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# OWLS Academy Trust

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## Langmoor Primary School

# Teachers' Pay Policy 2025-26

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Adopted by The OWLS Academy Trust on	Autumn 2025
Next Review Due	Autumn 2026

V. 1.4

### Version Control:

- Minor adjustments should be indicated by changing the number after the full-stop and will not change the adoption date. Such changes will be noted, and approved by Trustees using the Review History
- More significant adjustments should be indicated by changing to the next whole number (i.e. version 1.12 would move to version 2.0 after a significant change) and would then need to be formally adopted.

## Review History

Date	By	Changes Made	Approved by Trustees
11/2023	KM V. 1.2	<p><b>P3</b> – Pay Scale and Ranges – new header with an extra paragraph to clearly set out how pay point values (including half points) will be determined. Note that this will involve a re-setting of half point values on the for 2023-24 . This section now gives further clarification that half points are intended as an enhancement and not to slow down pay progression.</p> <p><b>P4-5</b> – CEO – Update to Pay Range for CEO, and reference to ESFA guidance on setting executive salaries.</p> <p><b>P5</b> – Other Central Trust Leadership Posts – New section regarding setting pay range for Trust Management posts other than CEO where paid on STPCD</p> <p><b>P5</b> – Head Teacher / Executive Head Teacher – Update to Fernvale School Group to reflect growing school.</p> <p><b>P8-10</b> – Criteria for Pay Progression have been moved from Appendix D into the main body of the policy, on the basis that all of our schools have previously adopted the approach offered as an example. This will give further assurance regarding normal expected rates of progression and the intention that half points are intended to offer increased flexibility to offer enhanced pay progression.</p> <p><b>P12</b> – Supply Teachers – Reverse the adjustment to annual working days as there are no additional bank holidays this year and replace with a general statement that calculations will be adjusted as appropriate to take account of any extra bank holidays.</p> <p><b>P12-16</b> – Discretionary Allowance and Payments – section moved from Appendix D to standardise the activities for which LGBs may exercise their delegated authority to award an allowance. Appendix D (<b>P24</b>) is consequently simplified for each school to indicate whether or not their LGB will consider each discretionary payment type.</p> <p><b>Page 17-20</b> –Appendix A (Committee Terms of reference) – Update to match those set out in the Trust Governance Handbook.</p> <p><b>Page 22-23</b> – Appendix C - Update pay scale values to reflect STPCD 2023..</p> <p><b>Page 24-25</b> – Appendix D – Sections of this appendix have been moved into the main body of the policy so that this appendix exclusively sets out the application of this policy at the individual school.</p>	
10/2024 – 01/2025	KW V1.3	<p><b>Page 5</b> – Update ISR for Fernvale to reflect continuing growth of the school. Insert Newlands Primary School ISR. Amend effective date for ISRs to 01/09/2024</p> <p><b>Page 7-11</b> – add clarification regarding pay considerations if a performance objective is deemed “partially met”, and update criteria for 0 point and ½ point progression on Main and Unqualified Pay Ranges to be clear that pay progression will only be withheld in cases of poor performance, and tweak criteria for normal expected progression on all pay ranges to place the emphasis on input rather than outcome.</p> <p><b>Page 23-24</b> – Appendix C - Update pay scale values to reflect STPCD 2024</p>	
10/2025	KW V1.4	<p><b>Page 6</b> – Update ISR for New Lubbesthorpe to reflect that the current post holder is also executive HT for Hollycroft.</p> <p><b>Page 23-24</b> – Appendix C - Update pay scale values to reflect STPCD 2025</p>	

This policy sets out the framework for making decisions on teacher's pay within the OWLS Academy Trust. The policy, including all pay values, has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) currently in force. This policy will be kept under review and updated annually in the light of future amendments to the STPCD in force at the time.

This policy applies to the following posts based within the Academy Trust:

- CEO
- Head Teacher
- All other staff employed under Teachers' Pay and Conditions

For the purposes of this document all references to "Head Teacher" shall include the CEO, unless otherwise specified.

The policy aims to:

- Maximise the quality of teaching and learning throughout the Trust to improve outcomes for all pupils;
- Support the recruitment and retention of high-quality teachers;
- Ensure that teachers are recognised and rewarded appropriately for their contribution;
- Help ensure that decisions on pay are managed in a fair, just and transparent way.

The Local Governing Body agree the school budget and will ensure that appropriate funding is allocated for pay progression (including any cost of living rises) at all levels, recognising that funding cannot be used as a criterion to determine pay progression. Each school has the freedom to determine their own criteria for awarding discretionary payments and for determining their staffing structure in order to take account of local priorities – these are set out in Appendices D and E.

Any aspects of Teachers' pay and allowances not covered within this policy will be considered in line with the School Teachers Pay and Conditions Document currently in force.



## **Appraisal**

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A scheme of appraisal for all teaching staff, as detailed in the Trust's Performance Management Policy, will be used to assess the performance of all classroom teachers and leaders in accordance with the requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012.

Where an individual has had a successful performance management review, pay progression will be awarded where salary scales allow.

Where there is unsatisfactory performance, pay progression may be withheld without the need to consider or initiate capability proceedings.



## **Equal Opportunities**

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All pay-related decisions will be taken in compliance with relevant legislation.

The Trustees and Local Governing Body will promote equality of opportunity in all areas, taking account of individual circumstances, including absence due to maternity leave or long-term sick leave, and will make adjustments where appropriate.

All decisions made under this policy will be objective, evidence based and fully justifiable.



## Pay Committee

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It is the responsibility of the Local Governing Body to establish a Pay Committee which will have fully delegated powers to make decisions on pay progression for all teachers in the school, on behalf of the Local Governing Body.

A Trustee Pay Committee will have fully delegated powers to make decisions on pay progression for the CEO.

The terms of reference for the Pay Committees are attached at Appendix A.

Membership of the Pay Committee will not include Staff Governors.



## Pay Progression

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Determination pay for all teachers and leaders will take place:

- Annually with effect from 1<sup>st</sup> September for all teachers, with reviews having been conducted no later than 31<sup>st</sup> October each year;
- Annually with effect from 1<sup>st</sup> September for all head teachers and the CEO, with reviews having been conducted no later than 31<sup>st</sup> December each year;
- Where a teacher becomes entitled to be paid on the upper pay range;
- At any other time of the year to reflect any changes in post, any substantial changes made to an individual's job description, or other circumstances that lead to a change in the basis for calculating and individual's pay.

All pay decisions, including the rationale for such decisions, will be communicated to individual employees in the form of a written statement within 1 month of the pay committee meeting. Where possible this written statement will incorporate a full Pay Statement outlining an individual's salary details and other financial benefits, including:

- Recruitment and retention payments;
- SEN Allowances;
- TLR Allowances (including reasons for the award and details of when these payments will come to an end. For TLR3 payments a statement that payments will not be safeguarded when they come to an end must also be included); and
- Details of any safeguarded sums to which the teacher is entitled.

