

MODEL PAY POLICY FOR SCHOOLS

SEPTEMBER 2025

*(Amended to reflect the changes
to the School Teachers' Pay and Conditions Document
effective from 1st September 2025)*

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INTRODUCTION TO THE MODEL POLICY

This model policy has been revised to reflect changes to the School Teachers' Pay and Conditions Document (STPCD) effective 1st September 2025. Local authority maintained schools are required to follow the regulations contained within STPCD. Independent schools, including academies and free schools, can depart from these regulations while adhering to any arrangements made under TUPE.

In addition to the statutory regulation contained within STPCD, the model policy also takes account of associated, updated DfE guidance, in particular 'Managing teachers' and leaders' pay advice for maintained schools, MATs, academies and local authorities' (July 2024) and 'Teacher appraisal: guidance for schools' (July 2024). These documents re-iterate that schools must undertake an annual appraisal process for all teachers, that a recommendation on pay must be made in writing as part of each individual's report, and that, in making its decision, the relevant body must have regard to this recommendation. However, under the regulations, schools can choose whether or not to retain some or all elements of performance-related pay. They should in all cases aim to minimise the impact of the pay policy on the workload for teachers, line managers, school leaders and governing boards.

NB - Rotherham Metropolitan Borough Council (RMBC) has produced this policy incorporating the following principle:

- Pay progression will only be withheld where a teacher is in formal capability proceedings.

It is essential for all schools, and for local authorities, to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge to pay decisions. Governing bodies should monitor the operation of the policy and pay decisions resulting from it in order to ensure that it continues to meet these criteria in practice.

Schools and local authorities, when making pay decisions, must have regard both to their pay policy and to the details of a teacher's particular post within the staffing structure. It is good practice to attach a copy of the staffing structure to the pay policy. The application of the school's pay policy, in particular any decisions on pay progression, should be informed by the arrangements for appraisal set out in the school's appraisal policy. A model appraisal policy for schools, which reflects those regulations, is separately available from School HR / RoSIS. It is good practice to attach a copy of the school's appraisal policy to the pay policy.

This model pay policy has been the subject of discussion with the relevant trades unions and associations. It recommends a structure for schools to follow and covers all key areas of pay discretion that schools need to consider. Some items such as the residential allowance will clearly only apply to some establishments. All procedures for determining pay should be consistent with the principles of public life objectivity, openness and accountability. Both pay and appraisal policies should make clear the school's compliance with current relevant legislation and employment law.

Headteachers, CEOs and governing boards should review their pay policy each year, or when other changes are made to regulation, to ensure that it reflects the latest legal position. They should consult staff and unions where there are any significant changes. In local authority-maintained schools the pay policy must always remain compliant with the current School Teachers' Pay and Conditions Document and the accompanying statutory guidance. In the event of any inadvertent contradiction between school policy and the current STPCD and guidance, the latter will take precedence. Annual reviews of the pay policy should also take account of any changes to related legislation, particularly that covering teacher appraisal.

This model pay policy only covers staff whose statutory pay and conditions of service fall under the terms of the STPCD. It does not cover support staff, who have their own pay determination mechanism. However, relevant bodies are encouraged to develop pay policies for support staff as appropriate.

Local Authorities in developing their own pay policies for unattached teachers may adapt this model as appropriate to fit their circumstances.

Monitoring the impact of the policy

The local authority will monitor the outcomes and impact of this policy on a regular basis (yearly) in conjunction with trade union representatives. The local authority will monitor trends in progression across specific groups of teachers to assess the policy's effectiveness and schools within the local authority continued compliance with equality legislation.

Guidance on the text

STPCD gives significant discretion to individual governing boards to determine the precise details of their pay policy. However, in exercising this discretion, governing boards must ensure that the final text of their policy remains compliant with national regulations.

In this model policy, the recommended text of the policy has been placed in the left-hand column. Where recommended text is shown in *italics* this indicates that this is not a requirement of the revised STPCD. Members of governing boards are advised, therefore, to consider these italicised passages in more detail, and may wish to seek further advice, before adopting or amending these.

Guidance notes intended to support schools in determining the final text of their policy have been placed in the right-hand column. This column does **not** form part of the actual text of the policy and schools may, therefore, wish to remove it before publishing the final text of the policy.

This policy has been produced following meaningful discussions with the relevant trade unions. Should schools decide to depart from the model policy, they are responsible for undertaking their own discussions with trade unions.

[

] SCHOOL

POLICY ON SCHOOL TEACHERS' PAY FROM 1st SEPTEMBER 2025 TO 31st AUGUST 2026

1. PRINCIPLES

Recommended text	Notes and guidance
1.1 Principles <i>All teachers employed at [] school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time.</i> Teachers and unions have been consulted on this policy. All pay related decisions will be taken in compliance with relevant legislation and employment law. All pay-related decisions are made taking full account of relevant school improvement plans.	Only local authority-maintained schools are required to follow the regulations contained within the School Teachers' Pay and Conditions Document. Independent schools, including academies and free schools, have the option to depart from these regulations, while respecting any arrangements made under TUPE.
1.2 Pay reviews The Governing Board will ensure that every teacher's salary is reviewed with effect from 1st September each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Where applicable, the written statement will give information about the basis on which any pay determination was made as a result of the review. 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. Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Board will give the required notification as soon as possible and no later than one month after the date of the determination.	A revised pay statement must also be given where there are any other changes in pay arrangements in the year.

