.4 The Performance & Pay Sub-Committee will consider using its discretion, in exceptional circumstances, to exceed the 25 per cent limit beyond the maximum of the group range, as set out in the STPCD. However, before agreeing to do so, it will make a fully-documented business case and will seek external independent advice.
- 9.2.5 The Performance & Pay Sub-Committee will use reference points within the pay range and will leave sufficient reference points for performance-related pay progression.
- 9.2.6 The Performance & Pay Sub-Committee will review the Associate Headteacher/Head of School's pay in accordance with the STPCD, and award up to two reference points where there has been sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the appraisal regulations 2012 and any recommendation on pay progression in the Associate Headteacher/Head of School's most recent appraisal report.
- 9.2.7 If the Performance & Pay Sub-Committee decides to re-determine the pay range, it will only determine the Associate Headteacher/Head of School's pay range in accordance with the STPCD.
- 9.2.8 The Performance & Pay Sub-Committee will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with the STPCD.
- 9.2.9 The total sum of temporary payments made to an Associate Headteacher/Head of School must not exceed 25 per cent of the annual salary which is otherwise payable to the Associate Headteacher/Head of School; and the total sum of salary and other payments made to an Associate Headteacher/Head of School must not exceed 25 per cent above the maximum of the Associate Headteacher group, except in wholly exceptional circumstances.
- 9.2.10 The Performance & Pay Sub-Committee may determine that additional/temporary payments be made to an Associate Headteacher/Head of School which exceeds the limit above in wholly exceptional circumstances and with the agreement of the Governing Body. The Trustees will seek external independent advice before providing agreement.

9.3 Executive pay

- 9.3.1 In this Trust, the Executive Team consists of the CEO, Executive Headteacher/Director of Primary Education & Chief Finance Officer. When setting pay and terms & conditions for the Executive team, the following documents may be taken into consideration:
- School Teachers Pay and Conditions (STPCD)
 - Academies Trust Handbook and any relevant Education and Skills Funding Agency guidance
 - 'Green and Burgundy Books'

For those posts where the salary arrangements are likely to fall outside the scope of STPCD and or NJC, consideration is also given to external pay benchmarking, market analysis and Trust performance (both educational and financial). Pay arrangements that fall outside of STPCD will be approved by the Trust's Performance & Pay Committee, in line with financial delegation arrangements and include justification for the level of remuneration.

Pay for Executives will be reviewed on an annual basis and the pay review will be completed by November. Any pay increase will be based on performance taking account of the parameters of public sector pay increases as they apply to the education sector. All Executives are given challenging performance management objectives and these are managed and assessed under the Trust's Appraisal Policy. No increases will be given without supporting data demonstrating the required performance and evidence based on a constant drive for improvement.

In determining starting salaries or increases for Executives, the Trust consider following and include such information in the justification:

- Level of educational challenge to the Trust
- Level of financial challenge to the Trust (including any financial constraints)
- Level of geographic challenge to the Trust
- External pay reports and evaluation
- Any relevant contractual changes to protect the Trust – extending notice periods, restrictive covenants, etc
- ESFA scrutiny

Pay ranges for these posts, that fall outside of the Leadership Scales (L1-L43), will be set within an extended leadership spine – see Appendix 1b. The extended leadership spine will be inflated in line with national annual teacher pay increases.

9.4 Deputy Headteacher & Assistant Headteacher pay

Pay on appointment

9.4.1 For appointments on or after 1 September 2016, the Performance & Pay Sub-Committee will determine a pay range, taking account of the full role of the Deputy Headteacher and Assistant Headteacher, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations, including recruitment issues. The Performance & Pay Sub-Committee will take into account the factors set out in 9.1.3 when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.

9.4.2 The Performance & Pay Sub-Committee will use reference points within the pay range.

9.4.3 At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the committee will adjust the pay range to ensure appropriate scope of reference points, for performance related pay progression.

9.4.4 The Performance & Pay Sub-Committee will exercise its discretion under the STPCD where there are recruitment issues, provided it has not already taken such issues into account when setting

the pay range

- 9.4.5 The committee will consider whether the award of any additional payments are relevant, as set out in the STPCD.

9.5 Serving Deputy Headteachers & Assistant Headteachers

- 9.5.1 The Performance & Pay Sub-Committee will review and, if necessary, re-determine the Deputy Headteacher/Assistant Headteacher pay range where there has been a significant change in the responsibilities of the serving postholder, or to maintain consistency with pay arrangements for new appointments to the leadership group made on or after 1 September 2016, or to maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2016.
- 9.5.2 When determining the pay range of a serving Deputy Headteacher/Assistant Headteacher, the Performance & Pay Sub-Committee will take account of all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations, including recruitment issues. The committee will take into account the factors set out in 9.1.3 when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.
- 9.5.3 The Performance & Pay Sub-Committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure.
- 9.5.4 The Performance & Pay Sub-Committee will exercise its discretion under the STPCD where there are recruitment issues, provided it has not already taken such issues into account when setting the pay range.
- 9.5.5 The Performance & Pay Sub-Committee will consider whether the award of any additional payments are relevant, as set out in the STPCD.
- 9.5.6 The Performance & Pay Sub-Committee will use reference points within the pay range and will leave sufficient scope for performance-related pay progression.
- 9.5.7 The Performance & Pay Sub-Committee will review pay in accordance with the STPCD and award up to two reference points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression in the deputy/assistant head's most recent appraisal report.