The written statement will detail the employee's right of appeal against the pay determination. If the written statement cannot include full details (i.e. where the STPCD document has not been published in time to include values) a separate pay statement will be issued as soon as possible after the publication of the STPCD.

Copies of pay statements, signed on behalf of the school, should be kept on the individual's personal file.



## Pay Scales and Ranges

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The pay scales and ranges for all Leadership and Teaching posts, including details of all allowances payable to staff for the academic year 2024-25, are located in Appendix C.

The Trust remains committed to the use of half points for classroom teachers as they offer greater flexibility to reward performance. Half points should only be used as a means of enhancing the pay progression that would otherwise be awarded to a teacher under a whole point model. In the absence of any recommended

half point values from Leicestershire County Council, all half points shall be set at the mid-point (rounded up to the nearest £1.00) between the surrounding whole point values which themselves shall be determined with reference to any advisory values set out in the STPCD.



## Determination of Pay Range

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The Trust (for the CEO and leadership posts) or the Local Governing Body (for other school-based posts) will determine the pay range for a new/vacant post prior to advertising it, taking into account a range of factors which may include:

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

Following an appointment the relevant body (Trust or Local Governing Body) will determine the starting salary to be offered to the successful candidate within the relevant pay range.

### Leadership Staff

When setting the pay for all leadership posts, the Trustees / Local Governing Body will take into account:

- All of the permanent responsibilities of the role;
- Any challenges specific to the role, including:
  - The context and challenge arising from pupils' needs (e.g. if there is a high level of deprivation in the community, or high numbers of looked after children / children with special needs which affects the challenge in relation to improving outcomes;
  - A high degree of complexity and challenge which goes significantly beyond that expected of any head teacher of similar-sized schools and is not already reflected in the total unit score used to determine the school group;
  - Additional accountability not already taken into account (e.g. leading a teaching school alliance);
  - Factors that may impede the Trust's ability to attract a field of appropriately qualified and experienced leadership candidates (e.g. location, specialism, level of support from the wider leadership team)
- Any other relevant considerations

The rationale for all pay-related decisions for executive roles within the Trust will be clearly documented.

All pay ranges should provide for performance related progression over a period of time.

### CEO

A Chief Executive Officer with an overarching strategic role across the whole Trust and no substantive headship role is not specifically covered by the STPCD. However, the principles of the STPCD can still be used to determine the pay range for this post:

- a) The Trustees will assign an appropriate School Group, in line with the STPCD. As the CEO has an overarching strategic responsibility for the whole MAT, the Trustees will include the numbers on roll (NOR) for **all** of the schools within the Trust when calculating the School Group.
- b) Where the Trustees consider the role of the CEO has greater challenges and responsibilities, they may decide that it is appropriate to exceed the School Group, up to a limit of 25% above the top of the maximum point for the School Group range.

- c) Should the Trustees wish to exceed this 25% limit they must obtain external independent advice and a business case should be put together for the Board of Trustees to consider.

When considering an appropriate pay range “the Board of Trustees will ensure that decisions on executive pay follow a robust evidence-based process and are reflective of the individual’s role and responsibilities” and that the “approach to pay is transparent, proportionate and justifiable, in line with the handbook” (Academy Trust Handbook 2021, Section 2.3 and 2.31). Consideration will also be given to the ESFA document “[Setting Executive Salaries: Guidance for Academy Trusts](#)”

The Trust has been assigned to Head Teacher Group 8, in accordance with the relevant paragraph of the STPCD.

Since 1<sup>st</sup> September 2023, the pay range for the CEO of the Trust is L35 – L41.

### **Other Central Trust Leadership Posts**

Where Central Trust staff employed in accordance with STPCD, the principles of the STPCD will be used to determine a 7-point pay range for the post, taking account of the responsibilities and challenges of the role.

The maximum of the pay range set will not normally exceed the minimum of the pay range for the CEO.

The Trust currently has a part-time Executive Support Officer, with a pay range of L20 to L26.

### **Head Teacher / Executive Head Teacher**

The Local Governing Body will identify an appropriate pay range for the Head Teacher of 7 consecutive whole points from the Leadership Spine (see Appendix C) when:

- It proposes to make a new appointment; or
- There are significant changes to the serving Head Teacher’s role.

When determining the pay range for the Head Teacher the Governors must take account of:

- the appropriate School Group (determined in accordance with the STPCD);
- all of the permanent responsibilities of the role;
- any challenges specific to the role; and
- any other relevant considerations.

The Head Teacher’s pay range (including any additional payments) must not exceed the maximum for the School Group by more than 25%.

The Local Governing Body will, as necessary, revise its determinations where there has been a significant change in the Head Teacher’s responsibilities and/or a change in pupil numbers which would alter the School Group. Any change to the pay range for the Head Teacher will be subject to ratification by Trustees.

In the event that an Executive Head Teacher is appointed as substantive head teacher at more than one school, the calculation for the School Group will be based on the numbers on roll (NOR) across all of the schools for which the post holder is directly accountable.

As at 1<sup>st</sup> September 2025 the pay ranges for Head Teachers within the Trust are:

- |                                 |   |            |
|---------------------------------|---|------------|
| • Fernvale Primary School       | (Group 3)                                 | L17 to L23 |
| • Glenmere Primary School       | (Group 2)                                 | L12 to L18 |
| • Hinckley Parks Primary School | (Group 4)                                 | L21 to L27 |
| • Hollycroft Primary School     | Executive Head Teacher currently in place |            |

- Langmoor Primary School (Group 2) L12 to L18
- Little Hill Primary School (Group 3) L17 to L23
- New Lubbesthorpe Primary School (Group 4<sup>1</sup>) L21 to L27
- Newlands Primary School (Group 2) L12 to L18
- Ravenhurst Primary School (Group 3<sup>2</sup>) L20 to L26

### **Other Leadership Staff**

The Local Governing will identify an appropriate range for other leadership staff (e.g. Head of School, Deputy Head Teacher, Assistant Head Teacher) of 5 consecutive whole points from the Leadership Spine (see Appendix C) when:

- It proposes to make a new appointment; or
- There are significant changes to the role of a serving post holder.

When determining the pay range for other leadership staff the Governing Body will take account of the responsibilities and challenges of the role(s).

The pay range set must not exceed the maximum of the School Group size. There are no differentials set within the leadership range and the pay ranges Deputy Head Teachers and Assistant Head Teachers can overlap or one can exceed the other; however, the pay range for these posts should only overlap the Head Teacher's pay range in exceptional circumstances.

Details of the current pay range for leadership staff at this school can be found in Appendix D.