2. DETERMINATION OF PAY RANGES AND STARTING PAY POINTS ON APPOINTMENT

Recommended text	Notes and guidance
2.1 Head teachers Decisions on setting or amending the individual salary range (ISR) for head teachers will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the school's head teacher group and the head teacher's ISR. The Governing Board will determine the individual salary range (ISR) for a head teacher when they propose to make a new appointment or at any time if they consider this necessary to reflect a permanent and significant changes in the responsibilities of the post. Additional <u>temporary</u> responsibilities may be rewarded via an additional payment, not via an increase in the head teacher's ISR or an alteration to the pay point within the head teacher's existing ISR. School policy on the determination of the head teacher individual salary range on appointment, and on permanent changes to the ISR, is set out in section 2.2.1 and in Appendix 3 below. School policy on the use of temporary additional allowances is set out in sections 2.2.2 and 6.1 below.	Guidance should be sought from HR where a governing board wishes to determine the head teacher's individual salary range (ISR) on appointment. Guidance should also be sought from HR where a governing board is considering a change to the head teacher individual salary range on the basis of a permanent and significant change in the responsibilities of the post.
2.2 Head teachers accountable for more than one school Where the school joins, or has joined, one or more schools to form a permanent or temporary partnership under one single head teacher, governance arrangements will be established to oversee the pay and also the appraisal/performance management of the head teacher for the duration of the partnership.	Governance arrangements will differ between schools depending on the type of school and the nature of the partnership. Guidance should be sought from HR and from governor services on appropriate arrangements.

2.2.1 Head teachers accountable for more than one school - permanent arrangement

Where the school enters into a permanent arrangement where a head teacher is appointed as head teacher of more than one school a new head teacher group will be determined by adding together the total pupil unit score of all of the schools.

The head teacher's individual salary range (ISR) will be a seven point range within that head teacher group. The governing board will determine the appropriate head teacher's ISR, and the starting pay point within this range. A new head teacher will be placed at any of the three bottom points of the head teacher's ISR allowing for a minimum of four points for progression in subsequent years.

2.2.2 Head teachers accountable for more than one school - temporary arrangement

Where the school enters into a temporary arrangement where a head teacher is temporarily responsible for one or more additional schools, as well as their continuing role as head teacher of their own school, the additional responsibility will be rewarded via an additional payment, not via an increase in the head teacher's individual salary range (ISR) or an alteration to the pay point within the head teacher's existing ISR.

The total sum of additional payments to the head teacher in any school year must not exceed 25% of the annual salary payable to the head teacher, and the total sum of salary and other payments made to the head teacher must not exceed 25% above the maximum of the head teacher group. It should be noted that the 25% is the upper limit, it is not the expectation that discretionary payments will

Guidance should be sought from HR where a governing board is considering the use of additional payments.

automatically be set at 25%. In wholly exceptional circumstances, additional payments may exceed the limit set above, but only with the agreement of the governing board. The governing board must seek <u>external independent advice</u> and produce a business case, before seeking agreement. <i>Temporary arrangements will be limited to a maximum of two years while a permanent solution is being sought. The Governing Board will clarify how (a) these arrangements will work in practice and (b) how the arrangements will be brought to an end.</i> Where the arrangement for the head teacher is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.	Appropriate external independent advice might be that provided by HR, and by a consultant head teacher employed by the Local Authority. The limitation of any temporary arrangements to a maximum of two years is guidance, not regulation within STPCD.
2.3 Deputy and assistant head teachers Decisions on setting or amending the individual salary range (ISR) for deputy and assistant head teachers will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the ISRs for those staff. The Governing Board will determine the ISR for a deputy or assistant head teacher when they propose to make a new appointment, or at any time if they consider this necessary to reflect a <u>permanent</u> and significant changes in the responsibilities of the post (see section 2.4 for <u>temporary</u> changes) School policy on the determination of ISRs for deputy or assistant head teachers is set out in Appendix 3 below.	Guidance should be sought from HR where Governing Bodies wish to determine the individual salary range (ISR) of deputy and assistant head teachers on appointment. Guidance should also be sought from HR where a governing board is considering a change to the ISR of deputy or assistant head teachers on the basis of a permanent and significant change in the responsibilities of the post
2.4 Temporary additional responsibilities for deputy or	

assistant head teachers resulting from a change in the role of the head teacher Where the head teacher temporarily responsible for more than one school consideration will be given to the pay of deputy and assistant heads. An increase in pay will only be agreed where the post accrues additional extra responsibilities as a result of the head teacher's enlarged role. It should not be assumed that an increase to the deputy and assistant heads pay is a requirement in all cases. The Governing Board may: • Temporarily alter the pay point within the existing ISR. • Temporarily increase the ISR. • Consider the use of additional payments (see Section 6.1) Where the arrangement for the head teacher is temporary, any adjustment to their pay and that of other teachers is also temporary and safeguarding provisions will not apply when the arrangements cease. Where an alteration in the responsibilities of a deputy or assistant head teacher becomes permanent, section 2.3 above will apply.	Guidance should also be sought from HR where a governing board is considering a change to the individual salary range (ISR) of deputy or assistant head teachers on the basis of a significant change in the responsibilities of the post
2.5 Leading practitioners Where a post of leading practitioner is created within the staffing structure, the Governing Board will determine the individual pay range for that post (within the overall national pay range for leading practitioners).	The determination of the individual pay range should be made taking into account any recommendations from the head teacher.
2.6 Teachers on the upper pay range <i>Teachers who have previously been employed on the upper pay range will normally be appointed on a salary:</i> - <i>at least commensurate with their current salary level, and</i> - <i>taking into account entitlement to</i>	STPCD specifies that employment on the upper pay range (UPR), including the reference point at which they are employed, only remains permanent only while a teacher is employed in the same school. Where taking up appointment in

