

**Nottinghamshire School Pay Policy**

**GUIDANCE FOR HEADTEACHERS AND GOVERNING BODIES**

**September 2025**

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| Name of school: | [INSERT NAME OF SCHOOL] |
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| Date of next review: | [INSERT DATE] |
| Governing body committee that will review and monitor the impact of the Policy/Guidance/Toolkit and content annually with the head teacher: | [INSERT NAME OF COMMITTEE] |
| Locations this policy can be accessed: | [INSERT LOCATIONS OF POLICY] |

**HR Advice, Support and Training Service**

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**(amendments to the 2024 version are shown in red text)**

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**Pay Policy Paragraph 1.0 - Introduction**

The Governing Body should complete the sections of the Governing Body – Policy Decision Planner 2025 on pages 1 and 2 of the policy setting out their consideration and approval of the policy discretions. This has been re formatted to make the process of governing body approval easier and quicker to manage. The governing body must still review the entire policy, using the “red type” version showing the changes in red from the previous year.

The appraisal and pay process should recognise and reward a teachers’ performance through positive and constructive feedback and where appropriate an increase in pay so that all teachers can demonstrate the effectiveness of their overall performance. The Pay Policy 2025, Guidance and Toolkit Documents are recommended for adoption for all Nottinghamshire schools including community, foundation, voluntary aided, voluntary controlled, academy and trust schools. In this document, the term ‘school’ should be taken to include academies and all other forms of governance arrangements. Where individual academies do not have governing bodies reference in this guidance to the governing body should be taken to mean the relevant body to which the power to adopt the pay policy and take pay decisions has been delegated.

Headteachers and governing bodies are strongly recommended to seek advice and support from the school nominated HR Business Partner in case of query or clarification on this guidance.

**School Teachers’ Pay and Conditions Document 2024**

The School Teachers’ Pay and Conditions Document (STPCD) 2015 consolidated substantial changes to the national pay structure for teachers and school leaders. The changes resultant from the STPCD 2016, 2017, 2018, 2019 2020, 2021,2022 and 2023 essentially relate to the application of the pay award as set out in the Pay Policy Toolkit Appendix 4. The changes to the STPCD 2024 removed the requirement for the outcomes of appraisal to be linked to teachers pay progression and this principle is embedded into the school policy, guidance and toolkit. The STPCD and guidance in Section 3 is a document which the governing body should refer, to obtain a complete picture of the statutory pay and conditions arrangements for teachers. Governing bodies must abide by the statutory requirements for teachers pay and conditions as set out in the STPCD. A court or employment tribunal may take any failure to do so into account in any proceedings. All governing bodies of local authority-maintained schools are legally required to apply the statutory provisions and any governing body not doing so must have good reason and will be required to justify any departure from it. The local authority HR Service has issued separate guidance to schools in the updates on the Schools on how the 2025 changes may be implemented.

The Nottinghamshire County Council HR Service view based on feedback from our headteachers is that our schools require a consistent national pay spine. This policy, therefore, sets out the basis for determining the level of any pay progression for the school’s teachers, including the headteacher, from 1 September 2025. Appendix 4 of the Pay Policy Toolkit contains, the STPCD “*advisory pay spine*” for the MPR, UPR and UTR as recommended in current STPCD. The UTR advisory pay range has been in place since 2021.

With regards to the Leadership Pay Range points 18\*, 21\*, 24\*, 27\*, 31\*, 35\*, 39\* and 43 are the salary figures for headteachers at, or moving to, the top of the school group ranges only. These different figures are a legacy of the 2015 STPCD which provided for no uplift to the maxima of the eight headteacher group ranges.

This guidance has historically been produced in collaboration with headteachers and senior leaders in Nottinghamshire schools and has been updated annually each year since 2014. The guidance should be read in conjunction with the current version of the Nottinghamshire School Pay Policy and the accompanying Pay Policy Toolkit. The Nottinghamshire recognised trade unions have been consulted on the policy, toolkit and the guidance as set out in the documents and the changes have been incorporated. It should also be considered in line with the application of the statutory appraisal process, the School Appraisal Policy and Guidance documents 2025.

Whilst the statutory increases to the minimum and the maximum of the pay ranges and all allowances must be applied, any uplift to salary points in between the minimum and maximum of the pay and allowance ranges is discretionary. However, this policy supports the statement by the School Teachers Review Body (STRB) “that subject to good performance teachers should be able to progress to the maximum of the MPR within 6 years.”

For the school year commencing 2025-26, the Secretary of State has recommended an increase in teachers and leaders pay in accordance with spinal column points set out in appendix 4 of the Toolkit. The above statement therefore reflects the guidance contained within Section 3 of both the 2015,2016, 2017,2018, 2019, 2020 2021, 2022, 2023, 2024 and 2025 STPCD, which does not form part of the statutory requirement in making pay progression decisions. Where headteachers or the chair of governors (for headteachers’ pay progression) require specific advice about the pay progression decisions, particularly where teachers have been subject to a formal cycle of additional focused support within appraisal or subject to the schools’ capability procedures (see Paragraph2 1.4 and 9.2 Pay Policy) please contact your named [HR Business Partner](https://portal.nottscc.gov.uk/communities/hrguidance/Document%20library/Forms/AllItems.aspx?RootFolder=%2fcommunities%2fhrguidance%2fDocument%20library%2fContact%20List%20for%20HR%20Team&FolderCTID=&View=%7b57BB8C76%2dC99E%2d471A%2dA6BE%2d680FF1421233%7d).

Up until September 2024, the arrangements for pay progression for teachers paid on the

MPR, UPR and UTR took effect in September 2014 when pay progression, differentiated

and attributable to an individual teacher’s performance became law. Revised leadership

arrangements took effect for all appointments on the same date and these have previously

been incorporated into the policy and appendices.

The pay policy introduction paragraph 1.4 sets out the changes to the STPCD since 1

September 2024. Since the start of the 2024-25 academic year, the requirement for

appraisal objectives and the appraisal process to lead to performance related pay outcomes

for teachers and leaders has been removed from the School Teacher’s Pay and

Conditions Document (STPCD) and is intended to minimise the impact on workload for

individual teachers, line managers, school leaders and governors.

There is no change to the statutory requirement for teacher appraisal as set out in the

Appraisal Regulations 2012, and the current School Appraisal Policy, Guidance and Toolkit

Documents have been updated in line with this new approach. The statutory

requirement to make a pay decision for every teacher and leader following the completion

of the appraisal process remains. The following points are important:

1. Pay decisions for the outcome of the 2023-24 academic year, were based on the requirement for performance related pay progression as set out in the September 2023 Pay Policy and in accordance with the School Teachers Pay and Conditions Document 2023.
2. The Pay Policy 2024 set out the arrangements for pay decisions resulting from the outcomes of appraisal from the start of the academic year 2024-25 (ie from 1 September 2025) and all schools are strongly recommended to adopt the Pay Policy 2025 and associated guidance and toolkit. This means that the requirement to manage a process of performance related pay is removed and where performance concerns are identified, support as set out in the appraisal and capability policy will be provided. Pay progression will not be awarded to teachers where, within the school year, serious performance difficulties are identified, and the teacher is in receipt of focussed support within appraisal or who are in subject to the formal capability procedure.

Headteachers and Governors should be aware that lower-level performance concerns may

develop into serious performance concerns where there is evidence to demonstrate that in

spite of appropriate support they remain persistent to the required improvement in

performance over time.

There is no requirement for the governing body to revisit the pay for leadership arrangements in place unless there are significant changes to the duties and responsibilities of the post. It is critical, therefore, that the pay policy sets out clearly the pay scales for all employees and establishes fair criteria for pay progression for all teachers and support staff.

The headteacher should ensure that appraisal and pay arrangements are understood by all teachers as part of their induction. A copy of the revised policy should therefore be made available to all staff, and they should be consulted on the revisions to the policy and the guidance. As soon as individual schools have completed their consideration of the policy, toolkit and guidance, the documents should be referred to the appropriate committee of the governing body for adoption and approval. Once agreed, it will not be necessary for the policy to distinguish between emboldened and other text in the final school version. The school should complete all the blue italic sections of the policy, as set out in the Governing Body- Policy Decision Planner on the inset page to the Policy front cover.

The governing body recognises that all relevant senior leaders will need an understanding of their role, and have access to appropriate support, advice and training, in the application of these procedures. The headteacher, in conjunction with the chair of governors and the training co-ordinator, where appropriate, will ensure that, in discharging their duties and responsibilities, governors have access to support, advice and training as appropriate.

Current School Profile

In order to assess the impact of future pay decisions, schools should undertake an analysis of their current teacher profile particularly in the light of difficult budgetary conditions. Understanding the number of teachers on each pay range and pay point will show how the current budget is distributed. Turnover rates and age profiles will provide the governing body with an opportunity to undertake an Equality Impact Assessment **(see School Pay Policy Toolkit Appendix 9)** and provide an indication as to how the complement of teachers is likely to change and impact financially in future years.

**Work/life Balance**

Schools should always seek to approve policies and processes that avoid unnecessary bureaucracy for all parties concerned by, for example, reviewing the process for collecting evidence for appraisal. Policies and processes should be proportionate and be able to support robust decisions and use evidence in appraisal decisions that is readily available from day-to-day practice.

The STPCD, paragraph 52.4, states: Governing bodies and headteachers, in carrying out their duties must have regard to the need for the headteacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties including in particular, the case of teachers to whom paragraphs 51.2-51.12 apply, their duties under paragraph 51.7, and the time required to pursue their personal interests outside work. In having regard to this, governing bodies and headteachers should ensure that they adhere to the working limits set out in the Working Time Regulations 1998.

Additionally, headteachers have a duty of care to protect the health, safety and welfare of their staff under Health and Safety at Work 1984 and should ensure that staff wellbeing is routinely considered in setting appraisal objectives.

Since 2018, schools have been reminded that appraisal guidance “should be amended to ensure objectives and performance management discussions should not be based on teacher generated data and predictions or solely on the assessment data for single group appraisals; that tackling teacher workload and ensuring headteacher and staff wellbeing issues are addressed and managed effectively in the school. Pay and appraisal policies should minimise the impact on the workload for individual teachers, line managers, headteachers and governing bodies”.

**Roles and Responsibilities**

Governing Body

The governing body must fulfil its obligations to:

* Teachers, as set out in the STPCD and the Burgundy Book – Conditions of Service for School Teachers in England and Wales; and
* Support Staff, as set out in the NJC Green Book – Local Government Services National Agreement on Pay and Conditions and the application of the Nottinghamshire Job Evaluation Scheme.

The governing body has the following responsibilities in determining pay;

1. Consider and adopt appraisal and pay policies and any updates which are robust, transparent and fair.
2. Ensure appraisal and pay policies minimise the impact on headteachers and teacher workload.
3. Consider recommendations from the headteacher and determine the extent to which specific functions should be delegated to the appraiser, the headteacher and the governing body.

The governing body should establish the following committees;

* **Pay Committee** – set up in accordance with the school delegated Decision Planner. The terms of reference for the Pay Committee are set out in Pay Policy Toolkit Appendix 13.
* **Pay Appeal Committee** – specifically for Stage 3 of the Pay Appeals Process. The terms of reference for the Pay Appeals Committee are set out in Toolkit Appendix 14
* **Headteacher Appraisal Committee**

The School Governance (Procedures) (England) Regulations 2003 allow the governing body to delegate pay recommendations, based on the outcome of the appraisal cycle to the headteacher or a single governor. Governing bodies should consult their articles of governance to ensure that arrangements are properly set up for the school and the local authority advice is that the governing body should delegate the powers to a committee, comprising of three governors (the Pay Committee), who should make decisions in accordance with the school pay policy.