### **Leading Practitioners**

The Local Governing Body will determine the staffing structure for the school, including whether or not this will include any leading practitioner posts. Leading Practitioner posts must:

- Exhibit exemplary teaching skills;
- Lead the improvement of teaching skills in their school;
- Carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher; and
- Take a leadership role in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement, including:
  - Coaching, mentoring and induction of teachers, including trainees and ECTs;
  - Sharing advice on best practice, research and continuing professional development;
  - Assessment and impact evaluation, including through demonstration lessons and classroom observation;
  - Supporting the school or groups of schools in provision of high-quality schemes of work to reduce workload; and
  - Helping teachers who are experiencing difficulties.

The staffing structure for this school can be found in Appendix E. Where a leading practitioner post is identified the Local Governing Body will identify an appropriate range from the Leading Practitioner Pay Spine (see Appendix C), which shall be not more than 5 points and which shall reflect the scope and duties of the post-holder.

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<sup>1</sup> The HT at New Lubbesthorpe is also currently serving as executive HT for Hollycroft, so the Group has been reviewed based on total pupil numbers across both schools.

<sup>2</sup> Ravenhurst has dropped from Group 4 to Group 3 due to falling pupil numbers, but the pay range was set when the school was Group 4.

## **Teachers**

The pay ranges for teachers (Upper Pay Range, Main Pay Range and Unqualified Teachers) are set out in Appendix C.

There is no assumption that a Teacher (qualified or unqualified) will be paid at the same rate as they were being paid at a previous school / academy. However, as a general rule schools within the OWLS Academy Trust will seek to appoint new teachers to the pay point within the advertised pay range which represents the best fit to the teacher's pay (excluding allowances) from their previous school.

**Early Career Teachers (ECTs)** will be placed on Point 1 on the Main Pay Range upon appointment. The school may award pay progression to ECTs at the end of the first and second years of their induction, determined by means of the statutory induction process. On completion of their induction ECTs will continue to have their performance assessed in line with other teachers in the following Autumn term.

**Unqualified Teachers** will be paid at a pay level which is commensurate with their skills and experience as determined by the Local Governing Body. An unqualified teacher on one of the employment-based routes into teaching will normally be appointed on the lowest point of the Unqualified Teacher Pay Range.



## **Pay Progression Based on Performance**

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Annual Pay progression for all posts is not automatic and is subject to annual review of performance. The Local Governing Body will consider whether to award pay progression points in line with the provisions set out in this policy.

All teachers and leaders are subject to the annual appraisal process that: recognises their strengths; informs plans for their future development; and helps to enhance their professional practice. In addition, all can expect to receive regular constructive feedback on their performance. The arrangements for appraisal are set out in the Trust's Performance Management Policy.

- The pay progression of the CEO will be considered by the Trust Pay Committee, on the recommendation of the Performance Management Reviewers, and will then be subject to ratification at the next full Trust meeting;
- The pay progression of the Head Teacher will be considered by the Pay Committee on the recommendation of the Chair of Governors with advice from the CEO, and will then be subject to ratification by the Trust at their next full meeting.
- The pay progression of all other teachers, including other leadership staff and leading practitioners, will be considered by the Pay Committee on the recommendation of the Head Teacher.

Decisions regarding pay progression will be made with reference appraisal reports and the pay recommendations they contain. In the case of ECTs, whose appraisal arrangements are different, pay decisions will be made with reference to performance against their induction programme.

It will be possible for a "no progression" determination to be made in respect of poor performance for any teacher, including the Head Teacher and CEO, without recourse to the capability procedure. However, where the capability procedure has not been applied, measures must have been applied to highlight and seek to address concerns about poor performance through informal methods such as through the appraisal/performance management process and the teacher must have been informed at the time that failure to make sufficient improvements through this process may result in pay progression being withheld. They should also be provided with clear expectations for improvements which, if achieved and sustained, would allow pay progression to be awarded.

To be fair and transparent, assessments of performance will be properly rooted in evidence which will enable robust decision to be made. Within each school we will ensure fairness by ensuring that objectives and assessments are consistent. Performance management team leaders will meet before the cycle begins, when necessary during the cycle and before reviews are completed. All judgements will be moderated by the Head Teacher.

The evidence to be used may include:

- Performance Management outcomes;
- End of year attainment;
- Tracking pupil progress;
- Lesson observations;
- Learning walks;
- Work samples / book scrutiny;
- Co-ordinator monitoring;
- Self-assessment

Judgements on performance will be made against the extent to which teachers have fulfilled their individual objectives and professional standards and how their work has had an impact on:

- Pupil progress;
- Wider outcomes for children;
- Improvements in specific elements of practice (e.g. behaviour management, lesson planning, etc);
- Effectiveness of teachers or other staff; and
- Wider contribution to the work of the school and/or the OWLS Academy Trust

When using pupil performance data, this must be contextualised.

All staff will be expected to demonstrate increasing proficiency in their role in order to progress through the pay ranges. Primarily this will be demonstrated through the progress of children in the teacher's class.

Leadership staff must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at their school.

The rate of pay progression will be differentiated according to an individual's performance and will be on the basis of absolute criteria which must be rooted in an expectation of driving pupil progress as a priority. Consideration will be given to contextual factors when making judgements on teachers' performance and achievement of objectives.

It is recognised that not all teachers will want to progress through all levels of the upper pay range. This will be explored during the appraisal process and objectives set in line with the employee's career aspirations.

Appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report and taking into account advice as follows:

- For the CEO – advice from the independent advisor;
- For the Head Teacher – advice from the CEO;
- For Deputy Head Teachers, Assistant Head Teachers and Leading Practitioners – advice from the Head Teacher;
- For all other Teachers – advice from the Head Teacher / Appraiser

Where a teacher is simultaneously employed to work at more than one school or academy, individual schools within the OWLS Academy Trust will not be bound by any pay decision made by another school / college / academy, whether part of the Trust or not.

### Criteria for Pay Progression

In the following section \* denotes the normal expected annual progression within this pay range. Repeated progression of less than this (except where the employee is at the top of the range) should trigger a review to determine whether the likely cause is a failure in the school’s pay policy or performance/capability issues for an individual employee, following which appropriate action will be taken.

Within the criteria set out in the tables below:

- “relevant standards” shall mean any national standards relevant to the employee’s position, and are likely to include one or more of:
  - National Standards of Excellence for Head Teachers (2015) (not mandatory)
  - Teachers’ Standards (2011)
  - Senco Standards

Where it is not obvious that a set of standards will be relevant, the employee shall be informed of the standards they are required to meet at the start of the Appraisal cycle.

- “Broadly meet all performance objectives” shall mean that the individual is assessed to have taken suitable and sufficient action towards achieving the desired performance management outcomes.