<i>performance related pay progression on the upper pay range (for September appointments) based on evidence from the previous employing school.</i> In making the determination of starting salary, the Governing Board may take into consideration a range of factors including: • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context	a different school, a teacher previously employed on the upper pay range may be appointed to either a different reference point on UPR, or a reference point on MPR. In respect of progression on the upper pay range on appointment to a different school, a governing board is not obliged to accept evidence from the previous employing school which might justify further progression on the upper pay range at the point of appointment (for September appointments). In this context ‘normally’ is used to provide schools with the flexibility to match or exceed the teacher’s previous salary.
2.7 Teachers on the main pay range <i>Teachers will normally be appointed on a salary:</i> - <i>at least commensurate with their current salary level, and;</i> - <i>taking into account entitlement to performance related pay progression on the main pay range (for September appointments) based on evidence from the previous employing school.</i> In making the determination of starting salary, the Governing Board may take into consideration a range of factors including: • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context	STPCD specifies that progression up the main pay range (MPR) remains permanent only while a teacher is employed in the same school. Where taking up appointment in a different school, a teacher may be appointed to a different reference point on MPR. In respect of progression on the main pay range, a governing board is not obliged to accept evidence from the previous employing school which might justify further progression on the main pay range at the point of appointment (for September appointments). In this context ‘normally’ is used to provide schools with the flexibility to match or exceed the teacher’s previous salary.

2.8 Early Career Teachers (ECTs) <i>ECTs will normally be appointed on the minimum of the main pay range. The Governing Board may decide to appoint at a higher salary.</i> In making the determination of starting salary, the Governing Board may take into consideration a range of factors including: • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context	In this context 'normally' is used to provide schools with the flexibility to appoint a teacher on a higher point within the range.
2.9 Part-time teachers Teachers appointed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Board will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the STPCD.	Part-time teachers are entitled to PPA time pro-rata to full-time teachers. Governing bodies are responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.
2.10 Short notice/supply teachers Teachers appointed on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. 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 to arrive at the hourly rate.	Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be made for non-contact time.
2.11 Unqualified teachers	

In making the determination of starting salary within the pay range for unqualified teachers, the Governing Board may take into consideration a range of factors including: • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context	Governing Boards may wish to consider relevant qualifications/experience from areas such as: - teaching in the further or higher education - industrial or commercial training - instructional roles within the Armed Forces - overseas teaching which does not confer a QTS qualification recognised in the UK
2.12 Unqualified teachers on employment-based routes into teaching In making the determination of starting salary within the pay range for unqualified teachers, the Governing Board will pay an unqualified teacher registered on an employment-based training route to QTS at least the minimum within the pay range for unqualified teachers. In making the determination of starting salary within the pay range for unqualified teachers on employment-based routes into teaching, the Governing Board may take into consideration a range of factors including: • the requirement for, and value of, any relevant qualifications and experience, in relation to the post • evidence of previous performance • the wider school context	

3. DETERMINATION OF ANNUAL PAY PROGRESSION

Recommended text	Notes and guidance
3.1 Pay recommendations In making pay decisions the Governing Board will refer to the pay recommendation contained within the appraisal report. The date by which the appraisal cycle will be completed, and the resulting appraisal report made available, is determined by the school and specified in the school's appraisal policy. The following exception applies: In the case of Early Career Teachers (ECTs), the assessment of performance and any pay recommendation will be determined in accordance with the statutory induction process as per the Education (Induction Arrangements for Schools Teachers) (England) Regulations 2012. The two-year induction period does not prevent pay progression for ECTs at the end of the first year. <i>Pay progression will be awarded unless a teacher is in a formal capability procedure.</i> <i>For all teachers, where a decision is made to withhold pay progression, progression may still take place following the successful completion of a formal capability procedure. This will be applied from the start of the next month following successful completion and will not be backdated.</i> Pay progression will not be withheld for reasons of maternity leave, pregnancy related absence, long term sickness absence or disability related absence. <i>Pay progression for individual teachers will be differentiated based on criteria detailed in Appendix 1.</i>	Under the Appraisal Regulations (2012) and STPCD: - all teachers subject to the 2012 appraisal regulations must have an annual appraisal, but schools are free to determine the start and finish dates for the cycle. - a recommendation on pay must be made in writing as part of the appraisal report. ECTs who are undertaking statutory induction are <u>not</u> in appraisal. Reference should, instead, be made to the statutory induction process. Reference should be made to the Local Authority Capability Process

3.2 Determining pay progression

The process for making decisions on the pay of teachers at the school is set out below. Further criteria for pay progression are detailed in full in Appendix 1.

1. The Governing Board will make decisions about pay for all teachers including the head teacher.

2. The Governing Board agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Board recognises that funding cannot be used as a criterion to determine progression.

3. In accordance with the appraisal policy, a recommendation on pay will be contained within the teacher's appraisal report. The Governing Board must have regard to this recommendation in making their decision. In making any determination on progression the Governing Board will take into account any further advice from the head teacher or the senior leadership team.

4. The appraiser may be the head teacher or a member of staff to whom the head teacher has delegated the role of the appraiser. *Where the role of the appraiser is delegated, it is delegated in its entirety including the recommendation on pay.*

5. Pay progression will only be withheld from eligible teachers where a teacher is in formal capability proceedings.

It is recommended that the Governing Board establish a committee to make determinations of pay in accordance with the pay policy. The function might either be performed by a dedicated pay committee or be part of a more wide-ranging staffing committee. It is recommended that the committee has fully delegated powers and if so, must be established in accordance with the appropriate school governance regulations.

This is not a specific requirement of STPCD.

The school's appraisal policy should set out the principles and the mechanics of how the Governing Board will access the contents of individual appraisal reports, e.g. whether in full or in summary from the head teacher.

The requirement to delegate this role in its entirety is no longer specified in the national appraisal regulations or guidance.