There is no requirement for the composition of the governing body pay committee (if there is one already established) to be revised because of these responsibilities. All members of the governing body, including teachers and support staff governors, carry equal responsibility for decisions taken by the governing body. However, consideration should be given to any issues relating to potential conflict of interest. In general, staff governors should not be excluded from meetings or given restricted voting rights, where matters relating to pay are discussed unless this refers to named individual(s). For this reason, staff governors, or relatives of staff, should not be on the Pay Committee. Governors should satisfy themselves that any recommendation/decision are made without any pecuniary interest and based on evidence and in accordance with this policy, and that correct procedures are followed.

Where pay decisions are considered, the relevant committee should familiarise themselves and have access to a copy of the school’s Pay Policy, the Appraisal Policy and the most recent version of the STPCD and associated guidance. All pay decisions should be carefully documented with a clear audit trail and, where necessary, advice should be obtained from the HR Service prior to decisions being taken.

1. Be accountable and ensure that pay decisions and the appraisal process for all teachers including the headteacher and the leadership team, are applied consistently and can be objectively justified. Governors **must** consider and where appropriate, approve increases to teachers’ salaries based on recommendations from the headteacher and the senior leadership team in accordance with the STPCD and their pay policy. Bearing in mind the need to minimise workloads, the governing body must decide what information it requires from the headteacher so that it can be satisfied that all pay recommendations are transparent, fair, can be justified and comply with equalities legislation. Reports (**Toolkit Appendices 2, 2A, 8 and 9**) will be key pieces of evidence to enable a governing body to account for its decisions, if challenged by individual members or groups of staff, trade unions and/or Ofsted.
2. OFSTED - when Ofsted inspect your school, the head teacher/governing body will no longer be asked to supply anonymised information relating to the last three years which shows the proportion of teachers who have;
3. Progressed along the MPR;
4. Progressed to and through the UPR;
5. Progressed along the leadership pay range, including the head teacher; and
6. Received additional responsibility payments, such as TLR and SEN allowances.

However, the Governing Body itself, must uphold the principles of good financial management, to ensure all pay decisions for teachers and support staff are robust.

1. Ensure processes operate fairly - Monitor the outcome of pay decisions, including the extent to which different groups of teachers progress at different rates - (See also guidance in Monitoring and Review paragraph 30.0). The school is advised to produce information demonstrating patterns of progression through different salary scales and comparisons between departments and/or key stages. This information should be considered annually by the governing body and a record kept of resultant actions (**Schools Pay Policy - Toolkit Appendix 9**).
2. Budget - There is an expectation within the STPCD that teachers will progress each year to the maximum of their pay range and that all schools should take sensible financial decisions. Governing bodies should ensure that budget implications are considered and that pay decisions are affordable in the long term. The governing body should ensure that sufficient funds are allocated for pay awards and pay progression for all eligible staff and must not set a budget which artificially seeks to limit the number of teachers able to secure pay progression. The governing body should therefore receive information from the headteacher about the profile of the staff on an annual basis to understand how the pay budget is distributed so that it can assess the anticipated additional annual cost at the end of the appraisal cycle. For example, this information would show what proportion of staff are at the maximum of the MPR, UPR or UTR.
3. Ensure that the appropriate members of the governing body are competent and appropriately trained in the relevant procedures, policies and toolkits.

Headteacher

The headteacher, in conjunction with the senior leadership team, should;

1. Develop and establish clear arrangements for pay decisions and inform staff of the implications and expectations of the appraisal and pay policies to minimise workload for staff;
2. Submit any updated appraisal and pay policies to the governing body for approval;
3. Ensure that all teachers are informed of the policies and that effective appraisal arrangements are in place;
4. Ensure that all appraisers have the knowledge and skills to apply procedures fairly;
5. Ensure that all teachers are appraised in accordance with school policy and relevant regulations;
6. Submit pay recommendations, resulting from appraisal, to the pay committee for teachers based on pay ranges previously determined by the governing body;
7. Submit pay recommendations for support staff based on the grading determined by the school JE Scheme. The governing body must ensure it is aware of the need to avoid equal pay liability for the school by ensuring that governors understand the [Guidelines – Job Descriptions | NCC Schools Portal (nottinghamshire.gov.uk)](https://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/safer-recruitment/recruitment-and-selection/job-evaluation/guidelines-job-descriptions/)
8. Ensure the governing body has sufficient information upon which to confirm and or make pay decisions
9. Ensure that teachers are kept informed about decisions reached; and that decisions are documented;
10. Keep records of recommendations made and decisions reached to demonstrate that all judgements have been made objectively and that there is a clear audit trail of recommendations and decisions made.
11. To ensure a pay audit is undertaken each year as part of the budget planning process to check and confirm that all staff are paid at the correct rate according to their grade to ensure finances are robustly managed.

Teachers

All teachers should:

1. Engage fully and proactively with appraisal; this includes understanding what is expected of them and taking responsibility for working with their appraiser to ensure that there is a secure evidence base for appraisal to be effective.
2. Keep records of their objectives and success criteria and review them throughout the appraisal process
3. Take responsibility for collation, preparation and sharing any evidence they consider relevant with their appraiser at each stage of the appraisal cycle
4. Decide whether they wish to apply to access the UPR, have discussions with their appraiser and prepare by working towards appropriate evidence
5. Ensure they have an annual review of their performance; and
6. Undertake their responsibility for the appraisal of other teachers where required, in accordance with the school appraisal and pay policy and as delegated by the headteacher.

**Pay Policy Paragraph 2.0 – 2.3 Equalities and Equal Opportunities**

The Equality Act 2010 sets out in detail how employers must comply with the law so that they do not discriminate against employees because of a relevant protected characteristic. Discrimination can be direct, for example where a school discriminates against a female teacher because she is pregnant or, indirect where actions by the school are potentially unlawful in circumstances where the pay policy, though applied equally to all teachers, might disadvantage a particular group.

2.3 Schools are strongly advised to undertake the equality analysis **(Toolkit Appendix 9**) but ensure that the process is not unduly burdensome. The governing Body should refer to the detailed DfE guidance <https://www.nottinghamshire.gov.uk/media/116789/4-dfe-guidance-the-equality-act-2010-and-schools-may-2014.pdf>. See also paragraph 30.0 for guidance on the Monitoring and Review of the policy.

**Pay Policy Paragraph 3.0 - Impact of Absence during the Appraisal Cycle**

Where absences occur during the appraisal cycle, it is important that the headteacher (for teachers) and the Chair of Governors (in respect of the headteacher) seek advice from the HR Service. If the Headteacher is absent for a prolonged period, the governing body must ensure that robust arrangements for the management of the appraisal cycle for all staff in the school are put in place.

Assessing appraisal outcomes in the context of absence may create some difficulties for the appraisal process but pay progression must always be supported unless there are serious performance concerns as set out in the policy. Headteachers must be aware that a decision not to award incremental pay progression must be **evidence** based, and it is important to ensure that the rationale for any decision is properly documented and recorded.

Maternity Absence – a decision to deny an employee an appraisal review and/or subsequent pay progression because of theirabsence due to maternity leave will automatically be discriminatory and unlawful. The school must take a practical and flexible approach to conducting appraisals and in making pay decisions for women absent on maternity leave which includes situations where a teacher has been absent for part or all of the reporting year. This means that when a teacher returns to work from maternity leave, the school must give her any pay increase that she would have received, following appraisal, had she not been absent due to maternity leave, unless there are serious performance concerns. Before any decision is made about pay progression in these circumstances HR advice should be sought.

Disability related sickness absence – schools are required to consider reasonable adjustments, including obtaining Occupational Health Advice, for a teacher who is absent for disability related reasons so that they can fully participate in appraisal and have access to pay progression. Whilst there is no equivalent of the “maternity equality clause” (i.e. the clause that deems a woman to have received a pay rise to which she would have been entitled had she not been on maternity leave) in the Equality Act, a decision based on sickness absence which is disability related may also be discriminatory, where it falls under the provisions of the Equality Act (2010). Advice should be sought on all absences so that the school can evidence, through Occupational Health advice, where necessary, decisions made in cases of disability.

Absence for Some of the Appraisal Cycle

In these circumstances, the school should ensure that the absent teacher receives fair treatment whilst ensuring the integrity and robustness of the school’s appraisal and pay policies and in most cases, it should still be possible to decide of overall achievement of appraisal objectives and the relevant Teacher Standards within the current appraisal cycle. Any pay decision must be based on the **evidence** available, and the absence itself will not be a factor in determining pay progression decisions. The school should seek to minimise the bureaucracy for all involved.

**Maternity leave** - In the case of maternity leave, assessing progress towards meeting appraisal objectives before the leave began, even if this is early in the appraisal year or the period after a return, even if this is late in the appraisal year should be considered. This will include consideration of any progress that may have reasonably been expected to have been achieved during the compulsory maternity leave period. Where there is insufficient evidence during the current appraisal cycle, a judgement will need to be made about using evidence from recent previous appraisal reviews. Schools should not require teachers to use their Keeping in Touch (KIT) days for the purposes of appraisal. Schools should consider conducting appraisals prior to individuals departing on maternity leave, even if it is early in the appraisal year and base any appraisal on the evidence to date in that appraisal year. Account may also be taken of appraisal evidence in previous appraisal periods if there is little evidence to go on in the current year. Pay progression may only withheld where there is evidence of serious performance concerns. Before any decision is made about pay progression in these circumstances HR advice should be sought.

**Disability related absence** - In the case of disability related absence the school should consider the same range of options outlined above for teachers on maternity leave. When a teacher returns to work following a period of disability related absence, the school must not refuse a pay increase that the teacher would have received, following appraisal, had they not been absent for a reason related to disability, if the reason for the refusal is the teacher’s disability or the reason for the refusal cannot be objectively justified. Advice from your HR Business Partner and Occupational Health provider must be sought to establish whether the absence is disability related, and support provided to the employee as required. Pay and appraisal policies should incorporate the consideration and implementation of reasonable adjustments to provide an equal opportunity to participate in appraisal and access to training and pay progression.

Absence for all of the Appraisal Cycle

In the case of maternity leave or disability related sickness absence, where the employee is absent for the whole of the appraisal cycle (or such proportion of it rendering it impossible to assess progress against the appraisal objectives), then a judgement on appraisal outcomes should be made on how the employee would have achieved had they been present. This should be done by considering previous experience based on the last one- or two-year’s appraisal reviews.

In both circumstances, the employee’s appraisal objectives should have already been adjusted to consider any reasonable adjustments that need to be made in terms of expected performance/outcomes. Where an employee is absent through sickness for a reason that is not disability or maternity related and remains absent for all or the majority of the appraisal cycle then pay progression should be awarded unless there are serious performance concerns. In terms of appraisal, where sickness absence occurs during the appraisal cycle it will be necessary to assess the extent to which the teacher has demonstrated that the objectives set have been met at the annual appraisal review.