<b>Leadership Spine</b>	
0 points	<p>Progression will only be withheld for reasons related to poor performance. This will be determined on the basis of the individual having been:</p> <ul style="list-style-type: none"> <li>• Subject to formal capability procedures at any time during the year; or</li> <li>• Subject to informal processes to address concerns about poor performance, including not fully meeting all relevant professional standards to an appropriate level, and has not made sufficient improvements, having been advised that failure to improve may result in the withholding of pay progression</li> </ul>
1 point *	<ul style="list-style-type: none"> <li>• At least broadly meet all performance objectives; and</li> <li>• Assessed as meeting all relevant standards to an appropriate level;</li> </ul>
2 points	<p>The Local Governing Body have determined that they will only consider awarding 2 progression points for exceptional performance in the following circumstances:</p> <ul style="list-style-type: none"> <li>• Fully meet the requirements of all performance management objectives;</li> <li>• Excellent pupil progress across the whole school (or for Deputy / Assistant Head Teachers more widely than their own class, within the remit of their role);</li> <li>• Significant leadership and management initiative demonstrating measurable impact on pupil achievement and/or attitudes to learning and teaching;</li> <li>• Raising the profile of the school.</li> </ul>

<b>Leading Practitioners</b>	
0 points	<p>Progression will only be withheld for reasons related to poor performance. This will be determined on the basis of the individual having been:</p> <ul style="list-style-type: none"> <li>• Subject to formal capability procedures at any time during the year; or</li> <li>• Subject to informal processes to address concerns about poor performance, including not fully meeting all relevant professional standards to an appropriate level, and has not made sufficient improvements, having been advised that failure to improve may result in the withholding of pay progression</li> </ul>
1 point *	<ul style="list-style-type: none"> <li>• At least Broadly meet all performance objectives;</li> <li>• Assessed as meeting all relevant standards to an appropriate level;</li> </ul>
2 points	<p>The Local Governing Body have determined that they will only consider awarding 2 progression points for exceptional performance in the following circumstances:</p> <ul style="list-style-type: none"> <li>• Fully meet the requirements of all performance management objectives;</li> <li>• Excellent pupil progress more widely than their own class, within the remit of their role; <u>and</u></li> <li>• Significant leadership and management initiative demonstrating measurable impact on pupil achievement and/or attitudes to learning and teaching.</li> </ul>

<b>Upper Pay Range</b>	
0 points	<p>Progression will only be withheld for reasons related to poor performance. This will be determined on the basis of the individual having been:</p> <ul style="list-style-type: none"> <li>• Subject to formal capability procedures at any time during the year; or</li> <li>• Subject to informal processes to address concerns about poor performance, including not fully meeting all relevant professional standards to an appropriate level, and has not made sufficient improvements, having been advised that failure to improve may result in the withholding of pay progression</li> </ul>
½ point *	<ul style="list-style-type: none"> <li>• Broadly meet all performance objectives;</li> <li>• Assessed as meeting the teacher standards to an appropriate level;</li> </ul>
1 point	<p>Differentiated objectives and/or exceptional pupil progress, to be agreed with individual teachers at the start of each appraisal cycle, will offer the opportunity for teachers to achieve additional pay progression, with a maximum award of 1 point per year.</p>

<b>Main Pay Range</b>	
0 points	<p>Progression will only be withheld for reasons related to poor performance. This will be determined on the basis of the individual having been:</p> <ol style="list-style-type: none"> <li>a) Subject to formal capability proceedings at any time during the year; or</li> <li>b) Subject to informal processes to address concerns about poor performance, including not fully meeting all relevant professional standards to an appropriate level, and has not made sufficient improvements, having been advised that failure to improve may result in the withholding of pay progression</li> </ol>
½ point	<ul style="list-style-type: none"> <li>• May be awarded to a teacher whose pay progression is being withheld under (b) above, but who has made clear and ongoing improvements, and is assessed as fully meeting the teacher standards;</li> </ul>
1 point *	<ul style="list-style-type: none"> <li>• Broadly meet all performance objectives;</li> </ul>

	<ul style="list-style-type: none"> <li>Assessed as meeting the teacher standards to an appropriate level; s</li> </ul>
1½ points	Differentiated objectives and/or exceptional pupil progress, to be agreed with individual teachers at the start of each appraisal cycle, will offer the opportunity for teachers to achieve additional pay progression, with a maximum award of 2 points per year.
2 points	

ECTs are not subject to Appraisal while they are completing their induction programme (2 years). Pay progression will be determined by reference to their progress through their induction programme, with 1 point normally awarded after satisfactory progress during the first 12-months of the programme.

<b>Unqualified Teachers</b>	
0 points	Progression will only be withheld for reasons related to poor performance. This will be determined on the basis of the individual having been: <ul style="list-style-type: none"> <li>a) Subject to formal capability proceedings at any time during the year; or</li> <li>b) Subject to informal processes to address concerns about poor performance, including not complying with all relevant professional standards to an appropriate level, and has not made sufficient improvements, having been advised that failure to improve may result in the withholding of pay progression</li> </ul>
½ point	<ul style="list-style-type: none"> <li>May be awarded to a teacher whose pay progression is being withheld under (b) above, but who has made clear and ongoing improvements, and complying with relevant professional standards to an appropriate level.</li> </ul>
1 point *	<ul style="list-style-type: none"> <li>Broadly meet all performance objectives;</li> <li>Comply to an appropriate level with relevant professional standards.</li> </ul>
1½ points	Differentiated objectives and/or exceptional pupil progress, to be agreed with individual teachers at the start of each appraisal cycle, will offer the opportunity for teachers to achieve additional pay progression, with a maximum award of 2 points per year.
2 points	

In all cases judgements that consider pupil progress or results will be contextualised to take account of external factors, outside of the Teacher's control, which impact on pupil performance.



## **Movement to the Upper Pay Range**

### **Applications and Evidence**

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

Teachers may only submit one application per year, and applications should be made in writing to the Head Teacher. Applications received up to 31<sup>st</sup> October will be considered for an uplift effective from 1st September of the same year.

All applications should contain evidence from the past two completed performance management cycles and other evidence which the teacher wishes to provide.

If a teacher is simultaneously employed at another school or academy, they should submit separate applications if they wish to apply to be paid on the Upper Pay Range in both schools. Individual schools within

the OWLS Academy Trust will not be bound by any pay decision made by another school / college / academy, whether part of the Trust or not.

## **The Assessment**

An application from a qualified teacher will be successful where the Pay Committee is satisfied that:

- the teacher is highly competent in all elements of the relevant teacher standards;
- the teacher's achievements and contribution to the School are substantial and sustained; and
- the teacher demonstrates an understanding and commitment to the responsibilities of the UPR.