9.6 Senior Leadership Team Additional Point

There are occasions where members of the Senior Leadership Team, including Associate Headteachers/Heads of School, may receive an additional point, for specific school/ Trust improvement projects or responsibilities, due to workflow or to cover an absence. The scope will be identified by the Executive Headteacher/ Director of Primary Education and will be reported to the Performance & Pay Sub-Committee. This shall be reviewed annually and will then be reported to the Performance & Pay Sub-Committee.

10.0 Lead Practitioner allowances

10.1 When determining the allowance (Teaching & Learning Responsibility Payment) for Lead Practitioners the following criteria will be considered and any further guidance issued by the DfE:

- The nature of the work to be undertaken, including any work with the teachers of other schools/academies
- The scale of the challenges to be tackled
- The professional competencies required of the post holder
- Any relevant recruitment or retention considerations
- The status of the grade as an alternative to posts paid on the leadership
- The need for an appropriate pay increase in relation to appointees previous employment
- Whether the post would or would not have attracted an allowance (e.g. for SEN)

10.2.2 The Associate Headteacher/Head of School will agree performance criteria with the leading practitioner and reviewing performance against those criteria.

11.0 Pay progression for main pay range teachers (see Appendix 2)

11.1 The Associate Headteacher/Head of School, following approval from the Executive Headteacher/Director of Primary Education or CEO, shall determine the salary for individual teachers on appointment or promotion in accordance with the current STPCD, the Trust's Pay Policy. In making such determinations the Associate Headteacher/Head of School may take into account a range of factors such as: the nature/requirements of the post; the level of qualifications, any specialist knowledge required or skills and experience required; market conditions and the wider academy context and strategic priorities. There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school; the school will determine the appropriate rate of pay for a teacher joining the school taking account of salary expectations, current salary and the factors set out above.

11.2.1 The Associate Headteacher/Head of School will ensure that each teacher's salary is reviewed with effect from 1st September and hopefully no later than 31st October each year and that each teacher is given a written statement setting out their salary and other financial benefits to which they are entitled. The annual determination of salaries takes place in November.

11.2.2 The Trust Appraisal Policy sets out the basis of the appraisal of teaching staff, in line with the Education (School Teachers' Appraisal) (England) Regulations 2012. Annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to performance with reference to this appraisal process.

11.2.3 Relevant information from appraisal statements for the teacher will be taken into account by the Associate Headteacher/Head of School and the Trust's Performance & Pay Sub-Committee in taking decisions, and in advising those responsible for taking decisions, on the use of any discretion in relation to pay.

11.2.4 Teachers' appraisal reports will contain pay recommendations. These recommendations will be reviewed and moderated by the Senior Leadership Team. Final decisions about whether or not to accept a pay recommendation will be made by The committee, having regard to the appraisal report, the moderation exercise and the recommendation from the Senior Leadership Team. The Committee will consider its approach in light of the school/academy's budget and

ensure that appropriate funding is allocated for pay progression at all levels.

- 11.2.5 Judgements about performance will be made in relation to appraisal outcomes, meeting objectives and the Teacher Standards (**see Appendix 3**). The evidence we will use may include, but not be limited to appraisals, peer review, tracking pupil progress, lesson observations, the views of parents and pupils.
- 11.2.6 Main scale classroom teachers will receive one extra point for each year of impactful or highly impactful performance. Main-scale teachers will progress one point each year unless there are concerns about achievement of performance management objectives or wider performance concerns during the appraisal year.
- 11.2.7 Main scale classroom teachers may receive one extra point in accordance with the criteria for additional progression set out in this policy (**see Appendix 2**).
- 11.2.8 Where concerns arise the appraiser and or a senior manager will discuss these with the teacher and a support plan will be put in place in line with the AMAT Appraisal Policy. In cases where pay progression is not granted the teacher will receive confirmation of this, including the reasons and informing them of their right of appeal.
- 11.2.9 Those subject to formal capability proceedings may be deemed unsatisfactory performers, but the Trustees still have discretion to determine that such a person receive a point. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 11.2.10 In cases where performance is judged by the Associate Headteacher/Head of School to be exceptional consideration will be given to progression in excess of one point. In determining these cases the Associate Headteacher/Head of School will consider:
- a) Quality of teaching
 - b) Pupil progress
 - c) Teacher standards
 - d) The wider contribution to the school

Early Careers teachers (ECTs)

- 11.3.1 In the case of ECTs, determinations of performance and any pay recommendations will be made by means of the statutory induction process.
- 11.3.2 Eligible ECTs will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the ECT's performance with reference to the statutory induction process including the outcome of the formal assessments.
- 11.3.2 Eligible ECT's may be awarded pay progression at the end of the first year of their induction period, where eligible in line with the service requirement set out at paragraph 3.2 of this policy.

