

# Pay policy

Westbrook Primary School



**Aim high, Learn together, Feel Proud**

<b>Approved by:</b>	Governing Body	<b>Date:</b> 24.11.2025
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<b>Last reviewed on:</b>	November 2025
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<b>Next review due by:</b>	November 2026
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## 1. Aims

This policy aims to:

- Clearly explain how we will determine teachers' pay and clearly explain how decisions will be made
- Set out a clear framework for pay and progression throughout the school

Adopting this policy will:

- Support the recruitment and retention of high-quality teachers
- Enable us to recognise and reward teachers for their contribution to the school
- Ensure that pay decisions are made in a fair and transparent way

This policy has been consulted on by staff and relevant trade unions.

## 2. Legislation and guidance

As an academy, we are free to determine our own approach to deciding teachers' pay. However, since all of our staff have a contract that specifically incorporates conditions from the School Teachers' Pay and Conditions Document (STPCD), these will continue to apply due to the [Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

As such, this policy complies with the [STPCD](#). It is also based on the [model pay policy](#) created by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

When implementing our pay policy, we will abide by:

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

Our procedures for addressing grievances in relation to pay are based on the Acas grievance [code of practice](#) and are set out in our staff grievance procedures.

Our procedures for assessing early career teachers' performance and progress comply with the DfE's statutory guidance on [Induction for Early Career Teachers \(England\)](#).

## 3. Definitions

- **Teacher** includes all staff qualified and appointed to teach at the school. This includes the leadership team and the headteacher, unless otherwise stated
- **Teaching and learning responsibility** is a payment awarded to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable
- **Main and upper pay ranges** are the ranges on which a classroom teacher's salary will be set
- **Unqualified teacher pay range** is the range on which an unqualified teacher's salary will be set

- **Leadership group** comprises the headteacher, deputy headteacher and assistant headteachers

## 4. Roles and responsibilities

Line managers will make recommendations on a teacher's pay following the teacher's appraisal.

Final pay decisions are made by the governing board.

Responsibility for making pay decisions is delegated to the executive committee of the governing board and ratified by the full governing board.

From 1 September 2024, the School Teachers Pay and Conditions Document has removed the link between pay progression for teaching staff and performance, however, as a model of good practice a whole school performance management policy/process continues to be implemented and its effectiveness monitored on an annual basis.

From the 2024/25 academic year, the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders will be removed, however the statutory requirement to make a pay decision following the completion of the appraisal process remains (Part 2, of the STPCD)

## 5. How we will decide pay on appointment

The governing board will determine the pay range for a vacancy before advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

To determine the salary, the governing board will take into account a range of factors, including:

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

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

### 5.1 Unqualified teachers

Unqualified teachers will be paid on the unqualified teacher pay range. Where an unqualified teacher gains qualified teacher status (QTS) while in post, they will be transferred to a salary on the main pay range for teachers, which will be equal to or higher than their previous unqualified teacher salary and any other payable allowances.

In cases where an unqualified teacher gains QTS retrospectively, they will be paid a lump sum calculated as the difference (if any) between their unqualified teacher salary and the salary they would have been paid as a qualified teacher for the same period (not including any allowances). The lump sum will cover the period from which they obtained QTS to the date the lump sum is paid.

## 6. How we will decide on pay progression

### 6.1 Annual reviews

The governing board will ensure that each teacher's salary is reviewed annually between 1 September and 31 October, in alignment with our annual appraisal period. Teachers will progress automatically within their salary range.

### 6.2 Mid-year reviews

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

A written statement will be given after any review and will give information about why it was made.

### 6.3 Early career teachers

Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal during their induction period.

Decisions on ECTs' pay will be by means of the [statutory induction process for ECTs](#).

ECTs will be awarded pay progression at the end of the first year of their induction period.

## 7. Moving to the upper pay range

### 7.1 Making applications

All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy.

Applications can be made once a year. Applications must be submitted in writing to their reviewer by the end of September ready for the pay decision at the end of October.

Applications will be submitted in writing to their allocated reviewer and will be reviewed by them and the headteacher. All applications will be treated fairly and impartially.

When submitting an application, please include:

- Results of appraisals under the 2012 regulations, including recommendations on pay
- Where this information is not applicable or available, a statement and summary of evidence to demonstrate that you have met the assessment criteria

### 7.2 Assessment

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

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

For the purpose of this policy:

- **'Highly competent'** means:  
Performance which is good enough to provide coaching, mentoring and advice to other teachers, and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice
- **'Substantial'** means:  
The teacher's contributions are of real importance, validity or value to the school; play a critical role in the

life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

- **'Sustained'** means:

The teacher's contributions have been maintained over a long period

A teacher must be on M6 for a minimum of 2 years and be able to demonstrate that they are meeting the UP1 standards. Please see Appendix for Upper Pay Scale standards.