**Pay Policy Paragraph 5.0 - School Pay Structure, Job Descriptions and Job Evaluation**

Detailed guidance to assist decision making relating to the teachers’ pay structure is available to governing bodies in the updates on the Schools Portal Pay Policy.

**Support Staff Pay award effective from 1 April 2025**

Support Staff pay rates and grades are subject to national pay bargaining and the governing body is obliged to follow the NJC pay structure as adopted by the Local Authority. The national pay award for 2025/6 for school support staff (those employed under Green Book conditions) was agreed on 23 July 2025 and information included in the letter to schools dated 25 July 2025.

The governing body must comply with the law and ensure that all support staff posts are properly evaluated within the JE Scheme to ensure that the school has an equality proofed pay system. This enables the governing body to demonstrate, in a robust and transparent way, its legal compliance with single status and equality pay legislation.

All community school governing bodies must apply the Nottinghamshire JE Scheme consistently (non- community schools should approve an appropriate scheme) to maintain trust and integrity in the schools’ pay system. Schools who fail to observe this basic legal requirement will be in breach of their legal responsibilities and be liable to pay any compensatory costs because of Employment Tribunal or other court action from their own budget.

**Paragraph 5.4 – 5.7 – Support staff Job descriptions**

All schools must ensure posts are graded properly by the JE Team ([**je.team@nottscc.gov.uk**](mailto:je.team@nottscc.gov.uk)**)** in accordance with the [Guidelines – Job Descriptions | NCC Schools Portal (nottinghamshire.gov.uk)](https://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/safer-recruitment/recruitment-and-selection/job-evaluation/guidelines-job-descriptions/) available on the schools portal. The guidance supports the current suite of template documents including job descriptions and basic person specifications. See all Recruitment and Selection updates on the Schools Portal here: [Recruitment and Selection. If you are in any doubt that all support staff posts have been subject to the job evaluation process, then please contact the team.](https://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/safer-recruitment/recruitment-and-selection)

**Pay Policy Paragraph 6.0 - Determining the Pay Range and Allowances**

Paragraph 6.2–6.9 – Headteachers

In determining the pay for headteachers, the governing body should have oversight of the entire role, and all the paid responsibilities attached to it. This will ensure that it can make fully informed decisions about the level of pay and consider the implications for the pay of all other leaders and staff in the school.

The governing body should ensure that the level of pay under consideration is affordable and sustainable within the budget and be certain that proposed pay recommendations and subsequent decisions, including leadership pay are sustainable long term. The governing body should then follow the three-stage process set out in Appendix 1 and 2 of the Toolkit. Appendix 1 is designed to guide governors through the pay determination process. Crucially, it will enable the governing body to properly document and evidence transparency in the pay determination.

In setting the headteacher’s pay range, the appropriate committee of the governing body must assign the school to a headteacher group and determine the seven-point (IPR) range. The range should **only** be reviewed:

1. on appointment, or
2. if there are significant changes to the duties and responsibilities of the post including where there is a significant increase or decrease in pupil numbers or where the head teacher becomes responsible and accountable for more than one school in a temporary collaboration or permanent federation.

In reviewing the pay range, the governing body should not consider the current salary of the serving headteacher. The governing body is required to consider the following:

1. The school unit total;
2. All of the permanent responsibilities of the headteacher role;
3. Any challenges that are specific to the role;
4. All other relevant considerations; and
5. Affordability.

The determination must be made in line with the current STPCD and advice issued by the Local Authority. Unless in exceptional circumstances, it is no longer permissible to set an IPR outside of the school’s group size as determined by the pupil numbers on roll and the provisions of the STPCD. In the case of a new appointment to headship, the governing body may wish to consider the extent to which the leadership pay reflects how closely their preferred candidate meets the requirements of the post. In setting or revising the IPR the governing body must always ensure that there is appropriate scope within the range for performance related pay progression over time.

There is no need to routinely re assess the pay or allowances for an existing headteacher or members of the leadership team. The pay of those in leadership positions should only be reviewed where there are significant changes to duties, accountabilities, and responsibilities of the post. As such, a reassessment should not be automatic, for example just because the head teacher or other senior leader has reached the top of their pay range.

Changes in pupil numbers

This may include fluctuations in pupil numbers which may affect the range within the group or the school group itself or where the post accrues/loses significant responsibilities. Where the school’s group size is reduced due to a reduction in pupil numbers the headteacher’s pay range (IPR) should be reviewed and the headteacher may be placed on a protected salary (see policy and guidance paragraph 25). Where the unit total of the school is expected to rise or fall after the date on which the school group assignment is due, the governing body may instead assign the school to an appropriate group which would result after the expected change in pupil numbers has taken place (STPCD 8.1). However, in such circumstances no assignment may be made by the governing body until the local authority has been consulted (STPCD 8.2). Please seek advice from your HR Business Partner in these circumstances.

Paragraph 6.8 – Headteacher Appointments to More than One School

The HR Service provides additional separate guidance for schools making new headteacher appointments to collaborating or federating schools. The HR Service, Governing Body Services and the Education Improvement Service also provide support and advice to schools entering collaborative working arrangements on either a temporary or permanent basis. (See Pay Policy Appendix 2b – Headteacher Appointments to more than one school). Please contact **Governor Services** for a copy of the **local authority toolkit** in the first instance.

Paragraph 6.9 - School Collaboration Agreements

The School Collaboration Agreements provide schools with scope for establishing innovative leadership solutions on both a permanent and temporary basis. The EIS, Governor Services and the HR Service will jointly advise and support governing bodies on the most appropriate options available. In situations where the school appoints a headteacher or other staff in leadership positions on a temporary basis, the contractual position should be set out carefully and clearly in writing by the school to the employee(s) involved. In establishing any fixed term contracts, the governing body should map out the impact of any temporary arrangements on substantive posts and contracts should include the necessary clauses to enable the early termination of these appointments should this be necessary. Where the headteacher is appointed on a temporary basis to turn around a school assessed to be vulnerable to a poor Ofsted judgement or a school that is judged as requiring improvement or special measures, the governing body will need to determine whether the achievement of appraisal objectives and the level of reward associated with that should be assessed over a shorter or a longer timescale than would normally be the case. A recommended [template for Executive Headteacher/Head of School job description](https://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/safer-recruitment/recruitment-and-selection/job-descriptions) is available.

Temporary Headteacher Appointments

Where there is a vacancy in the post of headteacher and it is not possible to appoint a deputy or another member of the leadership team to the position of acting headteacher, a headteacher of another school may be appointed to be responsible and accountable in addition to their continuing role at their own school.

The temporary arrangements should be regarded as acting headship on a temporary basis for as long as arrangements are made for a permanent headteacher to be recruited or to make alternative arrangements for the governance of the school. This may include consideration of amalgamation or establishing a hard federation. Where temporary arrangements of this sort are put in place it is expected that this will be time limited and subject to regular review and the maximum duration should normally be two years.

The governing bodies of each school should establish how the temporary arrangements will work in practice and how they will be ended. The employing school will issue a temporary fixed term variation of contract, and this will specify that in addition to their substantive post, the headteacher is employed additionally as headteacher of the additional school(s). At the end of the fixed term variation the headteacher will revert to their substantive post at their own school. Under the Collaboration Regulations the governing bodies may arrange for a Joint Executive Committee (JEC) made up of governors from all the schools involved to be established to oversee the fixed term arrangements. This joint committee should have delegated power to deal with the pay and appraisal of the headteacher and other relevant staffing issues.

[The School Governance (Collaboration) (England) Regulations 2003 SI 2003/1962](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/278077/Guidance_on_the_School_Governance_Collaboration_Regs_2003.doc.pdf)

This joint committee should also have delegated power regarding the financial arrangements which will apply during the collaboration period. For example, the joint committee should determine the proportionate costs of the EHT role and any payment based on temporary additional responsibility for teachers, other than the headteacher, in each school, and the arrangements for reviewing and ending those payments. Advice should always be sought from EIS, Governor Services, and the HR Service in setting up collaboration agreements and in setting pay.

The joint committee should also take account of the circumstances of each school and the workload implications, including the extent to which the headteacher is likely to be absent from the individual schools. Any temporary payments made under paragraph 10.1 to 10.4 of the STPCD, and paragraph 23.0 of the Nottinghamshire Pay Policy should take account of the full responsibilities of the post. Where there is a deputy headteacher in the school, the governing body should consider whether it may be more appropriate to increase their pay range temporarily to take account of the increased responsibilities in the absence of the headteacher. Additionally, a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment; and in the case of a classroom teacher where none of those are appropriate, the joint committee may consider the use of additional payments as set out in the STPCD at paragraph 26.1(d) and paragraph 22.0 of the Nottinghamshire Pay Policy. The JEC is accountable for ensuring that any payment for additional responsibilities is in line with the provisions of the Document and the school’s pay policy, transparent, appropriately authorised as per the articles of government and properly recorded using Appendix 2a, b or c in the Pay Policy Toolkit.

Where the arrangement for the headteacher 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.

Paragraph 6.10 – Deputy and Assistant Headteachers

In determining the five-point individual pay range and reviewing the salaries of other posts on the leadership pay range, the governing body should give due consideration to the following factors:

1. The duties, responsibilities, challenges and demands of the individual leadership post which considers the need to ensure pay equality for posts of equal job weight and responsibility
2. Pay differentials within the school between the headteacher and other members of the leadership group, leading practitioners and other senior teachers considering differing duties and levels of responsibility and challenge within the school structure. Where more than one leadership post is established the individual post range will be determined separately
3. Advice and guidance from the local authority, HR Service and/or Education Improvement Adviser as appropriate*.*

The governing body should take care not to allow the leadership pay ranges to overlap with the headteacher IPR, which should be separate. In the case of an appointment to a deputy headteacher post, the post holder is responsible for discharging, in full, the responsibilities in the absence of the headteacher. Where the absence exceeds a period of four weeks, the deputy should be paid in accordance with acting up arrangements outlined in paragraph 19.0 of the pay policy.

Paragraph 6.15 – 6.16 Leading Practitioner

The governing body should be satisfied that the lead practitioner can demonstrate excellence in teaching and be able to model and lead the improvement of teaching skills. There are no national criteria for appointment to this post, so local authority guidance is provided in this section.

Advertisement should be made according to the school’s recruitment and selection policy and the appointing panel should ensure that the successful candidate has a sustained track record of successful and sustained teaching on the upper pay range and can demonstrate excellence in teaching and have contributed to leading the improvement of teaching skills throughout the school.

The headteacher is responsible for determining whether the post(s) should contain an element of outreach but there is no requirement to contain this provision. Where this is a requirement, the teacher appointed to a leading practitioner role may be required to act as a lead practitioner in other schools or to support teachers in other schools as necessary. The governing body may determine that different leading practitioner posts in the school are to be paid at different individual post ranges. Appointment should normally be made to the minimum of the range and there must be scope for individual performance related pay progression over time. (STPCD paragraph 16) In determining the five-point individual pay range for a leading practitioner post the governing body should give due consideration to the following factors;

1. The duties, responsibilities, challenges and demands of the individual post which considers the need to ensure pay equality for posts of equal job weight and responsibility
2. Pay differentials for other leadership and leading practitioner posts of differing levels of responsibility and challenge within the school structure. Where more than one post is established the individual post range will be determined separately
3. Internal pay relativities for all other teaching / leadership posts of differing levels of responsibilities and challenge within the school structure.
4. That the post holder is responsible for and will act as:

* An exemplar of teaching skills
* Lead in the improvement of teaching skills in the school
* Carry out the professional responsibilities of a teacher, including any additional duties delegated by the head teacher commensurate with the level of pay.