For the purposes of this pay policy:

- "highly competent" means performance which is not only good (with significant impact on the progress of pupils characterised by progress data which is above school expectations) but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice (as evidenced in the improving progress of pupils in the relevant classes).
- "substantial" means practice and professional behaviours which are of real importance, validity or value to the school, with the staff member playing a critical role in the life of the school, providing a role model for teaching and learning and making a distinctive contribution to the raising of pupil standards, as well as taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning.
- "sustained" means maintained continuously over a period of at least 2 years.

The application will be assessed rigorously by the Head Teacher, who will consider the extent to which the applicant meets the teacher standards. Additional evidence may be requested if necessary. Evidence can also be drawn by the applicant from the relevant leadership standards.

The Head Teacher will make a recommendation to the Pay Committee, who will make the final decision.

## **Processes and Procedures**

The assessment will be made by 31<sup>st</sup> October for applications submitted up to the previous 31<sup>st</sup> August, and by 30<sup>th</sup> November for applications submitted between 1<sup>st</sup> September and 31<sup>st</sup> October.

- If successful, applicants will move to the lowest pay point on the upper pay range effective from 1<sup>st</sup> September of the year in which they are assessed.
- If unsuccessful, feedback will be provided by the Head Teacher within 10 working days of the decision.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the Appeal Procedure as detailed in Appendix B.



## **Salary Safeguarding**

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The Trust will operate salary safeguarding arrangements in line with the provisions of the appropriate STPCD.

## Appeals

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A teacher may seek a review of any determination in relation to their pay by the Pay Committee. Initial queries should be raised with the Head Teacher in the first instance. Where matters are not resolved at this stage, the teacher may refer to the Pay Appeals process. The procedure for submitting an appeal is detailed in Appendix B.

## Part-time Teachers

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Teachers employed on an on-going basis at the School but who work less than a full working week are deemed to be part-time. They will be issued with a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working arrangements and by comparison with the School's timetabled teaching week for a full-time teacher in an equivalent post.

The salary and any allowances, except for TLRs, of a part-time teacher must be determined in accordance with the pro-rata principle.

## Supply Teachers

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Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year normally consists of 195 days, periods of employment for less than a day being calculated pro-rata. The 195 days will be adjusted as appropriate to take account of any extra bank holidays.

## Teaching & Learning Responsibility Payment (TLR)

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Teaching and Learning Responsibility payments (TLRs) are awarded to the holders of posts indicated in the staffing structure (Appendix E), and will not be awarded to staff on the leadership scales or to unqualified teachers. Before awarding any TLR the local governing body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

	TLR 1	TLR 2	TLR 3
• Is focused on teaching and learning;	✓	✓	✓
• Requires the exercise of a teacher's professional skills and judgement	✓	✓	✓
• Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;	✓	✓	✓
• Requires the teacher to lead, manage and develop a subject of curriculum area or to lead and manage pupil development across the curriculum;	✓	✓	
• Involves leading, developing and enhancing the teaching practice of other staff;	✓	✓	
• Includes line management responsibility for a significant number of people.	✓		

The value of all TLRs will be within the ranges specified within the STPCD. The values of TLRs that currently exist within this School are set out in Appendix D.

Teachers cannot hold a TLR1 and a TLR2 concurrently, but may hold either a TLR1 or 2 AND a TLR3. A TLR3 can only be awarded for a fixed period.

TLR1 and TLR2 will be pro-rata for a part-time teacher (i.e. a teacher with a 60% contract will only hold a 60% TLR allowance). However, TLR3 will not be pro-rated.

TLR1 and TLR2 may only be awarded on a temporary basis where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (e.g. cover for secondments, maternity or sick leave, or vacancies pending permanent appointment) for the duration of that responsibility.

A TLR3 is a fixed-term award for clearly time-limited school improvement projects or one-off externally driven responsibilities. The fixed-term for which they are to be awarded must be established at the outset of the award. The range for TLR3 refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one-year then the total value should be calculated proportionately to the annual value. However, if the teacher undertaking the project is a part-time teacher, the TLR3 payment would not be pro-rated further in respect of the teacher's weekly working hours.

The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic.



## Special Educational Needs Allowance

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A Special Educational Needs (SEN) allowance will be awarded in accordance with the terms of the relevant paragraph of the latest STPCD to:

- All classroom teachers in a SEND post that requires a mandatory qualification and involves teaching pupils with SEND, provided they are not in receipt of a TLR for the same duties; and
- Any classroom teacher who is engaged wholly or mainly in taking charge of one or more designated special classes or units, provided they are not in receipt of a TLR for the same duties.

The value of any SEN allowance awarded will be within the range specified within the STPCD.



## Unqualified Teachers Allowance

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The Local Governing Body may pay an unqualified teachers allowance to Unqualified Teachers when they consider that the teacher has:

- Taken on a sustained additional responsibility which is focussed on teaching and learning and requires the exercise of a teacher's professional skills and judgement; or
- Qualifications or experience which bring added value to the role being undertaken.

The value of the allowance shall not exceed the upper limit of the range for TLR1, awarded on a pro-rata basis if the unqualified teacher is not full-time, and must be set in consideration of pay equality requirements.



## Discretionary Allowances and Payments

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The STPCD sets out a range of discretionary allowances and payments that may optionally be offered by schools. The Local Governing Body has delegated authority to consider these as follows:

- Continuing Professional Development undertaken outside of directed time
  - Should not normally be awarded for staff undertaking apprenticeships or voluntarily undertaking formal qualifications

- May be awarded in other circumstances, but when determining whether and how much to award consideration should be given to:
  - The net value and benefits the CPD will bring to the school; and
  - Any directed time allocated for the CPD
- Initial Teacher Training Activities
  - May be awarded in recognition of teachers who undertake voluntary school-based initial teacher training activities for which they do not receive additional non-contact/classroom release time. Such activities are likely to include:
    - Supervising and observing teaching practice;
    - Giving feedback to students on their performance;
    - Acting as professional mentors;
    - Running seminars or tutorials on aspects of the course; and
    - Formally assessing the competence of student teachers.
  - Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school should be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.
- Out-of-School Learning Activities
  - Teachers who agree to provide learning activities outside of their directed time and whose salary range does not take account of such activity may be eligible for an additional payment to be agreed by the Local Governing Body in consideration of the nature and duration of the activity. Such activities might include:
    - After-school booster classes or tutoring;
    - Extended day trips / residential trips;
    - Other educational activities being offered by the school outside of directed time.
  - Consideration may also be given to awarding an allowance of Time Off in Lieu (TOIL)
- Additional Responsibilities and Activities
  - Teachers who undertake additional responsibilities due to, or in respect of, the provision of services by the Head Teacher relating to the raising of educational standards in one or more additional schools may be awarded a payment commensurate with those additional responsibilities where their salary does not already take account of such activity.
- Recruitment and Retention Incentives and Benefits
  - Local Governing bodies may consider awarding an allowance or other financial assistance, support or benefits to a teacher as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. Such awards shall be time limited and:
    - A recruitment incentive shall only be offered if there has been repeated failure to recruit a suitable candidate through reasonable processes;
    - A retention incentive shall only be offered if there is a genuine need to retain an individual teacher for a period of time, normally to enable succession planning to take place in order to remove reliance on that individual.
  - Leadership staff may only be awarded recruitment and retention payments as reasonably incurred housing or relocation costs, as all other recruitment and retention considerations in relation to these staff should be taken into account when determining pay range.