Progression from within the Upper Pay scale is every 2 years i.e. UP1 to UP2, and UP2 to UP3.

### **7.3 The decision**

The assessment will be made and the applicant notified within 10 working days and before the end of October.

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

If successful, applicants will move to the upper pay range from the start of November. Pay will be backdated to 1st September.

If unsuccessful, feedback will be provided by line managers in a 1-to-1 meeting, within 5 working days of the decision notification. The allocated reviewer will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future. Decisions will also be communicated in writing. Any appeals against decisions are covered by our staff grievance procedures.

## **8. Additional allowances**

### **Teaching & Learning Responsibility Payments (TLRs)**

The Governing Board pays TLR payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the STPCD as updated from time to time and the following levels and values will apply:

**TLR2b:           £5,869**

### **Special Educational Needs (SEN) Allowances**

The Governing Board will award SEN allowances in accordance with the criteria and provisions set out in Part 2 of the STPCD.

**SEN 1           £2,787**  
**SEN 2           £5,497**

Where a SEN allowance is to be paid, the Governing Board will determine the relevant value of the allowance to be awarded, taking into account the structure of the school's SEN provision and the following factors:

- whether any mandatory qualifications are required
- the qualifications or expertise of the teacher relevant to the post; and
- the relative demands of the post,

## **Recruitment and Retention incentives and benefits**

Where the Governing Board wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be agreed in advance of the appointment by the Governing Body.

## **9. Leadership pay**

### **Pay Range for Headteachers**

The Governing Board has a statutory duty to assign a school group size and a seven-point individual school range for the Headteacher whenever it sees fit, e.g. when planning a new appointment, when the pay range for a deputy or assistant Headteacher is set which overlaps with the ISR, or when there is a change in the school, such as an increase in pupil numbers or the introduction of additional services, which leads to a change in responsibilities for the Headteacher.

The Governing Board will calculate the Headteacher group size and determine the appropriate Individual School Range (ISR) within the parameters of the current STPCD.

The school group size is **5**. Although the individual school range is 25 to 31, the Governors recognize that as Westbrook Primary School has a 'Centre for Vision Impairment' this is viewed as 'additional responsibility' and 'specific to the role'. The STPCD, allows for this by stating that "the headteachers pay range may exceed the maximum where the relevant body determines that circumstances specific to the role warrant a higher than normal payment". The Governing Body of Westbrook School therefore recognise this additional responsibility and agree to the ISR to be 26 to 32.

### **Pay Range for Deputy and Assistant Headteachers**

The Governing Board has determined that the Deputy Headteacher post and Assistant Headteacher posts are to be included in the school's staffing structure. **Appendix.** Where there is more than one assistant Headteacher, the Governing Board has the discretion to determine different pay ranges for each post.

The professional duties of deputy and assistant Headteachers are set out in the STPCD.

The Governing Board will determine a five point pay range for deputy and assistant Headteachers. The Governing Board must ensure that the pay range for deputy and assistant Headteachers is determined in accordance with the STPCD with due regard to pay rates for other teaching posts and the Headteacher.

The pay range for deputy Headteachers is as follows: L12 to L16.

The pay range for assistant Headteachers is as follows: L6 to L10

## **10. Salary safeguarding arrangements**

We will abide by the STPCD and safeguard teacher salaries if the post is revised or removed as a result of:

- Closure of the school or education establishment
- Organisational restructuring

Circumstances where higher pay is safeguarded include a removed or reduced:

- Teaching and learning responsibility (TLR) payment: TLR1 or TLR2
- Special educational needs (SEN) allowance
- Unqualified teacher's allowance
- Leadership pay range or leading practitioner pay range

We will follow the STPCD when applying and managing salary safeguarding.

## 11. Information to be included in pay statements

When pay is changed, teachers will receive a written statement confirming this as soon as possible and not later than 4 weeks.

The statement will be issued by the 'Strictly Education' on behalf of the Governing Body.

For all teachers, statements will include:

- Payments or other financial benefits awarded
- Any safeguarded sums
- Information on where the teacher can access a copy of the school's staffing structure and pay policy

Statements for members of the leadership group and teachers paid as leading practitioners will also include:

- The basis on which the salary has been determined
- The criteria on which their salary will be reviewed in future

Statements for teachers appointed to the leadership group or paid as a leading practitioner for a fixed period or under a fixed-term contract will also include:

- The date that the fixed period or the contract will end, or the circumstances that will lead to the contract ending

Statements for classroom teachers or unqualified teachers who are paid and eligible for allowances as a qualified teacher will also include:

- The teacher's position within the pay ranges
- The nature and value of any allowance received
- The value of any teaching and learning responsibility (TLR) payment awarded and details of what it was awarded for
- Where a TLR was awarded to cover a teacher's absence, the end date, or the circumstances in which it will end
- For TLR3s, the letter should also include a statement that the payment will not be safeguarded

Statements for unqualified teachers will also include:

- The teacher's position within the unqualified teachers' pay range
- The value of any unqualified teacher's allowance awarded and the additional responsibility, qualifications or experience in respect of which the allowance was awarded

## 12. Appealing a decision on pay progression

Where any teacher feels that a decision made over their pay is unfair, they have the right to appeal.