It is recommended that the basis upon which a pay decision is made is recorded and communicated to each member of staff by the head teacher, in writing (see section 1.2 above) and that decisions on the pay of the head teacher are communicated by the Chair of the Governing Board, in writing.

3.3 Pay appeals

The arrangements for considering appeals with respect to pay are as follows:

A teacher may seek a review of any determination in relation to his pay or any other decision taken by the Governing Board (or a committee acting with delegated authority) that affects his or her pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made: –

- a) incorrectly applied any provision of the school's pay policy;*
- b) failed to have proper regard for statutory regulation or guidance;*
- c) failed to take proper account of relevant evidence;*
- d) took account of irrelevant or inaccurate evidence;*
- e) was biased, or:*
- f) otherwise unlawfully discriminated against the teacher.*

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the committee which made the determination.

3. Where this is not possible or where the teacher continues to be dissatisfied, he/she may make a formal representation to the committee which made the determination.

In this situation it will be more practical for the head teacher, who has been involved in the process, to discuss the rationale for the decision with the individual.

4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the committee which made the determination.

5. The timescale for steps 1 – 4 in this process will be a period of 10 working days from the original decision. Where there is a delay in meeting the individual to discuss the rationale for the decision, the timescale will be extended as appropriate.

6. The committee which made the determination should provide a hearing, normally within ten working days of receipt of the written appeal, to consider the representations and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

7. Any appeal should be heard by a panel of three members of the governing board who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. 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.

For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative (this would include both the hearing and the appeal in paragraphs 6 and 7 opposite). Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

3.4 Head teacher

In making any determination on pay progression for the head teacher, the Governing Board must have regard to any recommendation on pay recorded in the head teacher's most recent appraisal report.

Pay progression will be awarded unless the headteacher is in a formal capability

<i>procedure.</i> <i>Where a decision is made to withhold pay progression, progression may still take place following the successful completion of a formal capability procedure. This will be applied from the start of the next month following successful completion and will not be backdated</i> <i>Pay progression will normally be by one point in the course of one school year (standard progression)', but movement by two points (enhanced progression) may be awarded where performance is assessed as exceptional.</i> <i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i>	STPCD does not specify a limit on annual progression for members of the leadership group within their pay range. The Governing Board, however, retains discretion in determining a limit on annual progression to be included within the pay policy.
3.5 Deputy and assistant head teachers In making any determination on pay progression for the deputy or assistant head teacher, the Governing Board must have regard to any recommendation on pay recorded in the deputy or assistant head teacher's most recent appraisal report. <i>Pay progression will be awarded unless the teacher is in a formal capability procedure.</i> <i>Where a decision is made to withhold pay progression, progression may still take place following the successful completion of a formal capability procedure. This will be applied from the start of the next month following successful completion and will not be backdated.</i> <i>Pay progression will normally be by one point in the course of one school year, but movement by two points may be awarded where performance is</i>	STPCD does not specify a limit on annual progression for members of the leadership group within their pay range. The Governing Board, however, retains

<i>assessed as exceptional.</i> <i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i>	discretion in determining a limit on annual progression to be included within the pay policy.
3.6 Progression to the upper pay range for main range teachers Any qualified teacher may apply to be paid on the upper pay range. <i>Applications to be paid on the upper pay range from 1st September must be made in writing to the head teacher before the final date of the appraisal cycle as specified within the school's appraisal policy.</i> An application from a qualified teacher will be successful where the Governing Board is satisfied: a) that the teacher is <u>highly competent</u> in all elements of the Teachers' Standards b) that the teacher's achievements and contribution to the school are <u>substantial</u> and <u>sustained</u> <i>In determining pay progression, the Governing Board will apply the criteria contained within Appendix 1.</i> <i>The terms 'highly competent', 'substantial' and 'sustained' will be understood using the further exemplification provided by DfE which is set out in Appendix 1.</i> In making any determination on progression to the upper pay range Governing Board must have regard to <i>the two most recent appraisal reports and any recommendation on pay recorded in the teacher's most recent appraisal report.</i> In making any determination on progression the Governing Board will take into account any advice from the head teacher or the	Applications to progress to the upper pay range are no longer restricted to teachers on the maximum of the main pay range (MPR 6). However, the Governing Board of the school may consider it reasonable to expect applicants to have progressed to (or substantially towards) the maximum of the main pay range in order to be able to secure evidence criterion (b). See Appendix 1. An application letter is technically only an application to be assessed for progression. It does not need to contain any supporting evidence as this should be generated by the school's appraisal process and contained within the appraisal reports. STPCD specifies that, in considering an application, the Governing Board shall have regard to the assessments and recommendations in the teacher's appraisal reports but does not specify the number of reports to be considered. The Governing Board may delegate to the head teacher the initial assessment of the application and supporting

senior leadership team. <i>In exceptional circumstances, where there is inadequate evidence within the appraisal reports, the Governing Board may specify further evidence to be separately provided by the applicant in support of the application.</i> <i>Following a successful application to progress to the upper pay range a teacher will normally be placed on the minimum of that range. The Governing Board may decide to place the successful applicant at a different pay point within the range having taken into consideration the value of any relevant qualifications and experience, and/or evidence of previous performance.</i>	evidence, but as the relevant board the Governing Board should retain the final determination of the outcome of any application as with all pay progression decisions. In this context 'normally' is used to provide schools with the flexibility to place a teacher on a higher point within the range where performance is exceptional.
3.7 Teachers on the upper pay range The Governing Board must consider annually whether or not to increase the salary of teachers not at the maximum of the upper pay range and, if so, by how much within the upper pay range. In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report. <i>Pay progression will be awarded unless a teacher is in a formal capability procedure.</i> <i>Where a decision is made to withhold pay progression, progression may still take place following the successful completion of a formal capability procedure. This will be applied from the start of the next month following successful completion and will not be backdated.</i> <i>Pay progression will normally be by one point in the course of two school years,</i>	