- Residential Duties
  - There are no residential schools within the OWLS Academy Trust, and therefore this allowance is not considered applicable and should not be awarded. Residential school trips are included within the provisions for out-of-school learning activities, above.
- First Aid Responsibilities
  - Teachers who have completed the 3-day First Aid at Work qualification and who are regularly required to take on additional responsibility as the designated first aider across the whole school may be awarded a first aid allowance where these duties have not otherwise been considered when setting their pay. This is calculated as 1% of the salary for pay point 5 on the support Staff pay scales, pro-rata to hours worked.
- Acting up / Secondments
  - Where a teacher is assigned to and carries out duties of a head teacher, deputy head teacher or assistant head teacher but has not been appointed to the role, Governors will, within a 4-week period beginning on the day that such duties were first carried out, decide whether an “acting allowance” should be paid. Where this continues, the governors may review their decision as to whether an acting allowance must be paid. Where a pay range has been determined for the role that is being covered, and an acting allowance is paid, then the teacher’s total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.
  - Where a teacher is temporarily seconded to a post as head teacher in a school causing concern which is not the teacher’s normal place of work, and the relevant body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the teacher should be paid a lump sum accordingly. The total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the head teacher group for the school to which the teacher is seconded

Appendix D sets out which, if any, of the above will be considered by the Local Governing Body of this school.

The level of payments / benefits will be reviewed on an annual basis, and this will include determining whether or not the payment/benefit should continue.

### **Discretionary Allowances and Payments to Head Teacher and Wider Leadership Team**

The approach to setting pay for Head Teachers will make additional payments by means of allowances largely unnecessary. The exception to this will be for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments will be time-limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding will not apply to such payments. The total value of the salary and temporary payments made to a Head Teacher in any one year will not exceed 25% above the maximum of the group size for the school.

The principles for payment of allowances to members of the wider leadership group (except Leading Practitioners) will be consistent with those for Head Teachers.

This approach and these principles, however, will only be applicable if pay setting for the leadership group is or has been changed to reflect the new provisions (i.e. after 1<sup>st</sup> September 2014).



## Honoraria

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The STPCD, and therefore this pay policy, does not provide for the payment of bonuses or so-called “honoraria” in any circumstances.



## Salary Sacrifice Arrangements

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The Trust will provide for salary sacrifice arrangements for a childcare voucher scheme, for those members of staff who joined the scheme before it was statutorily closed to new participants.

The Trust may also be able to offer salary sacrifice arrangements under the cycle to work scheme. Employees interested in this scheme should contact the CFO ([cfo@owlsacademytrust.co.uk](mailto:cfo@owlsacademytrust.co.uk)) in the first instance.

Teachers participating in these arrangements will usually see their gross salary being reduced accordingly for the duration of their participation in the scheme, in line with the agreements required for the salary sacrifice arrangement.

Participating in such arrangements will have no effect on any determinations in respect to teachers pay, including the determination of any safeguarded sum to which a teacher may be entitled.



## Additional Information

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### Written Notification of Allowances and Other Payments

The School will advise employees in writing of the determination of any allowance or other payment or amendment to such. The written notification will advise, as appropriate, on: the date of commencement, termination and review; the value of any such award; and whether it is to be safeguarded or not.

### Pay Changes by Mutual Consent

Any member of staff wishing to request a reduction in responsibility and pay should do so in writing. This request will be considered by the Local Governing Body (Pay or Staffing Committee) and a decision will be made taking into account the request from the teacher and the operational requirements of the school.

### Monitoring the Impact of the Policy

The Local Governing Body (Pay Committee) will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of Teachers to assess its effect and the school’s continued compliance with equalities.



## Appendix A – Pay Committee Terms of Reference

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### Pay and Performance Committee

<b>Attendance Policy:</b>	A third of the LGB (minimum of three). <i>Note: the number appointed to this committee directly impacts on the number required for a staff appeal committee.</i>
<b>Exemptions:</b>	Staff governors are not permitted on this committee. Governors with any perceived bias or involvement must be excluded. <b>Decision making must not be delegated to an individual.</b> Experienced governors only to be appointed to this committee
<b>Meeting Frequency:</b>	Annually
<b>Quorum:</b>	Three as a minimum (voting members)
<b>Purpose:</b>	To review senior staff and teachers' pay and performance
<b>Committee Link:</b>	Finance and Staffing Committee

### Responsibilities

- Annual election of chair
- Act as the LGB's Pay Committee within the terms of the school Pay Policy.
- Review performance management for senior staff and teachers.
- Make decisions in line with the school's pay policy for the LGB's approval based on national and local agreements, plus ATB guidance.
- Share decisions on pay and performance reviews (but not the findings) with the full LGB.

### Finance and Staffing Committee Terms of Reference

<b>Attendance Policy:</b>	A third of the LGB (minimum of four).
<b>Exemptions:</b>	The committee should consist of non-staff governors. The head teacher (Accounting Officer) will not be a member of this committee, but should attend the meetings to discuss agenda items. The chair of this committee must not be the same as the Chair of Governors.
<b>Meeting Frequency:</b>	Three times per year (termly). Finance and staffing committee meetings are usually held simultaneously with the Audit Committee Meetings
<b>Quorum:</b>	50% of appointed governors (voting members)
<b>Purpose:</b>	To ensure finance controls are robust and adhered to.
<b>Committee Link:</b>	Audit Committee, Pay and Performance Committee, Health and Safety Committee, Curriculum and Pupil Data Committee.

### Finance – Responsibilities

To assist the LGB in fulfilling its responsibilities in the management of the school budget and staffing by:

- Compiling the draft budget for approval by the LGB.
- Exploring expenditure options and assessing expenditure bids.
- Forecasting likely future pupil rolls and income levels.
- Monitoring budgeted income and expenditure.
- Monitoring and adjusting in-year expenditure levels.
- Ensuring accounts are properly finalised at year end and reviewing the Budget Forecast Return data.
- Administering the school's voluntary/private funds.
- Evaluating the effectiveness of financial decisions.

- Attending to all financial matters as delegated by the ATB and LGB as directed by the School Scheme of Financial Delegation and internal protocols for budget holders.
- Reviewing the School Resource Management Self-Assessment Checklist (financial management and governance self-assessment).
- Making any determination or decisions regarding the Charges and Remissions Policy.