Advice and guidance from the local authority, HR Service and/or Education Improvement Adviser as appropriate.

The post holder will take a leadership role in developing, implementing, and evaluating policies and practice within school that contribute to school improvement. These will include (to be made school specific):

1. Coaching, mentoring and induction of teachers, including trainees and ECT’s
2. Disseminating materials and advising on practice, research and continuing professional development provision
3. Assessment and impact evaluation, including through demonstration lessons and classroom observation
4. Provide targeted support (and deliver support plans) to teachers identified within the appraisal process who are experiencing difficulties.

A model outline job description for the Lead Practitioner post is attached as Pay Policy Toolkit Appendix 12.

Paragraph 6.13 / 18.0 SENCo and SEN Allowances

Appointment to the post of SENCo must be in line with the relevant legislation. Schools are required to appoint a teacher in their school who is designated as the SENCO and the requirement for them to undertake the National Award for Special Educational Needs Co-ordination has been in force since 1 September 2009.

It was originally a requirement under The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 (SI No 2945), which was amended in 2009 (SI 1387). More recently the requirement has been enshrined in section 67 of the Children and Families Act 2014 and section 49 of The Special Educational Needs and Disability Regulations 2014 (SI 1530).

The regulations do not refer to pay, and this is for individual governing bodies to determine at an individual school level. Most schools will offer a TLR or some form of incentive to the SENCo in acknowledgement of the additional responsibilities the post brings. These could be seen as being commensurate with those of a head of year or department, but it will depend upon the specific responsibilities of the post within the school. The SENCo will also often, but not always, be a member of the school’s senior leadership team (this was statutory in the original draft regulations, but government decided to make this a legal duty, and it was removed before the regulations were finalised).

Paragraph 6.17 – 6.20 all teachers - salary on appointment

The legal basis changed in 2014 and there is no assumption that a teacher will be paid at the same rate as they were paid in a previous school. Changes to the STPCD mean that the governing body is no longer bound by a pay decision taken by another school. Whilst there is no longer any statutory requirement in the STPCD for the relevant body to match teachers’ previous salaries when they are appointed to a post, it is free to do so if it chooses.

This includes the freedom to pay teachers more than their previous salary from the start of their new employment in a school. The relevant body must ensure that, when considering new appointments and appropriate levels of salary, the decisions taken regarding pay portability do not discriminate against teachers because of a protected characteristic under the Equality Act 2010.

The governing body must avoid discriminating against teachers returning to the profession following a career break whether they return to the same school or to another school. The school will carefully assess starting pay to avoid disadvantage to women teachers who have taken a break from teaching to give birth and/or to care for their children.

Paragraph 6.18 – Leadership and Leading Practitioner Appointments

All leadership appointments should normally be made to the minimum point of the appropriate 5 point pay range, except for in exceptional circumstances. The STPCD no longer stipulates that the starting salary should be no more than 3 points above the minimum (4 points in the case of a headteacher) but does stipulate that there must be scope for pay progression over time. The number and pay range for all posts paid on the leadership range should be set out in the school structure plan.

Paragraph 6.19 – MPR and UPR Appointments

The STPCD no longer requires pay portability for teachers moving between schools meaning that since September 2014, a governing body is no longer required to appoint a new teacher in accordance with their previous salary paid by another school. Schools can, if they wish, consider the current salary of the teacher in determining pay so long as it is within the advertised pay band. Schools may, therefore, receive advance calls from prospective candidates for clarification on this matter. Governors may also want to consider the school’s overall budget, the nature of the post required, the level of skill and experience required and the wider school context. There is no assumption that the teacher will be paid the same as they were in the previous school.

Where a post has been advertised at a particular pay band (see Pay Policy Toolkit Appendix 4) it is anticipated that appointment will be made to the minimum point of that pay band. Where the successful candidate is already on the minimum point of the band or above, discretion can be applied to appoint to a higher point in the band. For example, a UPR teacher applying for a band C post could be appointed on point 6 (the maximum of the MPR), depending on the salary structure agreed by the governing body.

Paragraphs 6.21 to 6.22 – Recruitment and Retention Payments Teachers Only

Recruitment and retention payments may only be made for these purposes and not for carrying out other specific responsibilities or to supplement pay. They may only be paid for a fixed period. Where a teacher is awarded a recruitment and retention payment or benefit, the school must provide written notification to set out stating:

1. Whether the award is for recruitment or retention
2. The nature of the award (cash sums, travel or housing costs etc.);
3. When/how it will be paid (as applicable);
4. Unless it is a ‘one-off’ award, the start date and expected duration of the incentive
5. The review date after which it may be withdrawn; and
6. The basis for any uplifts which will be applied (if applicable).

Paragraph 6.23 – Recruitment and Retention Payments - General

There is no set amount in the STPCD, and the governing body must determine whether they are going to pay these allowances and, if so, the value, including any non- monetary benefits for which a notional monetary value should be given. They may only be paid as an additional allowance to a classroom teacher. For a headteacher or member of the leadership team paid on the LPR this allowance must form part of the IPR calculation. There are significant restrictions on the payment of these allowances and advice should be sought. Given the requirement to review employee salaries each year, it is recommended that R and R payments are paid for one year then reviewed and paid for a maximum of three years.

**Working Time Paragraph 7**

The requirement for classroom teachers to work a maximum of 1265 hours (195 days pa) does not apply to teachers paid on the leadership range. As such, Headteachers, Deputy Headteachers, Assistant Headteachers or those paid on the Leading Practitioners Range may be required to attend their workplace during school closure periods, such as the school holidays. Any such requests should be reasonable and the subject of consultation so that any dates and times are mutually convenient and do not impinge on their ability to take time away during the school holidays or, at the very least, to access their [statutory holiday entitlement](https://www.gov.uk/holiday-entitlement-rights) of 5.6 weeks' paid leave.

**Pay Policy Paragraph 8 - Pay Reviews**

The school pay policy is required to set out how all pay decisions are made with sufficient information and clarity for an individual to understand what evidence and other factors will be considered when a pay decision is made. The governing body and headteacher should always seek to minimise the workload associated with appraisal and pay policies and ensure wherever possible, evidence required is readily available from day-to-day practice.

Paragraph 8.1 - 8.6 – Teacher Pay Progression Expectations

The governing body should expect that all staff will continue to improve their effectiveness and progress annually to the maximum of the pay range (bi-annually for UPR) and all support staff with continued performance at the required standard will progress to the maximum point of their pay range.

The 26 weeks reckonable service for teachers referred to in 8.1 is aggregate service in the previous school year and includes holiday periods and periods of absence due to sickness or maternity leave (See STPCD 2024 page 62, point 7). All pay decisions should be made as quickly as reasonably possible - a sensible approach is once all the relevant information is available to decide, that decision should be made and communicated to the employee within a month.

Paragraphs 8.7 to 8.9 – Support Staff

Where there are significant changes to duties and/or responsibilities the governing body should consider whether not this will impact on the grade and be incorporated into the school structure plan. Where changes are required and agreed by the governing body any consequent change to the pay grading of the post **must be** subject to confirmation through the Job Evaluation process. The governing body cannot make a regrading decision on its own. Once the job evaluation process is complete, any contractual changes should be confirmed with individuals in writing. Job descriptions and the school structure plan should be updated. The governing body should include in its calendar of meetings a date to review the support staff structure. A failure to follow this process, leading to the school increasing the grade of support staff without a formal reassessment will leave the governing body at risk of an equal pay claim. In these circumstances the governing body would be responsible for paying any fines or compensation out of their own budget. The following must be followed - [Guidelines – Job Descriptions | NCC Schools Portal (nottinghamshire.gov.uk)](https://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/safer-recruitment/recruitment-and-selection/job-evaluation/guidelines-job-descriptions/)

To qualify for an increment, support staff must complete 6 months service on first appointment if there are less than 6 months to the normal April increment. For example, an employee starting in a new post on 1 January will become eligible for an increment on 1 July and subsequent incremental progression will be on 1 April.

**Pay Policy Paragraph 9.0 - Pay Progression – Teachers**

Paragraph 9.0 – 9.2 General

The governing body (Para 9.2) must consider annually whether to increase the salary of all teachers, including those paid on the leadership range. A teacher will only qualify to be considered for pay progression where they have completed the required period of employment during the previous school year (26 weeks) since the previous pay determination date (1st September). The 26 weeks is aggregate contracted employment during the previous school year and includes any holiday periods and periods of sickness, maternity, paternity leave where the qualifying legal entitlements exist. This means that following an individual teacher’s or headteacher’s annual appraisal and, subject to the provisions of the pay policy, all teachers, including the head teacher should expect to receive pay progression within the maximum of their pay range. Pay progression will not be awarded to teachers, where within the school year, serious performance concerns are identified, and the teacher is in receipt of focussed support within appraisal or are subject to the formal capability procedure.

The governing body must consider the pay recommendation of the appraiser in making their decision on pay progression for all teachers. The Nottinghamshire Schools Appraisal Toolkit is updated every year and is available to schools who attend the annual training. The latest version provides supporting appraisal documentation and Appendix 5 - Example Appraisal Pro forma *(updated November 2024)*

The governing body is responsible for the integrity of the pay/appraisal process and ultimately accountable for the effectiveness of the way in which this process supports the professional development of teachers to raise standards and expectations in their school. The appraisal statement for each teacher should be clear and specific so that all teachers are clear at the start of the year what level of performance is required, based on their roles and responsibilities. Governors should ensure that appraisal quality assurance is robust.

The school’s portal contains links to the revised Nottinghamshire School Pay and Appraisal Policies and Guidance for the current academic year.

**Performance Related Pay decisions 1 September 2025**

**Action required by the school – Appendix 3a**

1. The governing body should adopt the revised Pay Policy 2025; the Pay Policy Toolkit 2025 and the Appraisal Policy, Guidance and Toolkit 2025. Headteachers should review the policy and refer to it the relevant committee of the governing body for adoption according to the schools’ delegated Decision Planner. In most schools this is the P&P/Pay or equivalent committee and will normally require a minimum of three governors, excluding staff representatives**.**

2. The relevant committee should apply the basis of pay progression as set out in paragraph 9.0- 9.7. Incremental pay progression decisions for all teachers are still required in accordance with the Appraisal Regulations 2012.

3. The Headteacher should then share this governors’ decision with all teachers and ensure that appraisers discuss this in meetings with appraises so that the wording and basis of objectives and success criteria are clear.

4. It is important to remind headteachers that the purpose of this advice is to ensure that appraisal processes are robust and based on objective criteria.