<i>but movement after one year may be considered where performance is assessed as exceptional.</i> <i>In determining pay progression, the Governing Board will apply the criteria contained within Appendix 1.</i>	
3.8 Teachers on the main pay range The Governing Board must consider annually whether or not to increase the salary of teachers and, if so, by how much within the main pay range. In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report. <i>Pay progression will be awarded unless a teacher is in a formal capability procedure.</i> <i>Where a decision is made to withhold pay progression, progression may still take place following the successful completion of a formal capability procedure. This will be applied from the start of the next month following successful completion and will not be backdated.</i> <i>Pay progression will normally be by one point in the course of one school year, but movement by two points may be considered where performance is assessed as exceptional.</i> <i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i>	
3.9 Early career teachers (ECTs) The Governing Board must consider annually whether or not to increase the salary of ECTs and, if so, by how much within the main pay range.	

In making any determination on pay progression the Governing Board must have regard to performance and any pay recommendation determined by the statutory induction process as per the Education (Induction Arrangements for Schools Teachers) (England) Regulations 2012. The two-year induction period does not prevent pay progression for ECTs at the end of the first year. <i>Pay progression will be awarded unless an ECT is in a formal capability procedure.</i> <i>Where a decision is made to withhold pay progression, progression may still take place following the successful completion of a formal capability procedure. This will be applied from the start of the next month following successful completion and will not be backdated.</i> <i>Pay progression will normally be by one point in the course of one school year, but movement by two points may be considered where performance is assessed as exceptional.</i> <i>In making a determination on pay progression the Governing Board will apply the criteria contained within Appendix 1.</i>	Further guidance on the statutory induction process and its implications for pay progression may be obtained from the school's HR provider and the Appropriate Body.
3.10 Unqualified teachers The Governing Board must consider annually whether or not to increase the salary of unqualified teachers and, if so, by how much within the pay range for unqualified teachers. In making any determination on pay progression the Governing Board must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report. <i>Pay progression will be awarded unless</i>	

<i>a teacher is in a formal capability procedure.</i> <i>Where a decision is made to withhold pay progression, progression may still take place following the successful completion of a formal capability procedure. This will be applied from the start of the next month following successful completion and will not be backdated.</i>	
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4. SAFEGUARDING

Recommended text	Notes and guidance
4.1 Safeguarding Decisions on safeguarding of pay will be taken in accordance with the relevant paragraphs of the current STPCD which deal with safeguarding.	For the specific provisions dealing with the issues of the amounts of safeguarding and the formal timescales involved see Part 5 of STPCD.

5. ALLOWANCES

Recommended text	Notes and guidance
5.1 Teaching and Learning Responsibility Payments (TLRs) TLR responsibility payments will be awarded in accordance with the provisions of the STPCD. 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 the teacher is made accountable. Unqualified teachers may <u>not</u> be awarded a TLR. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.	TLRs may only be awarded in the context of the school's staffing structure and pay policy.

5.1.1 Criteria for the award of TLR 1 and 2 Before awarding a TLR 1 or 2, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that: a) is focused on teaching and learning; b) requires the exercise of a teacher's professional skills and judgement; c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and e) involves leading, developing and enhancing the teaching practice of other staff Before awarding a TLR1 the Governing Board 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. A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a TLR 1 or 2 may hold a concurrent TLR 3.	All TLR roles should have an agreed job description which clearly defines the additional responsibilities. For each TLR, an assessment should be made of the level of responsibility in order to establish the value of that TLR within the parameters of the appropriate TLR range. From 1st September 2025, relevant bodies <u>may</u> determine the value of any existing or new TLR1 and TLR2 payment, based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility. Where a part-time teacher is taking on the responsibilities associated with a TLR1 or TLR 2, relevant bodies are <u>no longer mandated</u> to utilise the pro-rata principle (as defined at paragraph 40.1 of STPCD, 2025) when determining the value of the TLR1 or TLR 2 payment. Equally, a part-time TLR may be awarded to a full-time teacher where the responsibilities are being shared with another teacher. For the avoidance of doubt, relevant bodies must act fairly and appropriately when determining the value of a TLR1 or TLR2 payment. Please refer to Section 3, paragraph 50 of STPCD, 2025 for further guidance. 20.7. N.B. From 1st September 2026, it will become a <u>requirement</u> that relevant bodies determine the value of all existing and new TLR1 and TLR 2 payments based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility.
5.1.2 Criteria for the award of TLR 3	

Where appropriate, the school will make use of the provision for fixed term TLRs (TLR 3). A TLR 3 may be awarded for time-limited school improvement projects or one-off externally driven responsibilities. A TLR 3 will be time-limited (with the duration of the fixed term determined at the outset), with payment made on a monthly basis for the duration of the fixed term. Before awarding a TLR 3, the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that: a) is focused on teaching and learning; b) requires the exercise of a teacher's professional skills and judgement; d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and Safeguarding does not apply to the cessation of a TLR3. A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a TLR 1 or 2 may hold a concurrent TLR 3.	Criteria (c) and (e) for the award of a TLR 1 or 2 do <u>not</u> apply to the award of a TLR 3.
5.2 Special educational needs allowances SEN allowances will be awarded in accordance with the provisions of the STPCD. The Governing Board must award a SEN allowance to a classroom teacher: (a) in any SEN post that requires a mandatory SEN qualification; (b) in a special school; (c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached	Where a SEN allowance is to be paid, the Governing Board must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors: (i) whether any mandatory qualifications are required for the post; (ii) the qualifications or expertise of the teacher relevant to the post; and (iii) the relative demands of the post

teacher, in a local authority unit or service; (d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post: (i) involves a substantial element of working directly with children with special educational needs; (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and (iii) 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.	
5.3 Additional allowance payable to unqualified teachers The Governing Board may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has: a) taken on a sustained additional responsibility which: i) is focused on teaching and learning; and ii) requires the exercise of a teacher's professional skills and judgment; or b) qualifications or experience which bring added value to the role being undertaken.	