### **Staffing – Responsibilities**

- Ensuring adherence to safer recruitment processes in line with the Keeping Children Safe in Education (KCSIE) guidance.
- Managing staff appointments (in line with policy and delegations).
- Reviewing the school staffing structure and making recommendations to the LGB based on the requirements of the School Development Plan/curriculum requirements, and the head teacher's staffing review.
- Reviewing the Performance Management policy and codes of practice in the school.
- Ensuring the head teacher's performance management process is conducted appropriately and in conjunction with the CEO.
- Supporting the ATB with headteacher recruitment.
- Determining the staff complement and pay policies for the school (in accordance with School Teachers Pay and Conditions, guidance from the Local Authority regarding support staff, and information from the DfE/ESFA).
- Reviewing, implementing and monitoring Trust policies for staff discipline, capability, and dismissals, staff grievances and complaints, redundancy and redeployment, harassment, equal opportunities, race, gender, access and disability, staff absence and leave of absence (as provided by the ATB).
- Receiving reports and monitoring staffing issues.
- Ensuring that all essential duties are carried out and all requisite controls are exercised without unnecessary duplication of effort by staff and governors.
- Monitoring staff stress levels and work/life balance.
- Ensuring staff fully understand their roles and responsibilities, especially in respect of financial management. Ensuring staff are held accountable as per their job descriptions.
- Receiving reports on pupil numbers and staff projections and considering the financial implications for budget.
- Having regard and applying the directions from the National Restructuring of the Workforce Agreement.
- Establishing a committee (as required) to deal with staff grievances, with the power to co-opt governors from the Finance and Staffing Committee to support if required.
- To be informed of the outcome of a staff dismissal hearing in cases of dismissal on grounds of discipline or capability, or due to the enactment of redundancy procedures.

### **Terms of Reference**

1. The committee membership and terms of reference will be reviewed at the first meeting of the LGB held during the autumn term.
2. Adhere to the statutory obligations and best practice as per the Academy Trust Handbook and the school's finance policies (review finance policies annually in conjunction with guidance from the ATB/CEO/Central Team).
3. Provide guidance and assistance to the CEO/head teacher, leadership team and the LGB in all matters relating to budgeting and finance and reporting to the ATB.
4. Adopt Integrated Curriculum Financial Planning (ICFP).

5. Ensure meeting minutes are available to the LGB.
6. Identify priorities for the School Development Plan for budget consideration.
7. Establish formal procedures and a timetable for budget planning (following the ESFA academy finance timeline).
8. Draft proposals on budget expenditure for the LGB (in accordance with their SDP and the statutory curriculum requirements). This must be reported to the CEO and ATB.
9. Ensure that a balanced, sound budget is approved.
10. Monitor the annual budget and ensure the budget is managed effectively (review monthly income and expenditure reports, showing a comparison budget vs actuals and taking remedial action where necessary).
11. Ensure annual accounts are produced in accordance with the requirements of the Companies Act and the DfE/ESFA guidance issued to academies.
12. Decide whether to delegate their powers to spend the delegated budget to the head teacher, if so, they should establish the financial limits of delegated authority (see Scheme of Delegation and finance policies).
13. Establish suitable means for receiving the financial information required for decision-making purposes (subject to system functionality).
14. Ensure that adequate financial records are maintained to provide auditors and inspectors with explanations they consider necessary.
15. Respond promptly to recommendations made by auditors or inspectors.
16. Ensure that the school obtains best value for money when purchasing goods and services.
17. Ensure the Charging and Remissions Policy for the supply of goods and services (plus Lettings Policy) is adhered to.
18. Establish and maintain a Register of Pecuniary/Business Interests of governors and staff who influence financial decisions. This should be open to examination by governors, staff, parents and the DfE/ESFA.
19. Ensure that financial duties of staff are clearly described to avoid potential conflicts.
20. Ensure (in conjunction with the head teacher) that:
  - Salary payments are only made to school employees.
  - Salary payments are made in accordance with appropriate conditions of employment.
  - Salary payments are only made for services provided to the school.
  - Appropriate deductions are made (Tax and NI).
  - Payroll changes are accurately recorded and promptly processed.
  - Consideration is given whether to insure additional risks not covered by existing insurances or DfE assurances, such as cyber cover, pension deficits, etc.
  - The disposal or write-off of stock is authorised.
  - Processes for taking school equipment off site (laptops, etc.) are set.
  - The ESFA's Academy Trust Handbook is adhered to.
  - Codes of conduct are signed and understood/followed.

21. Ensure that internal control requirements are adhered to and documentation is approved.
22. Authorise payments as detailed in the school's finance policy.
23. Review governor expenses and report back to the ATB as required.
24. Review site condition reports and make recommendations on works required in collaboration with the Health and Safety Committee (reporting outcomes to the ATB). Assist with the preparation and implementation of contracts for works arising.
25. Ensure all governors and members of staff involved with finance receive training as appropriate and that it is recorded.

*The committee has delegated power to act in all matters as set out above, subject to the ATB and School Scheme of Financial Delegation.*



## Appendix B – Appeal Procedure

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### Stage 1 – Informal Discussion

A teacher who is dissatisfied with a pay recommendation, including an unsuccessful outcome from an application to progress to the upper pay range, has the opportunity to discuss this with the appraiser or Head Teacher before the recommendation is actioned and confirmation of the pay decision is made.

### Stage 2 – Formal Appeal

At the formal stage of the appeals procedure the teacher has the right to put their case to the Governing Body appeal panel and is entitled to be accompanied by a colleague / trade union representative.

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

- Incorrect application any provision of the STPCD;
- Incorrect application of the School's Pay Policy
- Failure to have proper regard for statutory guidance;
- Failure to take proper account of relevant evidence;
- Irrelevant or inaccurate evidence taken into account;
- Bias; or
- Otherwise unlawful discrimination against the teacher.

The appeal will be considered by an appeals committee in accordance with the Trust's Appeals Policy. Governors / Trustees involved in the original pay decision shall not be a member of the appeal panel.

### Order of Proceedings

1. The teacher is informed of the pay recommendation to be made to the pay committee and, where applicable, the basis on which the decision was made;
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher (stage 1);
3. Pay recommendations should be made to the pay committee to make pay determinations;
4. Pay decision is confirmed in writing;
5. Where the teacher is still dissatisfied, they may follow a formal appeal process (stage 2);
6. The teacher should set down in writing the grounds for appeal and send it to the individual (or committee) who made the determination, within 10 working days of the notification of the decision of the pay committee or of the outcome of the discussion referred to above.