12.0 Movement to the Upper Pay Range for teachers (UPR) (see Appendix 4)

12.1 Principles

12.1.1 UPR teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

12.1.2 The receipt and assessment of applications is delegated to the Associate Headteacher/Head of School.

The expectation in the Trust is that teachers who successfully achieve progression to the Upper Pay Range will be able to demonstrate that they are highly competent in all elements of the relevant standards and the teacher's achievements and contribution to the school are substantial and sustained. Definitions to support the descriptions 'highly competent', 'substantial' and 'sustained' are set out in **Appendix 4**.

12.2 Applications and evidence

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

- Applications must be made on the Trust's application/evidence form (**available from HR**).
- Applications may be made once a year, to be received no later than by the end of the first school week in September, for pay decisions to be effective from September, if they have been approved by the Business and Personnel Committee.
- Applications should contain evidence from the previous two years and be in writing using our standard form which should be submitted to the Associate Headteacher/Head of School.

12.3 The assessment

The criterion for progression to the Upper Pay Range includes evidence from the past two years of:

- Consistently impactful and highly impactful teaching;
- Evidence of coaching and supporting colleagues to achieve improved student outcomes;
- Acting as a role model for Teaching & Learning in the school/academy;
- A commitment to personal development and CPD focused on improving outcomes for students;
- Competency in all areas of the Teacher Standards;
- Their wider contribution to the school/academy.

The application will be assessed by the Associate Headteacher/Head of School and the Executive Headteacher/Director of Primary Education, and the Performance & Pay Sub-Committee of the Trust Board will make the final decision. The assessment will be made by no later than 31 October. If successful, applicants will move to the Upper Pay Range from 1 September of that academic year in which the decision is made.

Ordinarily a successful teacher will be placed on the bottom of the Upper Pay Range. In exceptional circumstances the Associate Headteacher/Head of School may recommend an escalated point based on:

- The nature of the post and the responsibilities it entails;
- The level of qualifications, skills and experience of the teacher;
- Market forces and conditions such as shortage subjects and local factors.

If unsuccessful, feedback will be provided in writing by the Associate Headteacher/Head of School within **20 working days** of informing the Business & Personnel Committee of the decision along with confirmation of the process for appeals.

12.4 Upper Pay Range progression for teachers (see Appendix 5)

12.4.1 Progression through the Upper Pay Range is at the discretion of the Performance & Pay Sub-Committee. Teachers who have gained access to the Upper Pay Range are expected to continue and maintain the criteria set out in paragraph 12.1.2 and 12.3 namely, that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained. See Appendix 5.

12.4.2 To achieve progression on the Upper Pay Scale, the achievements of teachers and their contribution to school(s) should have been substantial and sustained (taking into account the need to broaden and deepen their professional attributes, knowledge, understanding and skills in that context).

12.4.3 Teachers who have 2 successful and successive appraisal reviews, and meet the criteria above, will automatically move up the Upper Pay Range.

12.4.4 A successful review of overall performance will take into account the extent to which there has been:

- Consistently highly impactful teaching;
- Evidence of coaching and supporting colleagues to achieve improved student outcomes;
- Acting as a role model for Teaching & Learning in the school/academy;
- A commitment to personal development and CPD focused on improving outcomes for students;
- Competency in all areas of the Teachers' Standards (Appendix 3);
- The wider contribution to the school/academy.

12.4.5 To ensure that the achievements and contributions have been substantial and sustained, the review will need to assess that the teacher has:

- Continued to meet the relevant professional standards of a post threshold teacher;
- Grown professionally by developing their teacher expertise at UPR level.

13.0 Unqualified teachers

13.1 Unqualified teachers will only be appointed in the absence of qualified teachers to fill vacancies.

The Trust Board will exercise its discretion to place any unqualified teacher on appointment on the appropriate point on the pay scale for unqualified teachers, taking into account any relevant qualifications and experience. Unqualified teachers will follow the same appraisal process where

relevant as qualified teachers.

14.0 Allowances

14.1 Teaching and Learning Responsibility Payments (TLR)

14.1.1 A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Unqualified teachers may not be awarded TLRs.

14.1.2 Before awarding a TLR, the Associate Headteacher/Head of School must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that it:

- Is focused on teaching & learning
- Requires the exercise of a teacher's professional skills and judgement;
- Requires the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;
- Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
- Involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR, the Associate Headteacher/Head of School must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

14.1.3 The values of TLRs must fall within the following ranges:

- The annual value of a TLR1 must be no less than £10,174 and no greater than £17,216;
- The annual value of a TLR2 must be no less than £3,527 and no greater than £8,611; and

A teacher may not hold more than one **TLR1 or TLR2** of any value, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

In accordance with STPCD 2025, from 1 September 2026, the value of any TLR1 or TLR2 payment will be based on the proportion of the TLR responsibility that the teacher is undertaking, i.e. the proportion of the full-time equivalent duties rather than the percentage of time for which they are employed. The pro-rata principle (as set out in section 13) will not apply when determining the value of a TLR1 or TLR2 payment. We will act fairly and appropriately when determining the value of a TLR1 or TLR2 payment. Over the course of the 2025/26 academic year, we will work with teachers currently in receipt of a TLR1 or TLR2 payment to consider the impact of this upcoming change and ensure that the trust is able to implement the requirement from 1 September 2026.