6. ADDITIONAL PAYMENTS

Recommended text	Notes and guidance
6.1 Additional payments The Governing Board may make such payments as they see fit to a teacher, including a head teacher (see note opposite), in respect of: (a) continuing professional development undertaken outside the school day; (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school; (c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant board; (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools (also see Section 2.2 above) The total sum of additional payments to the head teacher in any school year must not exceed 25% of the annual salary payable to the head teacher, and the total sum of salary and other payments made to the head teacher must not exceed 25% above the maximum of the head teacher group. It should be noted that the 25% is the upper limit, it is not the expectation that discretionary payments will automatically be set at 25%. In wholly exceptional circumstances, additional payments may exceed the limit set above, but only with the agreement of the governing board. The governing board must seek external independent advice and produce a business case, before seeking agreement.	Additional payments may only be made to reward head teachers for <u>temporary</u> or time-limited activity. The permanent responsibilities of a head teacher must be taken into account when determining the head teacher's salary range (see Appendix 3) See Section 2.2 for arrangements where a head teacher becomes temporarily responsible for more than one school Appropriate external independent advice might be that provided by HR, and by a consultant head teacher employed by the Local Authority.
6.2 Recruitment and retention incentives and benefits	

The Governing Board may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers being necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.	Where the Governing Board is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, it must conduct a regular formal review of all such awards. The Governing Board should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn. Head teachers may not be awarded recruitment and retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a head teacher must be taken into account when determining the head teacher's salary range (see Appendix 3)
6.3 Residential duties Any payment to teachers for residential duties must be determined by the Governing Board.	

PAY POLICY APPENDICES

7. APPENDIX 1 - PAY PROGRESSION BASED ON PERFORMANCE

Recommended text	Notes and guidance
7.1 Pay progression based on performance In this school, all teachers (with the exception of ECTs*) are subject to annual appraisal. Appraisal is a supportive and developmental process that recognises teachers' strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in full in the school's appraisal policy. *see 3.1 above Teachers' appraisal reports will contain a pay recommendation. Final decisions about whether or not to accept the pay recommendation contained within the appraisal report will be made by the Governing Board, taking into account advice from the senior leadership team or the head teacher based on their knowledge of the teacher's performance in the wider context of the school, and drawing upon any relevant additional information available to the leadership team beyond the content of the appraisal report. <i>In this school, the recommendation on pay contained within the appraisal report will indicate:</i> <i>a) With respect to the <u>objectives</u> set for the appraisal cycle:</i> - <i>the extent to which teachers have met the performance criteria specified within their objectives.</i> <i>b) in respect to <u>overall performance</u>:</i> - <i>the extent to which teachers have fulfilled their job description and any leadership role</i> - <i>The extent to which teachers have met the relevant standards</i>	

<i>at a level appropriate to their career stage</i> <i>Following an individual teacher's annual appraisal and subject to the provisions of the published pay policy, they should expect to receive annual progression within the maximum of their pay range unless they are subject to formal capability procedures.</i> <i>The rate of progression for all teachers will be differentiated according to an individual teacher's performance. In this school, differentiation will lead to the award of 'standard' or 'enhanced' progression. The criteria for each award are set out in sections 7.2 – 7.6 below.</i>	
7.2 Additional criteria for progression to the upper pay range <i>Where a teacher is applying for progression to the upper pay range, the recommendation on pay contained within the appraisal report should additionally indicate the extent to which the teacher meets the criteria for progression (a) and (b) below:</i> <i>a) the teacher continues to be highly competent in all elements of the Teachers' Standards</i> <i>b) the teacher's achievements and contribution to the school continue to be substantial and sustained</i> <i>For the purposes of this policy:</i> <i>'Highly competent' means:</i> <i>Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, to give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.</i> <i>'Substantial' means:</i>	There is currently no additional statutory exemplification of the criteria for progression to the Upper Pay Range. Schools may determine additional exemplification, but this should remain consistent with the criteria as defined in STPCD. The exemplification here is taken from the document 'Managing Teachers' and Leaders' Pay: Advice for maintained

<i>Of real importance, validity or value to the school; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning.</i> 'Sustained' means: <i>Maintained continuously over a long period.</i> <i>In making any determination on progression to the upper pay range Governing Board must have regard to the two most recent appraisal reports and any recommendation on pay recorded in the teacher's most recent appraisal report (see Section 3.6 above)</i> <i>The Governing Board of this school will normally expect applicants to have progressed to (or substantially towards) the maximum of the main pay range to be able to securely evidence criteria (a) and (b) for progression to the upper pay range.</i>	schools, MATs, academies and local authorities' (DfE, July 2024 p.42). STPCD specifies that, in considering an application for progression to the upper pay range, the relevant board shall have regard to the assessments and recommendations in the teacher's appraisal reports but does not specify the number of reports to be considered. In this context 'normally' is used to provide schools with the flexibility to award progression to UPR for teachers at an earlier stage where this is merited by performance.
7.3 Progression criteria for ECTs <u>Standard progression</u> <i>ECTs should expect to receive a pay increase of one reference point annually (within the pay range specified) unless they are subject to a formal capability procedure.</i> <u>Enhanced progression</u> <i>ECTs may be eligible for a pay increase of two reference points annually (within the pay range specified) if:</i> - <i>they are assessed as having significantly exceeded the relevant standards at a level appropriate to their career stage</i>	