Paragraph 9.3 – 9.6 Teachers Paid on the Leadership Pay Range

These paragraphs set out the pay progression arrangements for head, deputy and assistant headteachers paid on the leadership spine. The Pay Policy previously separated out the arrangements for headteacher pay progression from other leadership positions (deputy headteachers and assistant headteachers) but as per the STPCD paragraph 11.2, these have now been combined. Teachers paid on the leadership pay range who have completed a year of employment since the previous pay determination can expect to progress within the range for the post determined by the governing body unless serious performance concerns are identified and are in receipt of focussed support within appraisal or subject to the school’s capability procedures (**See Appraisal Toolkit – Appendix 5 Example Appraisal Pro Forma)**

Paragraph 9.7 – The Role of the External Advisor (Headteacher appraisal only)

The role of the external advisor to support the governing body in the headteacher appraisal process is set out in the school’s Appraisal Policy. In relation to pay decisions for the headteacher the external advisor should provide professional advice on whether, there has been a “sustained high quality of performance within appraisal. However, it is the governing body’s responsibility to determine the pay of the head teacher considering STPCD paragraph 11.2 and paragraph 9.4 of the School Pay Policy. It is the responsibility of the governing body (not the external adviser) to determine the IPR for the school and any advice on re calculating the IPR in accordance with the Pay Policy should be sought from the HR Service.

Those schools who decide to appoint a local authority (EIS) approved / trained external advisor for headteacher appraisal can be confident that the person meets the following criteria:

* Is fully aware of current Ofsted priorities for schools and the latest changes to the inspection framework
* Is fully trained on the Nottinghamshire and statutory requirements in relation to pay, appraisal and capability; and
* Is fully trained to set objectives and success criteria based on statutory and school assessment.

Headteacher Appraisal support documentation has been fully updated and is available to schools who use members of the council EIS team as their external adviser. The EIS provides expert consultants who can act as an External Adviser in respect of Headteacher appraisal who are fully trained to meet all the above criteria. Maintained and other schools adopting this policy are strongly advised to ensure that a local authority accredited adviser is employed by your school for this purpose. Please contact [info@em-edsupport.org.uk](mailto:info@em-edsupport.org.uk) for more information).

All teachers should expect to progress up the pay MPR and UTR and pay progression will only be withheld where serious performance concerns are identified, and the employee is in receipt of focussed support within appraisal or subject to the school’s capability procedures.

Paragraph 9.5 – Headteachers Pay Progression

The Nottinghamshire Appraisal Toolkit Appendix 5 sets out an Example Appraisal proforma. For teachers and those schools who choose to select the EIS, NCC Services to provide External Advisor Support will be provided with the necessary forms as part of a toolkit to manage headteacher appraisal. Suggested framework for headteacher objectives is set out in the School Appraisal Guidance document. The committee convened to consider recommendations for Pay Progression should be as per the school decision planner.

Paragraph 9.11(b) – All other Teachers Pay Recommendation Process

The arrangements for other leadership and teacher appraisal and consequent decisions on pay progression are as set out in the Pay Policy paragraph 1.4 and 9.2. The Nottinghamshire Appraisal Toolkit Appendix 5 sets out an Example Appraisal Pro Forma.

Once the review process is complete, the process for making pay decisions requires the headteacher to present a report to the Pay Committee determined by the governing body as per the school decision planner. The report should contain sufficient information to enable the committee to carefully consider, understand and then ratify the recommendations. **Appendix 8 of the Pay Policy Toolkit** sets out a suggested template for the Headteacher’s Report to Governors.

The headteacher (where the headteacher is not the appraiser) will review recommendations made by the appraiser (See Appendix 5 – Example Appraisal Pro forma of the Nottinghamshire School Appraisal Toolkit). The school should ensure that teacher governors, relatives of staff or other staff governors are not members of any Pay Committee making pay decisions.

Paragraph 9.13 – Focussed Support Plans within appraisal and Capability

Where the teacher has been subject to additional focussed support within appraisal and/or subject to the school capability procedures, the teacher will not normally be considered for pay progression. However, due regard should be given to the specific circumstances and considered on a case-by-case basis by the appraiser (in making the initial recommendation) and the headteacher (in moderating all recommendations for pay progression). The exception to this being, if during the appraisal cycle, the period of the focussed support plan or monitoring and support within the capability procedures has ended and the teacher has improved their performance to the required standards for a sustained period of 26 calendar weeks prior to the pay review date (1st September) it may be that the school decides that the teacher may be considered for pay progression, so long as the performance concerns are resolved and the teachers overall performance is regarded as consistently good.

Where there is a decision not to award pay progression and this a result of concerns about the standards of performance this should never come as a surprise to the teacher. It is expected that performance concerns will have been raised verbally and in writing with the employee following a formal appraisal review meeting(s) (and where required additional meetings) during the appraisal cycle. This should be evidenced by a record of discussion / meetings and a cycle of additional focussed support and/or the commencement of the capability procedure.

**Pay Policy Paragraph 10.0 – Early Career Teachers (ECT’s)**

An Early Career Teacher (ECT) has no automatic entitlement to pay progression on completion of their first year of the statutory induction programme. In the same way as other teachers in the school, ECT’s will be considered for pay progression at the next 1 September, subject to being on track to successfully complete the first year of the two-year induction programme. In normal circumstances an ECT who successfully completes their first and second induction year in the cohort September to July or as in Nottinghamshire January to January will be eligible for pay progression in the subsequent September based on evidence from the induction period. From 1 September 2025, reducing mentor workload by streamlining the training requirement from 2 years to 1 year, and introducing mentor session materials so mentors can spend their valuable time supporting their ECT, rather than planning and creating resources.

**Pay Policy Paragraph 11.0 - Movement to the Upper Pay Range**

The UPR is a higher pay range for teachers who meet the STPCD statutory requirements and as set out in the Pay policy. Individual teachers should decide if they wish to formally apply to be paid on this range. If they do, this commitment should be reflected in the preceding years appraisal objectives so that they can demonstrate, on application, that they are working to the required standards. There is still an expectation therefore, of performance related pay progression in the application to UPR. It is important that schools and staff are aware of the importance of a clear evidence trail so that staff understand the importance of having two years evidence of significant and sustained contribution. There is a potential danger for staff that an application may be compromised if there has not been a rigorous process allowing the teacher to work towards and then demonstrate through evidence that the statutory requirements for progression are met.

However, it is an individual teacher’s responsibility to provide the relevant information from the appraisal cycles and that they meet the statutory requirements. All applications from teachers to move from the MPR to the UPR from September should have regard to the two most recent consecutive results of reviews or appraisals under the 2012 regulations, including any recommendation on pay or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria for a period of two consecutive years (including the current) to access the UPR. Evidence provided by the teacher should relate to their current school. Where a teacher has been employed at another school for part of the two-year assessment period, they will be required, where there is compelling evidence to consider progression to the UPR, to provide evidence from their former employer.

The criteria for progression to the UPR are set out in paragraphs 11 to 11.14. The headteacher should initially moderate all UPR applications to ensure consistency before making a formal recommendation to the governing body. It is the professional responsibility of the headteacher to advise the governing body whether a teacher who applies to be paid on the UPR should be paid on that range. This responsibility may be delegated to the deputy head, assistant head or other member of staff having due regard to the nature and extent of their management responsibilities.

In considering the teacher’s two most recent appraisal reports, the governing body should consider each of the assessments and the recommendations made in them to determine whether taken as a whole, the evidence demonstrates that the teacher meets the criteria set out in the School Pay Policy paragraph 11.6 (a) and (b). Important – the policy states UPR progression is where, “normally teachers will have reached the maximum of the MPR”. However, it is important for headteachers and governing bodies to be aware that the STPCD states that there is no barrier to movement onto the UPR based on length of service so there is no requirement for a teacher to be at the top of the MPR. Once a teacher has progressed to the UPR appraisal objectives should reflect the level of performance and teachers must continue to demonstrate they develop professionally and meet the statutory UPR criteria on an ongoing basis.

Paragraph 14 of the STPCD sets out conditions where a teacher must be paid on the UPR range and where a teacher may be paid on this range. The governing body must pay a teacher on the UPR if the teacher is employed in their current school.

1. As a post threshold teacher and there has been no break in continuity of employment
2. Successfully applies to be paid on the UPR in accordance with the school pay policy and there is no break in continuity of employment.
3. As a member of the leadership group (or as a lead practitioner) in the school and will not be paid on the leadership pay range (or lead practitioner pay range); and continues to be paid at the school without a break in continuity of employment, or
4. As an AST or ET under the 2012 STPCD and has not been assimilated onto the leading practitioner pay range.

In cases c and d above, salary safeguarding may apply if this happens following a compulsory restructure. However, if the teacher voluntarily applies for a lower post within the school salary safeguarding will not apply. If the headteacher or governing body receives a request from a teacher paid on the UPR to step down to the MPR, thereby relinquishing their UPR pay, and responsibilities advice should be sought from the HR Service before the request is fully considered. It may be that this request cannot be supported e.g. if there is no other teacher in school capable of taking on the UPR responsibilities if they are still required. In the case of unattached teachers any decisions to pay a teacher on the UPR will apply to employment within the same local authority as per the STPCD.

Paragraph 11.2 – UPR and Employment in More than One School

Teachers who are simultaneously employed to teach at more than one school may make separate applications to each school and each governing body will make its own assessment. Decisions by one school are not binding on another.

Paragraph 11.13 – UPR Feedback

Where UPR progression is not supported, feedback should be provided verbally as soon as possible and followed up in writing

Paragraph 11.4 – UPR and Maternity Leave and Sickness Absence

The governing body should ensure that any teachers who have had periods of absence are treated equitably and avoid any discriminatory practice. Guidance from the DfE states that continuity of service means with the same school not continuity of employment in a different school where the LA is the employer. A break in continuity of employment would not include, for example, a period of maternity leave, sick leave or TUPE transfer on conversion to an academy. Should this point require further clarification please refer to the guidance on absence due to maternity or sickness/disability in paragraph 3 of this document and contact your school HR Business Partner.

**Pay Policy Paragraph 13.0 - Unqualified Teachers**

In determining the pay of unqualified teachers, the governing body must consider the provisions in the STPCD and it is anticipated that unqualified teachers will commence employment at the school on the minimum point of the UTR. Pay progression is in line with paragraphs 9.5 (b) of the Pay Policy.

Teachers who hold qualifications from overseas, which are commensurate with Qualified Teacher Status (QTS), should be paid as qualified teachers. NARIC is an organisation that will provide overseas teachers with confirmation their qualification is equivalent to QTS or, if not, what the teacher should do to obtain QTS.

**Pay Policy Paragraph 14.0 - Supply Teachers**

Supply teachers employed directly by the school should be on the same pay range applicable to all other teachers in the school (Pay Band A, B, C or D). However, salary portability does not automatically apply to a supply teacher and a school is no longer required to pay a supply teacher at their pre 31.8.13 determined salary. A teacher employed on a supply basis must not be paid more in respect of that period of employment than would have been paid had the teacher been employed in regular employment throughout the period (STPCD paragraph 42.2).Where exceptionally a supply teacher has the qualifying aggregate service in the school, pay progression will be considered in line with all other teachers.

Where schools employ agency staff their employment should be compliant with the Agency Workers Regulations. Agency teachers have certain rights from day one of their assignment – including the right to be informed of permanent vacancies in the school. After 12 weeks in the same assignment, they have the right to the same “basic” pay and conditions as if they were employed directly by the school.