14.1.4 In addition, we may award a **fixed-term third TLR (TLR3)** to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 must be no less than £702 and no greater than £3,478. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for

the duration of the fixed term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of a TLR1 or a TLR2 may also hold a concurrent TLR3.

14.1.5 In awarding a TLR 3, the committee will be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers which meets the criteria at 15.1.2.

14.2 Recruitment and Retention incentives and benefits (R&R)

Payments or other financial assistance, support or benefits may be made to teachers (except to those in leadership posts, other than in the circumstances set out in STPCD), where we consider it necessary as an incentive for the recruitment of a new teacher or the retention of an existing teacher. Such an incentive or benefit may be made as a one off award or an ongoing, time limited allowance and the appropriate value of the award will be determined by the Trust. Where an ongoing, time limited award is to be made, this will be regularly reviewed and it will be made clear in writing at the outset of the award the expected duration and the review date after which the award may be withdrawn.

14.3 Special Education Needs allowance

14.3.1 The Associate Headteacher/Head of School must award a SEN allowance to a classroom teacher:

- In any SEN post that requires mandatory SEN qualification, such as a specialist teacher of SEN;
- In a Special school;
- Who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- In any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post involves a substantial element of working directly with children with special educational needs;
- Who has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

14.3.2 Where an SEN allowance is to be paid, the Associate Headteacher/Head of School must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post;
- The qualifications or expertise of the teacher relevant to the post;
- The relative demands of the post.

The value of the allowance will be no less than £2,787 and no more than £5,497 per annum.

14.3.3 Where a teacher is in receipt of a SEN allowance awarded under an earlier document, the Associate Headteacher/Head of School must:

- Determine whether the teacher remains entitled to a SEN allowance in accordance with 15.3.1;
- If so, determine the amount of that allowance in accordance with sub-paragraph 15.3.2, with effect from 1st September.

14.3.4 At the time that a discretionary allowance is awarded, the award shall be confirmed in writing

detailing the specific level and the reason for the allowance.

14.4 Acting allowance

- 14.4.1 A teacher who carries out the duties of Associate Headteacher/Head of School, Deputy Headteacher/Assistant Headteacher but has not been appointed into an acting role, within the period of four weeks beginning on the day on which such duties are first assigned, will be paid no lower than the minimum leadership spine point payable for the post in which the teacher is acting, determined in accordance with the STPCD.
- 14.4.2 The acting allowance will be paid from or backdated to the time when the Associate Headteacher/Head of School decides that the teacher performs tasks that require the full authority of the post to be exercised.
- 14.4.3 Acting allowances for non-leadership team teachers will be paid from or backdated to the time when the Associate Headteacher/Head of School decides that the teacher performs tasks that require the full authority of the post to be exercised.

15.0 Additional payments

The Trust will make appropriate payments for INSET training at weekends or in holidays previously approved by the Associate Headteacher/Head of School as being appropriate not only to the needs of the individual teacher but also the needs of the school/academy. The payment shall be calculated on the basis of 1/195th of the teacher's salary. Attendance at this training is voluntary and no pressure, direct or indirect, will be placed on staff to attend. Non-attendance will not impact detrimentally upon appraisal outcomes.

16.0 Pay determination process and appeal procedure

- 16.1 The Trust Board, in determining and publishing its pay policy, aims to ensure that all decisions taken on pay and remuneration are justifiable and fair.
- 16.2 The Performance & Pay Sub-Committee shall receive information and recommendations from the Associate Headteacher/Head of School/line manager regarding pay matters/awards. Before the committee meets to consider the recommendations, a teacher may discuss their individual situation with the Associate Headteacher/Head of School and provide them with further supporting information for both the Associate Headteacher/Head of School and the committee to consider.
- 16.3 The committee shall consider any written supporting information provided and the recommendation of the Associate Headteacher/Head of School/appraiser. The employee shall be informed of the outcome in writing.

Informal discussion

- 16.4 Where the outcome is not successful, the employee shall also be informed of the reasons for that decision. The teacher may informally discuss the outcome with the Associate Headteacher/Head of School within 5 working days of receipt of the notification.
- 16.5 If, following a discussion with the Associate Headteacher/Head of School, the teacher remains dissatisfied they can make a formal appeal in writing.