7.4 Progression criteria for teachers on the main pay range and lead practitioner range

Standard progression

*Teachers should expect to receive a pay increase of **one reference point** annually (within the pay range specified) unless they are subject to a formal capability procedure.*

Enhanced progression

*Teachers may be eligible for a pay increase of **two reference points** annually (within the pay range specified) if:*

- *they are assessed as having significantly exceeded the performance criteria specified within their objectives.*

and

- *they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage.*

7.5 Progression criteria for teachers on the upper pay range

Standard progression

*After each period of **two years** on UPR, teachers should expect to receive a pay increase of **one reference point** (within the pay range specified) unless they are subject to a formal capability procedure.*

Faster progression

*After a period of **one year** on UPR teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:*

- *they are assessed as having significantly exceeded the performance criteria specified within their objectives for one year.*

and - they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage for one year	
7.6 Progression criteria for leadership group (head teachers, deputy and assistant head teachers) <u>Standard progression</u> Members of the leadership group should expect to receive a pay increase of one reference point annually (within the specified ISR) unless they are subject to a formal capability procedure. <u>Enhanced progression</u> Members of leadership group may be eligible for a pay increase of two reference points annually (within the specified ISR) if: - They are assessed as having significantly exceeded the performance criteria specified within their objectives. and - They are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage.	

8. APPENDIX 2 - DETERMINATION OF LEADERSHIP PAY RANGE ON APPOINTMENT

8.1 DETERMINING THE HEAD TEACHER PAY RANGE FOR NEW HEAD TEACHER APPOINTMENTS

The process for determining the head teacher pay range for new head teacher appointments is set out below. This process is based on guidance provided by the School Teacher Review Board

Where the Governing Board is considering a permanent change to the pay range of the head teacher it will follow the steps set out in Stage 1 (excluding (e) and (f)).

Recommended text	Notes and guidance
a) Set head teacher group Determine which head teacher pay group is appropriate for the school using the total unit score (for all schools if permanent responsibility for more than one school)	STPCD continues to specify eight head teacher groups calculated by reference to total unit scores. Each of the eight groups has a defined pay range. Schools should take advice from HR in determining the appropriate head teacher group.
b) Context Make an assessment of the school's context and the complexity of the head teacher role.	
c) Set indicative head teacher pay range Define a narrower head teacher pay range (within the broader head teacher group) that is appropriate for the head teacher's role in the school. <i>The Governing Board will use reference points in setting the maximum and minimum of the head teacher pay range and progression points within the pay range.</i> <i>The Governing Board will set a head teacher pay range consisting of seven consecutive points.</i>	STPCD specifies that the maximum of the head teacher pay range should not <u>normally</u> exceed the maximum of the head teacher pay group applicable to the school (see 1 above). In wholly <u>exceptional</u> circumstances, the head teacher's pay range may exceed the maximum of the head teacher group by no more than 25%, but only with the agreement of the governing board. The governing board must seek <u>external independent advice</u> and produce a business case, before seeking agreement. STPCD does not require the use of reference points from the leadership range to set either the maximum or minimum of the head teacher pay range or progression points within the head teacher pay range. STPCD does not require that the head teacher pay range consists of seven consecutive points.

The Governing Board will ensure that the <u>minimum</u> of the head teacher's pay range is: - At least the next point higher on the leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school - At least the next point higher on the leadership range than the salary of the highest paid classroom teacher in the school	STPCD specifies that the pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances.
c) Review Benchmarks Refer to available benchmark data to ensure that the assessment of context is accurate.	No national information is currently available to support school in benchmarking the head teacher salary range. Information on the head teacher ranges currently being used in Rotherham schools will be available from HR. <u>However, this will be general in nature and will not give information about specific schools.</u>
d) Advertise Publish an advert for the head teacher position which details responsibilities, accountabilities and expected outcomes along with the person specification.	
e) Select Undertake the selection process.	
f) Assess Assess the candidate against the skills and competencies required.	
g) Decide starting salary Set head teacher pay range and starting salary for the head teacher taking into account decisions made above but also considering candidate specific factors. Allow scope for performance related progression over time. <i>The Governing Board will ensure that, in deciding the starting salary within the head teacher pay range determined, there are a minimum of four points available for subsequent performance related pay progression linked to the annual appraisal process.</i>	STPCD specifies that, in the case the case of a new appointment, the Governing Board may wish to consider adjusting the head teacher pay range (decided at Stage 2 above) to take account of how closely their preferred candidate meets the requirements of the post. STPCD specifies that in determining the starting salary in relation to the head teacher pay range, the Governing Board must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time

8.2 DETERMINING THE PAY RANGE FOR NEW DEPUTY OR ASSISTANT HEAD TEACHER APPOINTMENTS

The process for determining the head teacher pay range for new head teacher appointments is set out below. This process is based on guidance provided by the School Teacher Review Board

Where the Governing Board is considering a temporary or permanent change to the pay range of the deputy or assistant head teacher it will follow the steps set out in Stage 1 (excluding (d) and (e))