**Pay Policy Paragraph 15.0 - Part Time Teachers**

To ensure that the payments made to part time teachers are correct, the governing body must establish (STPCD 2024 page 43, paragraph 40.2)the proportion of the school’s timetabled teaching week for each part time teacher as a percentage of the full-time teacher’s school timetabled teaching week as set out in paragraph 7.0 and paragraph 15.0 – 15.1. The salary, allowances and all contractual arrangements for part time employees (teaching and support) must comply with the pro rata principle, the Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Equality Act 2010 and arrangements set out in the STPCD and NJC conditions of service. The pro rata principle requires part time pay to be determined according to the salary that would be paid to an employee if employed in the same post on a full-time basis. The only exception to this is the payment of a TLR 3 which must be paid in full irrespective of the teachers contracted hours. From 1 September 2025, it is important to note that the pro rata principle does not automatically apply to the payment of TLR1 or 2 as set out in paragraph 17.1.

**Pay Policy Paragraph 16.0 - Tuition**

The Local Authority has produced additional guidance for schools on the arrangements (including pay) for tutors which is available on [Schools Portal](http://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/one-to-one-tuition).

**Teachers**

The School Teachers’ Pay and Conditions Document 2021 (Section 3 Guidance document) allows for the payment of a TLR3 where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch up support to pupils lost to the pandemic. Although the STPCD 2025 appears to allow it, the HR Service **strongly advises against** the use of a TLR3 as an hourly payment mechanism for this work and the school must decide the hourly payment for catch up led tutoring in line with (a) or (b) as set out in paragraphs 22.0 -22.1 of the School Pay Policy 2025 (see also Guidance 21.0 - 21.1). Where additional tutoring is undertaken, any payment should be made on a separate individual learning agreement and based on plain rate payment.

A TLR3 should not be awarded consecutively for the same responsibility and where the TLR 3 is awarded with a fixed term of less than one year, then the total value should be determined proportionality to the annual value. Remember, the pro rata principle does not apply to TLR3’s and where a TLR 3 is awarded to a part time teacher the total value should only be amended for the period it is paid and not amended to reflect the part time hours of the individual teacher.

**Support Staff**

Where applicable, (paragraph 16.2) teaching assistants undertaking additional tuition will be paid plain time at their existing grade / rate.

**Pay Policy Paragraph 17.0 - Teaching and Learning Responsibility Payments**

Within the school’s structure plan the governing body should determine whether to establish TLR posts. The governing body may award a TLR to a classroom teacher (MPR and UPR only) for undertaking a sustained, additional and significant responsibility for ensuring the continued delivery of high-quality teaching and learning and for which the teacher is accountable. The specific responsibilities must be clearly set out in the job description.

The governing body should then determine whether these responsibilities are in line with a TLR1 or a TLR2. And determine the value of each TLR. There is no longer a need for there to be a minimum difference of £1500 in the annual TLR value between each award of a TLR1 and TLR2.

A TLR 1 or 2 may only be awarded temporarily to cover situations where the teacher in the substantive TLR post is absent, generally to cover for secondment, maternity, ill health or a vacancy pending appointment. All TLR posts should be advertised appropriately in accordance with the Recruitment and Selection Policy. The date on which the temporary TLR award will start and end, or the circumstances in which it will cease, must be included in the written appointment confirmation to the teacher. Salary safeguarding provisions do not apply to any temporary payments or TLR3 responsibility payments. Changes to the duties/responsibilities of a TLR1 or TLR2 must be subject to consultation with the teacher and any new responsibilities must be included in the job description and commensurate with the value and proportion of the TLR responsibility undertaken.

17.1 **Determination of the value of TLR 1 and TLR2 payments effective from 1 September 2025**

The updated pay policy 2025 outlines a significant change to the payment of TLR 1 and TLR 2 responsibilities to full time and part time teachers from 1 September 2025 and 1 September 2026.

From 1st of September 2025, the value of any existing or new TLR1 or TLR 2 payment may be based on the proportion of the TLR responsibility the teacher undertakes, i.e. the proportion of the full-time equivalent duty. From the 1st of September 2026, it will become a requirement that all existing and new TLR 1 and TLR 2 payments be based on the proportion of the TLR the teacher undertakes i.e. the proportion of the full-time equivalent duty. In respect of part time teachers, the governing body is therefore no longer required to calculate the value of a TLR 1 or TLR 2 in accordance with the pro-rata principle (See Pay Policy 15.1). The value of the payment for full time and part time teachers should be determined in the same way, based on the proportion of the TLR duties undertaken.

So, whilst there is no requirement for schools to adopt this proportion of duties based calculation from the 1st of September 2025, schools will, over the course of the 2025/26 academic year, need to consider the impact of this upcoming change on teachers in receipt of a TLR 1 or TLR 2, so that the school can implement the new requirements from the 1st September 2026. Schools will want to consider the impact on any part time teachers currently in receipt of a TLR 1 or TLR 2 and the impact on any full-time teachers undertaking only a proportion of the duties associated with the full TLR.

In practical terms, the new proportion of duties based calculation means that the percentage value of the full TLR 1 or TLR 2 payment received by a part time teacher may be higher than the percentage value applied to their salary and other allowances (determined in accordance with the pro rata principle) if the teacher undertakes a higher proportion of the responsibilities associated with the TLR 1 or TLR 2 (up to the full amount).

The duties agreed should be capable of being undertaken within the normal hours of the teacher whether they are employed on a full time or part time basis. The new proportion of duties-based calculation means that some full-time teachers will only receive a proportion of the full TLR 1 or TLR2 payment if they are only undertaking a proportion of the duties associated with the full TLR. In each case, the appropriate level of allowance payment and duties should be agreed between the individual teacher and the head teacher.

When advertising a TLR 1 or TLR 2 schools should ensure the positions are open to all relevant staff, irrespective of their working pattern, and schools should be open minded to practical ways that TLR duties can be split and reduced to support their being carried out on a part time basis. Schools should be particularly mindful of women returning from maternity leave on a part time basis, where they had previously held a full-time post and TLR. In these circumstances, schools should consider with the individual teacher whether, and if so how, they can continue to carry out the TLR responsibility within their part time hours.

TLR and Subject Leadership

The HR Service and EIS are clear that no one single teacher is expected to discuss subject leadership responsibilities with Ofsted on their own. In applying the requirements of the Ofsted framework. It is understood that there needs to be some flexibility in how subject leadership in schools in managed. The STPCD Guidance (Paragraph 48, 2024 states:

*“All teachers are expected to contribute orally and in writing to curriculum development by sharing professional expertise with colleagues and advising on effective practise. This does not mean a teacher can be expected to take on the responsibility and accountability for a subject area or to manage other teachers without appropriate additional payment. Responsibilities of this nature should be paid on the leadership range or linked to a post which attracts a TLR 1 or TLR2”.*

This means that schools need to be careful in how they define a teacher’s role in subject leadership where they are paid on the MPR or UPR. Whilst they can expect to be assigned to and fully contribute to the development of a specific curriculum subject / area their role must over seen by a senior teacher, paid at the appropriate rate who will retain overall leadership responsibility. A teacher should not be held fully responsible for outcomes within or across the subject / curriculum area unless they are paid appropriately.

Paragraph 17.4 – 17.5 Determining the Value of a TLR

Governing bodies should determine the value of each TLR appropriate for the post as set out in paragraph 17.1 and a decision to pay above the statutory minimum should be justified in relation to the level of responsibilities attached to the post and formally recorded by the governing body. Changes to the value of TLR’s (or a decision to remove a TLR), once set by the governing body, should only take place following a staffing structure review and once there has been a material change in the responsibilities attached to the post. TLR1/2 payments to part time teachers may (from September 2025) and are required (from September 2026) to be calculated according to the proportion of the full-time equivalent duty undertaken for both full and part time teachers and no longer need to be calculated on a pro rata basis.

The governing body should ensure that they properly record objective criteria used when determining the value of the TLR payments to ensure that any claims on discriminatory grounds (protected characteristics) can be explained and defended.

Paragraph 17.7 – 17.9 TLR3 Payments

The annual minimum and maximum payment levels as specified in the STPCD are for an individual TLR3. Where a TLR3 is awarded for a fixed period of less than one year then the total value should be determined proportionately to the annual value.

The pro rata principle does not apply to TLR 3 payments. Where a TLR 3 is awarded to a part time teacher the value should not be amended to reflect the part time hours of the teacher (STPCD page 72 paragraph 54). The governing body may therefore award the same value TLR3 to both a full time and part time teacher for work to be completed over the fixed period.

Where teachers are paid the same amount, the governing body must ensure that the contribution of both teachers is of equal value and weight to ensure value for money and to avoid equal opportunities issues. For example, a 0.5 FTE teacher awarded a TLR3 should be given twice as long as a full-time teacher where they are expected to do the same piece of work and paid at the same rate.

The non-requirement to pay a TLR3 in line with the pro rata principle makes this allowance very different to the award of other TLR’s. It is crucial to note that a TLR3 is not linked to a post in the school’s structure; rather it is for a specific piece of additional work that is time limited. Teachers may hold more than one TLR3 at any one time, the needs of the school and workload permitting.

The payment must reflect a significant additional responsibility, not required of all classroom teachers and reflect the contribution to raising educational standards in the school as set out in paragraph 17.2 of the policy. Where TLR3 responsibilities are paid at different amounts the governing body needs to determine and record the rationale. The governing body should ensure that they properly record objective criteria used when determining the value of the TLR 3 payments to ensure that any claims on discriminatory grounds (protected characteristics) can be explained and defended.

Prior to the award of a TLR3 payment the value, reason, purpose and outcome required and

duration of the fixed term payment must be agreed by the governing body before the

payment commences and then confirmed in writing to the teacher. Salary safeguarding

provisions do not apply to TLR3 payments, and the governing body should not award

consecutive TLR3 payments for the same responsibility unless that responsibility relates to

coordination of tutoring to deliver catch up support to pupils on learning lost during the

pandemic as set out in the STPCD.

**Pay Policy Paragraph 18.0 - Special Educational Needs Allowance (SEN)**

A teacher who qualifies for a SEN allowance may also hold a TLR. The governing body should ensure that employees are notified of any SEN allowance including the reason and the value. The payment should be kept under review to ensure that:

1. Teachers holding SEN allowances are not carrying out duties, tasks and responsibilities which are more appropriately carried out by support staff
2. SEN payments are not and must not be awarded for the purposes of recruitment and retention; and
3. SEN responsibilities are clearly set out in job descriptions.

Paragraph 18.2 – Determining the Value of an SEN Allowance

Differential values relating to SEN roles in the school should be established by the governing body to properly reflect significant differences in the nature and challenge of the work entailed so that different payment levels can be objectively justified between the national minimum and maximum values provided for in the national framework. Where the allowance is payable on a permanent basis general salary safeguarding will apply where there is a SEN reorganisation that results in the value of an allowance being reduced or withdrawn.

**Paragraph 18.3 - SENCO Qualification requirements**

The headteacher and governing body will be aware of the requirement since 2009, for every new mainstream school SENCO (who must be a qualified teacher) to gain a Master’s level national qualification to be a Special Educational needs Co – Ordinator (NASENCO) within 3 years of starting the job. The Department for Education announced in the [SEND and alternative provision improvement plan](https://www.gov.uk/government/publications/send-and-alternative-provision-improvement-plan), published in March 2023 that a new leadership level national professional qualification for SENCOs will now replace the existing qualification. SENCOs who have successfully completed the NASENCO will not be required to complete the new national professional qualification and the existing NASENCO will remain the mandatory qualification until autumn 2024. Aspiring SENCOs were advised to continue to sign up for the NASENCO qualification until the end of the current 2023 - 24 academic year.