Stage One

- 16.6 The teacher shall set down in writing, the grounds for questioning the pay decision and send it to the Clerk to the Performance & Pay Sub-Committee, **normally within 10 working days** of being informed in writing of the pay decision.
- 16.7 The following lists include the grounds for appeal:
- a) Incorrectly applied the school's pay policy;
 - b) Incorrectly applied any provision of the STPCD;
 - c) Failed to have proper regard for statutory guidance;
 - d) Failed to take proper account of relevant evidence;
 - e) Took account of irrelevant or inaccurate evidence;
 - f) Was biased; or
 - g) Unlawfully discriminated against the teacher
- 16.8 The Clerk to the Performance & Pay Sub-Committee shall arrange a meeting with the Executive Headteacher/Director of Primary Education or delegated person of sufficient seniority normally within 10 working days of receipt of the written submission from the teacher, to consider this and to give the teacher the opportunity to make representations in person. The teacher may be accompanied by a trade union representative or colleague. A school representative will also attend to present the management case. A note taker will also be present. The teacher shall be informed in writing of the decision within 10 days and the right to appeal.
- 16.9 The teacher will have the opportunity to make representations to the Executive Headteacher, including presenting evidence, and asking questions. A school representative will also attend to present the management case. A notetaker will also be present.

Stage Two

- 16.9 If the matter is not resolved, the teacher may appeal in writing to an Appeals Committee of the Trust Board, normally within 10 working days of being informed of the decision stating the grounds for appeal in accordance with 17.7 above.
- 16.10 Appeals against the decision at Stage One should be made in writing to the Governance Professional for the Trust. The appeal shall be heard by a panel of 2/3 trustees, who were not involved in the original determination, normally within 20 working days of receipt of the written appeal notification. The teacher may be accompanied by their trade union representative or a colleague.
- The teacher will have the opportunity to make representations to the panel, including presenting evidence, and asking questions.
- 16.11 The decision of the Appeal Panel shall be given in writing, and where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision.
- 16.12 Pay appeals decisions are final and binding on both parties and may not be re-opened under the grievance procedure. Grievance procedures should not be used for appeals against pay decisions.

17.0 Policy review and consultation

- 17.1 The Trust Board shall review its Pay Policy annually in order to ensure that the policy continues to comply with the law, promotes good personnel practice and in particular to take account of pay awards, changes in national agreements governing pay, the school/academy's improvement plan and budget.
- 17.2 It shall undertake such reviews in consultation with staff, including representatives of the recognised teacher associations and trade unions.

18.0 Determining pay of other staff employed at the school/academy – associate staff

This section is applicable to staff employed on non-teaching pay and conditions of employment.

Pay reviews

The Trust will ensure that each member of support staff's salary is reviewed with effect from 1st April if eligible.

The salary scales used will be in accordance with the Green Book and NJC pay scales.

Term time only employees

Support staff who work for a fixed number of weeks eg. 39/38.6/38 weeks per year, and are paid for those weeks plus holiday pay, are deemed to be **term-time only**. Some support staff who work a reduced number of weeks during the year than all year round employees but work extra weeks during the school holiday depending on the requirements of the role, are deemed to be term-time plus.

An employee who works term-time only or **term-time plus** is entitled to a pro-rated proportion of weeks per year annual leave entitlement, which are added to the number of weeks the employee is required to work, and paid in twelve equal monthly instalments.

The Trust calculates pay for employees who work term-time only or term-time plus in accordance with the advisory model calculation set out in the Green Book and the working weeks and number of weeks holiday individuals are entitled to will be available from HR.

Job Descriptions

The Associate Headteacher/Head of School will ensure that an up-to-date job description is available for each post which identifies the appropriate duties.

- 18.1 On appointment an increment/increments may be awarded at the discretion of the Associate Headteacher/Head of School when educational qualifications or experience are considered particularly relevant to the post.
- 18.2 Employees whose jobs are re-graded will be paid a salary on the new grade which is at least one spinal column point higher than the employee's previous salary.
- 18.3 Remuneration for the responsibilities of the job will be determined when selecting the salary grade for the job. The Associate Headteacher/Head of School will use a salary grade which is currently applicable in relation to employment with the Trust.
- 18.4 The Associate Headteacher/Head of School, following approval from the Executive Headteacher/Director of Primary Education or CEO, will therefore determine the salary for individual associate staff on appointment or promotion in accordance with the provisions of the salary scales and conditions and this policy.
- 18.5 In selecting the salary grade the Associate Headteacher/Head of School will have regard to the Job Description and Person Specification of the salary grades attached to similar jobs elsewhere in the Trust and in accordance with the Trust's Job Evaluation Scheme.

- 18.6 Additional responsibilities undertaken on a temporary basis at the discretion of the Associate Headteacher/Head of School will be recognised where appropriate by the payment on a higher salary grade for the period in question in accordance with the conditions of service.

19.0 Determining support/associate staff pay

The Trust will determine the grade for a vacancy prior to advertising it which will be identified on the advert and job description. On appointment the Associate Headteacher/Head of School will determine the appropriate point with the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations this may take in to account a range of factors including:

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

An Appraisal Policy for associate staff has been in place since September 2012.

19.1 Pay reviews

The Governing Body will ensure that each member of support staff's salary is reviewed annually with effect from 1 September if eligible.

19.2 Salary scales

The salary scales used will be in accordance with the Green Book and the AMAT associate staff pay scales (See Appendix 6).

19.3 Job descriptions

The Associate Headteacher/Head of School in conjunction with the line manager of the role will ensure that an up-to-date job description is available for each post which identifies the appropriate duties.