Teachers should attempt to resolve the matter informally at first, by speaking to their allocated reviewer.

If the teacher wishes to lodge a formal grievance, they should set out their reasons for appealing in a letter to the headteacher within 10 working days of the pay statement being issued. Reasons may include:

- The pay policy was incorrectly applied
- The decision contravenes the terms and conditions the teacher is employed under
- The decision contravenes equality legislation
- Relevant evidence was not taken into account
- The decision was biased

The rest of the grievance procedure is set out in our staff grievance procedures, which is based on the [Acas Code of Practice](#) for addressing grievances.

If the appeal is upheld, 'Strictly Education' will re-issue the pay statement with the correct information.

## 13. Support Staff

The Governing Board recognises and values the contribution made to the school by non-teaching staff, known collectively as support staff.

Standards in schools are raised through the effective development of all staff. Unlike the Performance Management arrangements for teachers and headteachers, which is a statutory requirement, there is no nationally agreed process governing the performance management of school support staff who are supporting teaching staff.

Any scheme implemented should be a cyclical process taking place over 12 months and commencing each academic year or following the school planning process. It is open to all non-teaching employees in the school and is separate from the probation process outlined in support staff statements of particulars/contracts of employment.

### Grading of Support Staff Posts

The school will consult the Schools Workforce HR & Development Team about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998. The school recognises for **collective bargaining purposes** the support staff trade unions which are represented on the trade union side of the National Joint Council for Local Government Services (NJC). Support staff are employed under the terms of the NJC National Agreement ("the Green Book") and associated London and Hounslow agreements.

**The school will cooperate with the Council's job evaluation appeal procedure as this is a requirement of the nationally agreed conditions of service for support staff.**

### Notification of Pay Determination (Support Staff)

There is no statutory requirement for a written annual pay determination for support staff. Employees on former APT&C pay scales shall be entitled to progress to the top of their pay scale in accordance with existing arrangements for incremental progression.

## **Conditions of Service**

The pay and conditions for support staff are determined through the National Joint Council for Local Government Services as adopted by Hounslow Council and the School. This group of staff includes all staff at the school that are not subject to teachers' pay and conditions.

## **Pay Spine**

Grading for each post will be decided using the LGPS job evaluation scheme taking into account the duties and responsibilities of each post. The grade must also be on the scale of grades applicable in relation to employment within Hounslow.

## **14. Monitoring arrangements**

This policy will be reviewed and approved annually by the full governing board.

The governing board will consider the outcomes and impact of the policy, including trends in progression across specific groups of teachers, to ensure it complies with equalities legislation.

## **15. Links with other policies**

This policy links with our policies on:

- Staff grievance procedures
- Teacher appraisal
- Early career teacher (ECT) induction

Leadership Team		
Melvyn Tatters	Headteacher	L26-32
Carly Benton	Deputy Headteacher	L12-16
Farzana Shaikh	Assistant Headteacher	L6-10
Helen Keane	Assistant Headteacher	L6-10
Laura Gallagher	Assistant Headteacher	L6-10
Gurmeet Virdee	Business Manager	PO8

Middle leaders – MPS/UPS
Class Teachers x 22.4
VI Teacher/Manager. TRL2b +2 SEN
SENCO 1 SEN
PPA Cover x1

Learning Support
HLTA x4
LSA x15
Parent Support Advisor x1
NNEB x5

Support Staff (other)
Site Manager x1
Admin x4
Welfare Assistant x1
SMSA x1
Cleaners x5

## Teacher Standards Career Stage Expectations

Professional Area	Relevant Standards	M1-2 Band 1	M3-4 Band 2	M5-6 Band 2	UPS 1 Band 3	UPS 3 Band 3
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Much teaching good or better; some requires improvement	All teaching good or better	All teaching good; some outstanding	All teaching outstanding	All teaching is outstanding
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	All pupils achieve in line with school expectations; some exceed them	Many Pupils exceed expectation
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	leads a curriculum team and can show improved provision and outcomes for the area.	Plays a substantive role in building and maintaining school wide teams.

Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	leads and impacts on the professional development of key stage colleagues.	Leads regular whole school INSET and develops all staff
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards

## Application for Movement to the Upper Pay Range

School:	
Surname	
First Name	
Current Pay Point:	

### Career Details

Please give details of all the teaching posts you have held during the period covered by your application. This will normally be the **2-years on M6**, period leading up to the date of your application. Please specify how you meet the criteria for UPS1, including evidence of Impact. This application must be handed to your allocated reviewer, and shared with the headteacher, by the end of September.