The new national professional qualification became the mandatory qualification for SENCOs from September 2024. First teaching of the national professional qualification for SENCOs took place in autumn 2024. The requirement to complete training within 3 years of appointment will continue to apply. The national professional qualification for SENCOs became available from autumn 2024 and the following website updated with further details : Transition to national professional qualification for special educational needs co-ordinators - GOV.UK (www.gov.uk)

The  [The Special Educational Needs and Disability Regulations 2014 (legislation.gov.uk)](https://www.legislation.gov.uk/uksi/2014/1530/contents/made)  has also been updated to reflect the change to the mandatory qualification. If you require further information or clarity on how this might affect your school please contact [peter.higgins@nottscc.gov.uk](mailto:peter.higgins@nottscc.gov.uk) the Nottinghamshire County Council SEND Education Improvement Adviser.

**Pay Policy Paragraph 19.0 - Acting Up Allowances and Honoraria Payments**

Honorarium payments are not payable to teachers under any circumstances. The value of any “acting up” allowance payable to a teacher will be determined by the governing body (STPCD paragraph 23.3). Where a teacher is assigned and carries out the duties of the headteacher, deputy headteacher or assistant headteacher the pay determined will not be lower than the minimum of that IPR. Where any teacher acts up to a leadership post the full contractual requirements associated with the level of pay will apply (STPCD 23.6).

Paragraph 19.1 – Support Staff Honoraria Payments (Support staff only)

Where it is deemed appropriate the governing body may make an honorarium payment to a member of the support staff in line with the following:

1. The total amount payable will be calculated by assessing the proportion, expressed as a percentage, of the higher graded role that is being undertaken, and multiplying this by the difference in pay between the current and higher graded role for the period of partial acting up
2. The rate used will be the spinal column point that the individual would receive if they were appointed to the higher graded job. This will normally be the minimum of the grade
3. A payment may also be appropriate where an individual paid at Hay Band E or below undertakes work from a different job type in addition to their own role, with no additional staffing resource, and that work is evaluated on the same pay band;
4. Such honorarium payments will normally be based on 5% of the individual’s substantive pay (including any on-going salary protection) for the period of undertaking additional duties.
5. The honorarium will be paid in monthly instalments (backdated to the start of the arrangement), particularly where there is uncertainty about the likely duration.

**Pay Policy Paragraph 22.0 - Additional Payments to Teachers (other than headteacher)**

The STPCD does not stipulate how to calculate the payments set out in pay policy paragraph 22.0. It is therefore for the governing body to:

1. Determine whether such payments will be made and for what activities
2. The value of such payments
3. Make sure that the basis of all payments made to teachers is clear and are documented; and
4. Make sure they do not exceed the overall limits as set out in the STPCD.

The overriding requirement is for any additional payments allowed for under STPCD paragraph 26.1 a,b,c,d to be set out in the school pay policy and to be fair and equitable. The governing body may make payments to a teacher (not applicable to headteacher) in respect of:

1. Continuing Professional Development undertaken outside of the school day – Some teachers may not wish, or be able, to attend training courses in the evenings, at weekends or in the school holidays and the school should respect the right of individuals to make their own choice and should be voluntary. Payment to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours directed time, or the appropriate proportion for part time teachers
2. Initial Teacher Training (ITT) activities – Except for those teachers employed as leading practitioners, who may be required to carry out this duty as part of their role, teachers undertaking school-based ITT activities do so on an entirely voluntary basis. These activities might include supervising and observing teaching practice, giving feedback to students on their performance and acting as professional tutors; running seminars or tutorials on aspects of the course; and formally assessing students’ competence; planning and preparing materials for an ITT course and or taking responsibility for the wellbeing and tuition of ITT students.
3. Out of school hours learning activities – Payments to teachers who agree to participate in out of school hours learning activities should only be made in respect of activities undertaken outside of either the 1265 hours of directed time or the appropriate proportion for part time staff. Activities should require the exercise of a teacher’s professional skills or judgement.

In line with paragraph 22.0, the pay policy recommends that the additional payments a, b and c are calculated at an hourly/daily rate according to the teachers’ individual salary point. However, the governing body should consider the level of responsibility of the work and where the governing body determine otherwise, this section should be amended to set out the basis of the payment(s) agreed

The school must decide the hourly payment for teachers who work additional hours as part of the school led tuition programme for catch up. The governing body **must** decide whether all qualified teachers are paid on either:

(a) a fixed point based on MPR 6 (equivalent to the rate paid for one-to-one tuition programme for English / maths), or

(b) according to the teachers’ individual salary point subject to M6 the maximum point of the MPR.

The School Teachers’ Pay and Conditions Document (Section 3 Guidance document) previously allowed for the payment of a TLR3 where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch up support to pupils lost to the pandemic. The HR Service **strongly advises against** the use of a TLR3 as an hourly payment mechanism and payments for tutoring should be made in line with paragraph 16.0-16.3 of the School Pay Policy.

A TLR3 should not be awarded consecutively for the same and where the TLR 3 is awarded with a fixed term of less than one year, then the total value should be determined proportionality to the annual value. Remember, the pro rata principle does not apply to TLR3’s and where a TLR 3 is awarded to a part time teacher the total value should only be amended for the period it is paid and not amended to reflect the part time hours of the individual teacher.

**Pay Policy Paragraph 23.0 - Head Teacher Temporary Payments**

Where the headteacher takes on additional responsibility over and above their substantive role, the governing body may consider making temporary payments to them. The governing body should seek advice from the HR Service to ensure that the provisions of the STPCD have been properly applied. The governing body must ensure that there is a clear audit trail for any advice provided and a full accurate record of the additional responsibility, the decision made and the reasoning. The governing body should record temporary payments to the head teacher on Appendix 2c of the Nottinghamshire School Pay Policy Toolkit.

A governing body may in exceptional circumstances make a temporary payment to the headteacher of between 1% and 25% above the maximum of the salary of the headteacher group. Where this provision is applied there should be a clear audit trail and the overall limit of a payment of no more than 25% of the value of the headteacher’s salary should be seen as a maximum and not as the norm. Safeguarding provisions do not apply to temporary payments.

**Pay Policy Paragraph 24.0 - Work Outside of School**

Paragraph 24.1 – Service Provision for other schools

The Pay Policy Toolkit document includes **Appendix 15 Pay Policy Toolkit – Guidance and Forms for Payments to staff from External Income** to support the governing body to decide how best to manage this work. It contains Guidance notes and a form for completion.

Any services provided by the headteacher (or any other teacher) to another school must be formally authorised in advance by the governing body and regularly reviewed. The School Teachers pay and Conditions Document (STPCD) (Paragraph 65 – 68 (a)

– (h)) sets out that where a headteacher in one school provides a service to another school, for example as a National Leader of Education (NLE), all income derived from external sources for the work of a school’s staff undertaking service provision should accrue to the school. The governing body may determine (paragraph (g)) how much, if any, additional payment is due to the individual(s) concerned, for example where the contract requires work outside school sessions. The governing body should decide whether it is appropriate for individual members of staff to receive additional remuneration for these activities and, if so, determine the appropriate amount, bearing in mind any impact on the management of the school and payment of any consequent cover costs.

The governing body should consider the remuneration of other teachers who, because of the head/other teacher’s absence / additional role, take on additional responsibilities and activities. An additional payment should only be paid where a post accrues identified additional responsibilities and is not automatic.

The approval to undertake the work and basis of any payment, including personal remuneration, for external services, must be agreed in advance of any work being undertaken by the appropriate committee of the governing body, and set out in writing signed by the chair of governors and any members of staff involved.

Paragraph 24.1 – Work for Ofsted

This Guidance (**Appendix 15 Pay Policy Toolkit – Guidance and Forms for Payments from External Income** also provides support the governing body to decide how best to manage this work. It contains Guidance notes and a form for completion.

Headteachers who work for Ofsted do so out of their own choice but must be approved in advance by the governing body who will need to consider several important points. The additional income generated through work for Ofsted will accrue to the school’s budget and be used as income and by the school and where necessary to fund replacement cover costs and reasonable travel costs where this is not otherwise paid.

The School Appraisal arrangements provide a framework for the assessment of the headteachers’ performance in the context of their job description and their role within the school in the context of the National Standards. Ofsted work should not therefore form the basis of agreed appraisal objectives.

**Pay Policy Paragraph 25.0 - Over/Under Payments**

Overpayments

Where an overpayment is identified the timescale for recovery should be informed by the amount owing and should be agreed with the employee where possible. The absence of an agreed repayment plan should not prevent overpayments from being reclaimed but account should be taken in cases of hardship.

Underpayments

Where an underpayment is identified the school should make the required payroll changes normally immediately and no longer than two months from being made aware of the underpayment.

**Pay Policy Paragraph 26.0 - Salary Safeguarding**

Paragraph 26.0 Teachers

The arrangements contained within the STPCD for teacher salary safeguarding can be complex and it is always advisable to seek specialist HR advice. Salary safeguarding for teachers applies in the following circumstances:

* The teacher loses a post because of the discontinuance of, a prescribed alteration to, or a reorganisation of, a school
* Where, because of an agreed change to the school staffing structure, a teacher in receipt of a TLR1, TLR2, SEN or an unqualified teacher’s allowance has it reduced or removed. If a teacher is required to undertake duties at an additional level eg TLR during any salary safeguarding period**,** then the management time associated with the post should be protected for the duration of the safeguarding period.
* Where the governing body determines, following the school’s agreed restructure process.
  1. To reduce the number of members of the leadership group or teachers paid on the pay range for lead practitioners; or
  2. To lower the pay range applicable to a member of the leadership group or a teacher paid on the pay range for lead practitioners.

TLR3’s must not be subject to safeguarding after the fixed period expires nor are TLR1/2 or SEN payments awarded to a teacher under a fixed term contract for any reason, for example to cover the temporary absence of the substantive post holder. In all the above circumstances a teacher should be paid, as a safeguarded sum, the amount by which their old salary exceeds the newly determined salary.

In normal circumstances salary safeguarding will be for a period of three years from the date the teacher commenced their new role. There are circumstances by which safeguarding will end prior to the third anniversary, these are detailed in paragraph 31.1 of the STPCD and include:

* The teacher securing a post on a different pay range in the school, for example any promoted post (this does not apply to teachers moving to the UPR from the MPR);
* The teacher, following a pay assessment or further restructure, is awarded a salary which equals or exceeds the teacher’s pre-safeguarding salary
* The teacher is awarded an increased salary which exceeds the combined value of the pre-safeguarded salary and anyone (or more) of the safeguarded sums (see example’s below).

Where a pay determination leads or may lead to the start of a period of salary safeguarding the STPCD requires that the decision must be confirmed in writing, within one month of it being made to the teacher and the payroll provider. Dates for the period of safeguarding are set out in the STPCD paragraph 35.1. **Appendix 6a and 6b in the Pay Policy Toolkit** provide templates.

Where a teacher is in receipt of a safeguarded sum which exceeds £500 in total, the governing body must review the teachers’ duties and responsibilities and allocate additional duties commensurate with the safeguarded sum for as long as it continues to be paid. If the teacher refuses to carry out the additional duties the safeguarding may be terminated in writing by the governing body on provision of at least one month’s notice. Where additional duties are allocated, they should be kept under review and payroll action taken when the period of safeguarding ends.