The job description will be reviewed as appropriate or when duties or responsibilities have changed and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade for the post should be re-determined and if it is, the post holder will be paid the new grade from a date determined by the Associate Headteacher/Head of School.

19.4 Basic pay determination on appointment

The Trust will determine the grade for a vacancy prior to advertising it which will be identified on the job description. On appointment the Associate Headteacher/Head of School will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take into account a range of factors, including:

- The nature of the post

- The level of qualifications, skills and experience required
- Market conditions
- The wider Trust context and strategic priorities

19.5 Incremental progression

For employees with greater than 12 months service in their role and salary point at 1st September, following a successful appraisal outcome, increments will be paid annually with effect from 1st April until the employee reaches the top of their scale.

For employees with more than 6 months' service in their role and salary point at 1st September but less than 12 months service, they are eligible for an increment subject to satisfactory service and a successful appraisal outcome. This increment will be backdated to 1st September and not 1st April.

For employees with less than 6 months' service in their role and salary point at 1st September, they will not be entitled to any increments until they have completed a minimum of 12 months service after which they will be eligible for an increment subject to satisfactory service and a successful appraisal outcome.

Incremental progression is subject to satisfactory service and as such may be withheld where there are concerns about an employee's performance, such as achievement of objectives under the schools' appraisal policy or wider performance concerns during the appraisal year. Where concerns arise, these will be discussed with the employee and a support plan put in place. In cases where incremental progression is withheld, the employee will receive confirmation of this in writing including the reasons and informing them of their right of appeal. Pay progression may be refused without recourse to the capability procedure.

19.6 Additional payments

An additional payment may be paid on a temporary basis where an employee is offered and agrees to:

- Undertake higher level work in addition to their normal duties or taking on additional tasks;
- 'Act up' for at least four weeks into a higher graded post which has become temporarily vacant, for example, due to sick leave.

19.6.3 The Associate Headteacher/Head of School will determine the amount of this payment. Where the employee is undertaking higher level work, which is not equivalent to a higher graded post, a fixed sum will be agreed which accurately reflects the additional duties they are performing. Where the employee is acting up and if carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.

19.6.4 The employee will return to their substantive post and salary when they are no longer required to undertake the higher level work or 'act up'.

19.6.5 This should usually only be a temporary solution and the Associate Headteacher/Head of School should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

19 Appeals

A member of support staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers apply (set out in Section 17); however, the Green Book replaces STPCD for Associate staff.

PROCEDURE FOR APPEALS AGAINST SALARY DETERMINATIONS

Model Agenda for Pay Appeals Committee* Meeting

Roles of individuals attending Appeals Meeting:

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1. Introduction of the Pay Appeals Committee members and others present by the Chair and explanation of the purpose of the meeting.
2. Statement of Appeal by the appellant and/or representative (*work colleague or trade union representative*).
3. Questions by members of the Pay Appeals Committee
4. Statement by respondent Chair of Performance & Pay Committee including Associate Headteacher/witnesses.
5. Questions by members of the Pay Appeals Committee.
6. Concluding statement by appellant or representative.
7. Consideration of Appeal by the Pay Appeals Committee. All others withdraw.
8. Return of interested parties.
9. Announcement of decision or confirmed in writing within 5 working days.

* The Pay Appeals Committee hearing appeals will consider any appeals against decisions taken by the Performance & Pay Sub-Committee. Any member of the Pay Appeals Committee hearing appeals must not be a member of the Performance & Pay Sub-Committee.

All **evidence** relating to the reasons for the decision and relevant to any qualifying period should be available to the parties 5 working days before the meeting.

Appendix 1A

AMAT Pay Scales Year 2025-26 (see sheet following)

AMAT Teacher Pay Scales 2025-2026

Classroom Teachers England and Wales (excluding London and the Fringe)		
Spine point	1 Sept 2024 to 31 Aug 2025	1 Sept 2025 to 31 Aug 2026
Main Pay Range		
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 Range		
Min U1	£45,646	£47,472
U2	£47,338	£49,232
Max U3	£49,084	£51,048



Leadership Group Pay Range England and Wales (excluding London and the Fringe)		
Spine point	1 Sept 2024 to 31 Aug 2025	1 Sept 2025 to 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

Allowances

Payment 1 (TLR1)	1 Sept 2024 to 31 Aug 2025	1 Sept 2025 to 31 Aug 2026
TLR1a	£16,553	£17,216
TLR1b	£15,040	£15,642
TLR1c	£12,032	£12,513
TLR1d	£9,782	£10,174
Payment 2 (TLR2)	<i>It is not possible to award a TLR1 and a TLR2 to one person</i>	
TLR2a	£8,279	£8,611
TLR2b	£5,640	£5,866
TLR2c	£3,391	£3,527
Payment 3 (TLR) (Fixed Term)	<i>A TLR3 may be awarded at the same time as a TLR1/2 but it is for a fixed time period only.</i>	
TLR3a	£3,344	£3,478
TLR3b	£2,247	£2,337
TLR3c	£1,684	£1,751
TLR3d	£1,123	£1,168
TLR3e	£ 675	£ 702