Recommended text	Notes and guidance
STAGE 1: DEFINE THE JOB Set out the responsibilities, accountabilities and expected outcomes for the job as well as the skills and competence required	
a) Consider the specific role - Make an assessment of whether the role and its responsibilities and accountabilities are significant, distinct from other leadership posts and have whole school responsibilities. - Consider how the role fits within the wider leadership structure of the school.	
b) Consider fit with pay ranges for other posts After considering the significance of the role and the responsibilities and accountabilities, assess where pay should sit relative to other posts.	
c) Set indicative pay range Define a pay range that is appropriate for the DHT / AHT role in your school. <i>The Governing Board will use reference points in setting the maximum and minimum of the pay range and progression points within the pay range for DHT / AHT appointments.</i> <i>The Governing Board will set a pay range consisting of five consecutive points for DHT / AHT appointments.</i> The Governing Board will ensure that the <u>minimum</u> of the head teacher's pay range is at least the next point higher on the	STPCD does not require the use of reference points from the leadership range to set either the maximum or minimum of the pay range for DHT / AHT appointments or progression points within the pay range. STPCD does not require the pay range for DHT / AHT appointments to consist of five consecutive points. STPCD specifies that the pay range for a deputy or assistant head teacher should only overlap the head

leadership range than the maximum of the pay range of any deputy or assistant head teacher at the school. <i>The Governing Board will ensure that the <u>minimum</u> of the deputy head teacher's pay range is not less than the next leadership point above the salary of the highest paid classroom teacher (excluding Leading Practitioners) and the minimum of the assistant head teacher's pay range of the highest paid assistant head teacher.</i> <i>The Governing Board will ensure that the <u>minimum</u> of the assistant head teacher's pay range is not less than the next leadership reference point above the salary of the highest paid classroom teacher (excluding Leading Practitioners).</i>	teacher's pay range in exceptional circumstances. STPCD no longer specifies a minimum differential between the minimum of the deputy head teacher's pay range and the salary of the highest paid assistant head teacher or the highest paid classroom teacher. STPCD does not require a minimum differential between the minimum of the assistant head teacher's pay range and the salary of the highest paid classroom teacher.
d) Advertise Publish and advert for the post (if appropriate) which details responsibilities and accountabilities along with the person specification.	
e) Select Undertake the selection process.	
f) Assess Assess the candidate against the skills and competencies required.	
g) Decide starting salary Set pay range and starting salary for the DHT / AHT taking into account decisions made above but also considering candidate specific factors. Allow scope for performance related progression over time. <i>The Governing Board will ensure that, in deciding the starting salary, there are a minimum of two points available for subsequent performance related pay progression linked to the annual appraisal process.</i>	STPCD specifies that, in the case of a new appointment, the Governing Board may wish to consider adjusting the pay range for DHT / AHT appointments (decided at Stage 2 above) to take account of how closely their preferred candidate meets the requirements of the post. STPCD specifies that in deciding the starting salary in relation to the pay range for DHT / AHT appointments, the Governing Board must seek to ensure that there is appropriate scope within the range to allow for performance related progress over time.

APPENDIX 3 - PAY RANGES INCLUDING REFERENCE POINTS FROM 1ST SEPTEMBER 2024 TO 31ST AUGUST 2025

9.1 Unqualified teachers - pay range including reference points from 1st September 2025

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	22601
2	25193
3	27785
4	30071
5	30071
6	30071

9.2 Qualified teachers - main pay range including reference points from 1st September 2025

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	31,650
2	33,483
3	35,674
4	38,034
5	40,439
6	43,607

9.3 Upper pay range from 1st September 2025

Scale Point	Annual Salary England and Wales (excluding the London Area)
U1	45,646
U2	47,338
U3	49,084

9.4 SEN and TLR Allowances

Values must fall within the following ranges:

Type	Minimum	Maximum
SEN	2,679	5,285
TLR 1	9,782	16,553
TLR 2	3,391	8,279
TLR 3	675	3,344

9.5 Pay range for leading practitioners from 1st September 2025

Scale Point	Annual Salary England and Wales (excluding the London Area)
Minimum	50,025
Maximum	76,050

9.6 Head teachers' groups from 1st September 2025

Group	Range of reference Points	Salary range
1	L6 - L18	56,316 - 74,926
2	L8 - L21	59,167 - 80,634
3	L11 - L24	63,815 - 86,783
4	L14 - L27	68,586 - 93,400
5	L18 - L31	75,675 - 103,010
6	L21 - L35	81,441 - 113,624
7	L24 - L39	87,651 - 125,263
8	L28 - L43	96,673 - 138,265

9.7 Leadership pay range from 1st September 2025

***N.B.** Points 18*, 21*, 24*, 27*, 31*, 35* and 39* are the salary figures for head teachers at, or moving to, the top of their head teacher range where this coincides with the top of the head teacher group only. These figures remain lowered as an outcome of STPCD (2015).

Reference Point	Annual Salary England and Wales (excluding the London Area)		
		Top of HT group *See note above	
L1	£49,781		
L2	£51,027		
L3	£52,301		
L4	£53,602		
L5	£54,939		
L6	£56,316		
L7	£57,831		
L8	£59,167		
L9	£60,644		
L10	£62,202		
L11	£63,815		
L12	£65,286		
L13	£66,919		
L14	£68,586		
L15	£70,293		
L16	£72,162		

L17	£73,819		
L18	£75,675	L18*	£74,926
L19	£77,552		
L20	£79,475		
L21	£81,441	L21*	£80,634
L22	£83,464		
L23	£85,529		
L24	£87,651	L24*	£86,783
L25	£89,830		
L26	£92,052		
L27	£94,332	L27*	£93,400
L28	£96,673		
L29	£99,067		
L30	£101,533		
L31	£104,040	L31*	£103,010
L32	£106,626		
L33	£109,275		
L34	£111,976		
L35	£114,759	L35*	£113,624
L36	£117,601		
L37	£120,524		
L38	£123,506		
L39	£126,517	L39*	£125,263
L40	£129,673		
L41	£132,913		
L42	£136,243		
L43	£138,265		