Where teachers on a protected salary meet the person specification for new promoted posts within school, they will be expected to apply to minimise any element of their salary which is safeguarded (for example a teacher on protected salary and previously paid as an AST). Teachers formerly paid as an AST or ET will have had their salary safeguarded in line with the 2012 STPCD. These specific protections should now have ended.

Acting up or other temporary payment/allowances

Salary safeguarding arrangements do not apply to temporary payments in any circumstances.

Paragraph 26.1 Support Staff

Pay protection for support staff will be in line with the County Council’s Pay Protection Policy and will apply where:

* The grade for a post has been re-evaluated following a change in duties or responsibilities at a lower level and has a current incumbent
* A restructure leads to an employee being enabled into a lower graded post.

The employee will receive salary protection, for maintained schools in line with the Nottinghamshire County Council Scheme, currently for a period of one year, but with salary being frozen at the point at which pay protection starts, i.e., employees will not receive any subsequent incremental increases or annual cost of living pay awards. At the end of the protection period the employee will revert to the maximum spinal column point of the substantive grade of their post.

Examples of Salary Safeguarding – Teachers

The key point is that a teacher is entitled to receive the full safeguarded sum until such time as their new salary equals or exceeds the original salary and safeguarded sum combined. This combined amount is referred to as the ‘salary of reference’. All of the examples assume a 1% pay award each year.

**Example 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MPR 3 Teacher loses TLR and receives normal annual pay progression** | | | | | | |
| **Date** | **Pay Point** | | **Salary** | **Value of TLR** | **Total Salary** | **Comment** |
| 31.08.14 | M3 | | 25,420 | 2,535 | 27,955 | 27,955 = salary of reference (SoR) |
|  | | | | **Safeguarded Sum** |  | |
| 01.09.14 | | M4 | 27,650 | 2,535 | 30,185 | M4 salary does not exceed SoR |
| 01.09.15 | | M5 | 30,127 |  | 30,127 | M5 salary exceeds SoR, safeguarding ceases |

In this example the new salary does not exceed the salary of reference until 1 September 2015, at which point the salary safeguarding will cease.

**Example 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MPR 6 Teacher loses TLR following restructure but does not progress to UPR** | | | | | |
| **Date** | **Pay Point** | **Salary** | **Value of TLR** | **Total Salary** | **Comment** |
| 31.08.14 | M6 | 31,868 | 2,535 | 34,403 | 34,403 = salary of reference (SoR) |
|  | | | **Safeguarded Sum** |  | |
| 01.09.14 | M6 | 32,187 | 2,535 | 34,722 | M6 salary does not exceed SoR |
| 01.09.15 | M6 | 32,509 | 2,535 | 35,044 | M6 salary does not exceed SoR |
| 01.09.16 | M6 | 32,834 | 2,535 | 35,369 | M6 salary does not exceed SoR |
| 01.09.17 | M6 | 33,162 |  | 33,162 | Safeguarding ends after 3 years |

The salary from 1 September 2014 is M6 plus the “Safeguarded Sum” and this continues until the safeguarding period ends because at no point does the M6 salary exceed the salary of reference. If the teacher does progress to the UPR the principles of example 1 will apply.

**Pay Policy Paragraph 27 - Salary Sacrifice Schemes**

A salary sacrifice scheme is where an employee gives up the right to receive part of their salary in return for the school’s agreement to provide a benefit in kind, which is exempt from income tax.

Nottinghamshire County Council makes available to all employees a number of salary sacrifice schemes. Schools should make sure that details are made available to existing and new members of staff at the school. In addition to those provided by the county council the school may offer school-based schemes and if so, these should be included in the list.

However, please note the Local Government Association (LGA) has confirmed (14.12.21) that it is unlawful to extend the salary sacrifice scheme for teachers to anything not specified in the STPCD on the basis that this is the Document that sets out everything that a teacher can receive in the way of remuneration. This means that some salary sacrifice schemes may only be available to support staff.

**Pay Policy Paragraph 28.0 - Pay Appeals Procedure**

All employees have an entitlement to request a review or appeal a decision made by the head teacher or governing body in relation to their pay. This is exercised through the pay appeals process, which is set out in **Appendices 10(a), (b), (c) and (d).** The HR Service has produced template invitation and outcome letters to assist with the appeals process in Appendices 10(e) and (f). Once considered, pay appeals may not be reopened under the school general grievance procedure.

Where teachers submit an appeal against a pay decision, the headteacher should immediately report this to the Chair of Governors, for information purposes so that the number of pay appeals submitted can be independently monitored. Where a pay appeal is submitted, the headteachers and governing body are strongly advised to seek support and guidance from their HR Business Partner in exercising their responsibilities within the appeals process. This process reinforces the requirement for minutes, audited decisions supported by evidence gained throughout the appraisal and pay decision processes.

**Additional Guidance on STPCD Changes para 29.0**

In 2014 the School Teachers Review Body recommended that the illustrative list of 21 tasks which teachers should not routinely be expected to carry out be removed from the STPCD. This recognises that schools should still not expect teachers to undertake these duties and now form part of the statutory principles underlying the non-pay conditions. It is expected that schools will comply and will make sensible decisions how teachers best meet the needs of their pupils.

It is important for schools to be aware that the core provisions on the principles of working time, planning, preparation and assessment (PPA) time, “rarely cover” and not routinely being required to undertake administrative and clerical tasks remain unchanged. Governing bodies are responsible for ensuring full compliance with all statutory provisions.

**Pay Policy Paragraph 30.0 - Monitoring and Review**

Paragraph 2.0 of this guidance sets out the general pay responsibilities of the governing body under the Equalities Act 2010.

Paragraph 30.0 – Proposed Changes to the Pay Policy

Governing bodies as public sector employers should undertake Equality Impact Assessments (EQIA) where changes to any policies are proposed, including changes to the pay policy. The purpose of this assessment is to assess the risks and to put measures in place to avoid discrimination against employees on the grounds of their protected characteristics, as defined in the Equality Act 2010. It will also ensure that part time employees and those employed on fixed term contracts are not treated less favourably by the school. Guidance on completion of an EQIA is available on [Schools Portal.](http://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/equality-and-diversity-in-employment)

Paragraph 30.1 – Annual Monitoring and Ofsted

Despite the move away from performance related pay, the Appraisal Regulations 2012 continue to require there to be a decision on incremental pay progression. The head teacher’s Annual Pay Progression Summary Report should be presented to governors as per the schools’ decision planner. The report enables them to receive pay recommendations and provide an opportunity to challenge pay recommendation, where evidence is lacking. It is the responsibility of the governing body to make sure that pay recommendations are equitable (**Toolkit Appendix 8**).

The governing body should also receive pay related equalities information from the head teacher on an annual basis; an example is included in **Toolkit as Appendix 9 – Sample Report: Pay Progression and equalities analysis**. This report enables the governing body to monitor and identify any equality concerns to ensure that the outcomes of all pay decisions are fair and non-discriminatory. The information presented should assess the impact of the pay policy and highlight trends in progression (and non-progression) to ensure compliance with equalities legislation. Through this annual process, the governing body will be able to ensure that its pay arrangements:

* Do not discriminate unlawfully;  
  Advance equal opportunities; and  
  Promote good relations between different groups.

Schools will already produce summary employment-based information for the governing body and where this is the case should simply review the information which is already provided. A combination of an evaluation of the operation of the pay policy and analysis of data will ensure:

* There is no actual, or potential for, discrimination or disadvantage in terms of access to/eligibility for pay progression opportunities on each of the pay ranges. This process should highlight whether there are any groups of teachers who achieve pay progression, for example, because of their working pattern and the governing body should be aware whether any groups of employees have protected characteristics. If this is the case, the governing body may want to consider how adjustment may be made for circumstances in other contexts, for example absence due to disability or pregnancy and when assessing applications for the UPR
* Decisions made in respect of the use of additional payments and allowances do not discriminate against groups
* The outcome of all pay decisions is fair and equitable; and
* The reasons for anomalies or other disparities are examined, explained and remedial action is taken. For example, by monitoring trends, it may show that over time part-time teachers do not progress on the relevant pay scale as quickly as full-time staff. It may be that insufficient evidence is being gathered, and systems need to be reviewed.
* That they fully understand and make secure pay decisions based on objective information.

The governing body should monitor the use of evidence to ensure it is not overly bureaucratic and monitor the outcomes and impact of the pay policy and where potential irregularities are identified, schools should take steps to avoid discrimination. This affirms the need for pay decisions to be recorded properly by the school in a way that enables the school to assess the equality impact of the same, considering the protected characteristics of race; gender; sexual orientation; religion or belief; gender re-assignment; pregnancy and maternity; marriage and civil partnership; disability and age. The governing body should also take steps to ensure that the school’s pay policy does not discriminate on the grounds of trade union membership.

It is very important that governors satisfy themselves that pay decisions year on year are not identifying areas for concern, for example where a disproportionately number of men than women are receiving pay progression. The governing body should understand and examine for example whether teachers who share a particular protected characteristic are treated less favourably.

**Extended services**

The STPCD is explicit in its advice to governing bodies about schools taking responsibility for extended services as part of a local authority plan. This can be a complex area of employment and may provide considerable risk to both the governing body and the local authority. The governing body will, therefore, not consider taking any responsibility for extended services on their site or which may involve a TUPE transfer of staff to the school without first fully consulting with officers of the LA. These discussions will include a full assessment of the financial viability and of the associated risks.

**Reference documents**

* School Teacher’s Pay and Conditions Document 2025 ([STPCD 2025](https://www.nottinghamshire.gov.uk/media/s24nr0zy/stpcd-2025.docx))
* [Teacher appraisal (valid from September 2024)](https://assets.publishing.service.gov.uk/media/66a253b20808eaf43b50d742/Teacher_Appraisal_-_guidance_for_schools_July_2024.pdf)
* [Teacher capability: guidance for schools when dealing with serious under-performance (valid from September 2024)](https://assets.publishing.service.gov.uk/media/66a2359249b9c0597fdb04c6/Teacher_capability_-_guidance_for_schools_when_dealing_with_serious_under-performance.pdf)
* [Managing Teachers Pay](https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay)
* [Teachers' Standards 2012 (Introduction updated 2013)](http://www.nottinghamshire.gov.uk/media/115568/6-teachers-standards-2012.pdf)
* [Headteachers Standards 2020](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)
* [Teachers' Standards (Early Years) September 2013](http://www.nottinghamshire.gov.uk/media/115565/1-teachers-standards-early-years-september-2013.pdf)
* [National standards of excellence for head teachers 2020](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020)
* [Standards for teachers' professional development](http://www.nottinghamshire.gov.uk/media/115566/4-standards-for-teachers-professional-development.pdf) and the [implementation guidance 2016](http://www.nottinghamshire.gov.uk/media/115567/5-stds-for-teachers-professional-dev-implementation-guidance.pdf)
* School inspection handbook - GOV.UK (www.gov.uk) - – *Please note that Ofsted are due to publish the revised framework in September 2025 and inspections will not commence until at least November 2025.*
* [Schools Governance (Roles, Procedures and Allowances) (England) Regulations 2013](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270783/school_governance_regulations_2013_departmental_advice.pdf)

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Lead HR Business Partner Wanda Kalwa/Jo Stacey

Rose Harris

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