Special Educational Needs Allowances

	1 Sept 2024 to 31 Aug 2025	1 Sept 2025 to 31 Aug 2026
SEN (Min)	£2,679	£2,787
SEN (Max)	£5,285	£5,497

Appendix 1B – AMAT Extended Leadership Scale 2025 - 2026

	2024-5	2025-26
L43	138265	143797
L44	140360	145974
L45	142466	148165
L46	144603	150387
L47	146772	152643
L48	148973	154932
L49	151209	157257
L50	153476	159615
L51	155778	162009
L52	158115	164440
L53	160487	166906
L54	162894	169410
L55	165337	171950
L56	167817	174530
L57	170335	177148
L58	172890	179806

Guidance to extended leadership scale

A multi-academy trust operating across multiple sites and bringing together several schools as a single organisation is a more complex and challenging organisation than a single school. Trustees need to consider the number of:

- Pupils and their characteristics
- Sites
- Staff
- Challenging schools in the trust
- The size of the organisations budget and recruitment and retention issues need to be considered

The AMAT Board of Trustees ensure its decisions about levels of executive pay follow a robust evidence-based process and are reflective of the individual's role and responsibilities:

- No individual can be involved in deciding his or her remuneration.
- The approach to pay is transparent, proportionate and justifiable, the procedure for determining executive pay is agreed by the Board in advance and documented.
- Decisions about executive pay reflect independent and objective scrutiny by the board and conflicts of interest are avoided.
- The factors in determining pay are clear, including whether performance considerations, and the degree of challenge in the role, have been taken into account.
- Pay is defensible relative to the public sector market.

- The rationale behind the decision-making process, including whether the level of pay reflects value for money, is recorded and retained.
- A basic presumption that non-teaching pay should not increase at a faster rate than that of teachers, in individual years and over the longer term.
- The Board understand that inappropriate pay can be challenged by ESFA, particularly in any instance of poor financial management of the Trust.

Appendix 2

Pay Progression Criteria Examples

3.1 In this school pay decisions will be based on achievement of performance management/appraisal objectives. When agreeing these objectives Associate Headteachers/Heads of School will give due regard to:

- Quality of teaching
- Pupil progress
- The teacher standards (see Appendix 3)
- Whole school contribution – e.g. mentoring/supporting colleagues, leading whole school initiatives

Performance management objectives to be included in appraisal documentation will be developed to focus on these areas. The minimum expectation to achieve pay progression is as follows:

- Consistently impactful teaching evidenced throughout the year
- Evidence of positive pupil progress
- Evidence that the relevant teacher standards are being met in

Additional progression will be considered for those teachers who demonstrate:

- Consistently highly impactful teaching;
- Progress targets exceeded in the majority of groups or pupils;
- Successful leadership of a whole school initiative where impact can be evidenced.

Where teaching, progress or compliance with the relevant teacher standards is less than impactful the Associate Headteacher/Head of School will determine support; and, if necessary, the capability procedure will be used. In such situations there would be no pay progression during that year.

3.2	Performance Level	Description	Increase
	Exceptional	All objectives exceeded. Meets all relevant standards. Consistently highly impactful teaching. Excellent pupil progress. Makes a valued contribution to a whole school initiative	2 increments up to and not exceeding the maximum point

Good	All objectives met. Meets all the teacher standards. Consistently impactful teaching. Positive pupil progress evidenced.	1 increment up to and not exceeding the maximum point.
Requires Improvement	Some concern about either: achievement of objectives, teacher standards or pupil progress.	No increase but support through appraisal and ongoing performance management to improve performance.
Poor Performance (Inadequate)	Continued or significant concerns	Move to Capability Policy.

Main-scale teachers will progress one point each year unless there are concerns about achievement of performance management objectives or wider performance concerns during the appraisal year. Where concerns arise the appraiser will discuss these with the teacher and a support plan will be put in place in line with the AMAT Appraisal Policy. In cases where pay progression is not granted the teacher will receive confirmation of this, including the reasons and informing them of their right of appeal.

Appendix 3

TEACHERS' STANDARDS (ENGLAND)

PRE-AMBLE

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

PART ONE: TEACHING

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - Establish a safe and stimulating environment for pupils, rooted in mutual respect;
 - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

- 2. Promote good progress and outcomes by pupils**
 - Be accountable for pupils' attainment, progress and outcomes;
 - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
 - Guide pupils to reflect on the progress they have made and their emerging needs;
 - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
 - Encourage pupils to take a responsible and conscientious attitude to their own work and study.

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

- 4. Plan and teach well-structured lessons**
 - Impart knowledge and develop understanding through effective use of lesson time;
 - Promote a love of learning and children's intellectual curiosity;
 - Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
 - Reflect systematically on the effectiveness of lessons and approaches to teaching;

- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these ;
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
 - Have a clear understanding of the needs of all pupils, including: those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6. Make accurate and productive use of assessment**
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
 - Make use of formative and summative assessment to secure pupils' progress;
 - Use relevant data to monitor progress, set targets, and plan subsequent lessons;
 - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7. Manage behaviour effectively to ensure a good and safe learning environment**
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise and sanctions;
 - Rewards consistently and fairly;
 - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8. Fulfill wider professional responsibilities**
- Make a positive contribution to the wider life and ethos of the school;
 - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
 - Deploy support staff effectively;
 - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
 - Communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

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

Appendix 4

Progression to the Upper Pay Range

In this school, the definitions of “highly competent”, “substantial” and “sustained may mean:

“highly competent” - the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the teachers’ standards in the particular role they are fulfilling and the context in which they are working. Performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their own teaching practices.

“substantial” - the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained” - the teacher must have had two consecutive, successful appraisal reports in this school and have made met their objectives during this period.

Guidance – producing a summary of evidence for progression to/within the UPR

You are required to complete the application form or produce a summary of evidence to enable the Associate Headteacher/Head of School and the Trust to consider your request to progress to/within the UPR. This evidence must be verified (see below) and must be accompanied by two successful PM reviews from the two previous academic years.

Please note: evidence cannot be drawn from a role for which you are already in receipt of a TLR payment for. This would be referred to as ‘double counting’.

Verifying evidence:

- Line managers should verify any evidence you summarise via the PM review where they state their recommend you for progression.
- He/she must indicate that, in their opinion, you are **highly competent** in all of the Teacher Standards and your achievements and contributions are **substantial and sustained**. This includes ensuring you have enabled almost all pupils, including groups of pupils, to make (or are on target to make) good progress.
- Evidence from previous schools will be considered e.g. PM review documentation

Summary of evidence:

- **Pupils’ attainment, progress and outcomes:** You must demonstrate that you are highly competent and that your contributions are substantial and sustained in ensuring that ‘almost all students made good or better progress’ and ‘significant groups of students exceed expectations’.

- Draw on a range of classes' data from the past two years, across KS3 and KS4.
 - Consider: verified data e.g. exam results; performance compared to national and similar schools; performance compared to other similar classes in your area and other subjects (residuals); performance compared to target; progress over a specific period of time e.g. from point of taking a class over.
 - You can use SISRA & SIMS.
 - You may wish to remove non-attenders, those who failed to attend an exam or other similar factors where you cannot be held accountable.
- **Highly competent in all elements of the teacher standards:** make statements which demonstrate how your practice, across all teacher standards, demonstrates high competence.
 - It is not necessary to write statements for every bullet point; not only would this make for a very long summary, but this would also likely result in substantial cross-over or repetition.
 - Consider where you can draw concrete evidence from: LOC forms; contribution to departmental meetings & wider work; moderation; book trawls; collaborative plans etc.
 - **Positive contribution to the wider life and ethos of the school:** you must demonstrate where you have a positive impact on colleagues or students beyond those you are directly accountable for. Again, this must be proven to be substantial and sustained.
 - Consider: supporting, coaching or mentoring of colleagues; leading on aspects of teaching, learning &/ or assessment; sharing best practice e.g. snap & swap &/ or learning 3s; delivering assemblies; contributing to extra-curricular offer &/ or the wider curriculum etc.

Work undertaken as part of a TLR CANNOT be counted as evidence for threshold progression since payment for that work has already been made.

Appendix 5

Progression on the Upper Pay Range

Appraisers may recommend progression across the Upper Pay Range if:

- The teacher has achieved their objectives and has had two consecutive successful appraisals;
- There is evidence that the teacher is highly competent in all elements of the Teacher's Standards;
- The teacher's achievements and contribution to the school are substantial and sustained.

In our schools/academies, the definitions of "highly competent", "substantial" and "sustained" may mean:

"highly competent" - the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the teachers' standards in the particular role they are fulfilling and the context in which they are working. Performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their own teaching practices.

"substantial" - the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

"sustained" - the teacher must have had two consecutive, successful appraisal reports in this school and have made good progress towards their objectives during this period .

In practice, this means:

highly competent	substantial	sustained
Almost all students in your care make at least expected progress.		
<ul style="list-style-type: none"> • Observations demonstrate expected/met practice in all aspects and frequently demonstrate exemplary practice. • You demonstrate your ability to reflect on and improve aspects of your own practice. • You are able to coach and mentor colleagues to help them develop and improve their practices. 	<ul style="list-style-type: none"> • You contribute to school life in ways which impact on pupil progress & staff effectiveness. This is likely to include <i>regular</i> work in one or more of the following (but is not limited to): <ul style="list-style-type: none"> ○ Coaching/mentoring (trainees, colleagues who require support, non-specialists...) ○ Leading/contributing to CPD e.g. briefing, twilights, INSET ○ Peer to peer reviews ○ Teaching & learning group ○ Supporting colleagues or working with students in other schools e.g. primary schools ○ Contributing to learning walks, audits, student voice activities etc and providing feedback to inform next steps 	<ul style="list-style-type: none"> • You demonstrate your high competence and substantial contributions consistency across two consecutive years (exemptions apply). • You meet or make good progress towards meeting all targets set in PM in the same period.