## Appendix C – Pay Spines

### Leadership Pay Spine

Point	Value	
	2024-25	2025-26
L1	£49,781	£51,773
L2	£51,027	£53,069
L3	£52,301	£54,394
L4	£53,602	£55,747
L5	£54,939	£57,137
L6	£56,316	£58,569
L7	£57,831	£60,145
L8	£59,167	£61,534
L9	£60,644	£63,070
L10	£62,202	£64,691
L11	£63,815	£66,368
L12	£65,286	£67,898
L13	£66,919	£69,596
L14	£68,586	£71,330
L15	£70,293	£73,105
L16	£72,162	£75,049
L17	£73,819	£76,772
L18*	£74,926	£77,924
L18	£75,675	£78,702
L19	£77,552	£80,655
L20	£79,475	£82,654
L21*	£80,634	£83,860
L21	£81,441	£84,699
L22	£83,464	£86,803
L23	£85,529	£88,951

Point	Value	
	2024-25	2025-26
L24*	£86,783	£90,255
L24	£87,651	£91,158
L25	£89,830	£93,424
L26	£92,052	£95,735
L27*	£93,400	£97,136
L27	£94,332	£98,106
L28	£96,673	£100,540
L29	£99,067	£103,030
L30	£101,533	£105,595
L31*	£103,010	£107,131
L31	£104,040	£108,202
L32	£106,626	£110,892
L33	£109,275	£113,646
L34	£111,976	£116,456
L35*	£113,624	£118,169
L35	£114,759	£119,350
L36	£117,601	£122,306
L37	£120,524	£125,345
L38	£123,506	£128,447
L39*	£125,263	£130,274
L39	£126,517	£131,578
L40	£129,673	£134,860
L41	£132,913	£138,230
L42	£136,243	£141,693
L43	£138,265	£143,796

\* Denotes the value of this pay point where it is the maximum for the school group size. i.e. in a Group 1 school the basic pay for the head teacher (before taking account of any permanent additional responsibilities) must be between £58,569 - £77,924 per year, the upper value being represented by pay point L18\*)

## Leading Practitioner Pay Spine

Point	Value	
	2024-25	2025-26
L1	£50,025	£52,026
L2	£51,280	£53,332
L3	£52,560	£54,663
L4	£53,867	£56,022
L5	£55,209	£57,418
L6	£56,593	£58,857
L7	£58,118	£60,443
L8	£59,457	£61,836
L9	£60,943	£63,381

Point	Value	
	2024-25	2025-26
L10	£62,509	£65,010
L11	£64,129	£66,695
L12	£65,608	£68,233
L13	£67,247	£69,937
L14	£68,925	£71,682
L15	£70,639	£73,465
L16	£72,518	£75,419
L17	£74,182	£77,150
L18	£76,050	£79,092

## Classroom Teacher Pay Ranges

Main Pay Range		
Point	Value	
	2024-25	2025-26
M1	£31,650	£32,916
M1.5	£32,567	£33,870
M2	£33,483	£34,823
M2.5	£34,579	£35,963
M3	£35,674	£37,101
M3.5	£36,854	£38,329
M4	£38,034	£39,556
M4.5	£39,237	£40,807
M5	£40,439	£42,057
M5.5	£42,023	£43,704
M6	£43,607	£45,352

Unqualified Teacher		
Point	Value	
	2024-25	2025-26
UQ 1	£21,731	£22,601
UQ 1.5	£22,978	£23,898
UQ 2	£24,224	£25,193
UQ 2.5	£25,470	£26,489
UQ 3	£26,716	£27,785
UQ 3.5	£27,815	£28,928
UQ 4	£28,914	£30,071
UQ 4.5	£30,162	£31,369
UQ 5	£31,410	£32,667
UQ 5.5	£32,656	£33,963
UQ 6	£33,902	£35,259

Upper Pay Range		
Point	Value	
	2024-25	2025-26
U1	£45,646	£47,472
U1.5	£46,492	£48,352
U2	£47,338	£49,232
U2.5	£48,211	£50,140
U3	£49,084	£51,048

## Allowances

TLR 1: £ 10,174 - £17,216
TLR 2: £ 3,527 - £8,611
TLR 3: £ 702 - £3,478

SEN: £2,787 - £5,497
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## Appendix D – Application of Teacher’s Pay Policy at Langmoor Primary School

### Pay Bands / Allowance Values

School Group	2
Pay Range for Deputy Head Teacher	L3-L7
Pay Range for Assistant Head Teacher	N/A
Pay Range for Leading Practitioners	N/A
TLRs	<p>To be agreed by Governors as required to the holders of TLR 2a post(s)</p> <p>To be Agreed by Governors as required to the holders of TLR 2b post(s)</p> <p>TLR3 may be awarded for the following purposes:</p> <ul style="list-style-type: none"> <li>To meet a short term leadership need within the school (maximum 1 year); or</li> </ul> <p>To meet time limited leadership needs associated with specific funding streams (e.g. in connection with the PE Grant), not exceeding the period of the grant.</p>
SEN Allowance	£2787
Unqualified Teacher Allowance	<ul style="list-style-type: none"> <li>To be agreed as required</li> </ul>

### Discretionary Allowances and Payments

The Local Governing Body has delegated authority with regard to the award of discretionary allowances and payments as set out in the main body of this policy, and have made the following determinations:

Allowance/Payment	Considered	Comment
Continuing Professional Development	Yes	Teachers who undertake voluntary CPD may be considered for an additional payment to be agreed by Governors.
Initial Teacher Training Activities	Yes	Teachers who undertake voluntary school-based training activities may be considered for a payment agreed by the Governing Body. Examples of activities are Special Projects, Workshops, training, Mentoring and Extended Support.
Out-of School Learning Activities	Yes	<p>Teachers who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity may be considered for a payment agreed by the Governing Body.</p> <p>The Governing Body have determined that they will not award additional payments to teachers who undertake residential duties but will make any out of pocket expense payments including childcare, travel and subsistence.</p>

Additional Responsibilities and Activities	Yes	Teachers who undertake additional responsibilities and activities due to or in respect of the provision of services by the Head Teacher relating to the raising of educational standards to one or more additional school, and whose salary does not take account of such activity may be considered to a payment as agreed by the Governing Body.
Recruitment and Retention Incentives & Benefits	Yes	The Local Governing Body will consider awarding recruitment and/or retention incentives as required
First Aid Responsibilities	Yes	Add in.
Acting up / Secondments	Yes	Teachers who are acting up or on secondment may be considered for an additional payment to be agreed by the Governing Body.

Where the policy and the comments in the above table are silent with regard to the value of any of the above allowances/payments, the Local Governing Body will determine this on a case by case basis taking account of:

- The context within which the award is given;
- The impact of any additional work on the teacher's time, including consideration of whether any additional non-contact time or other reduction in existing duties/responsibilities has been provided;
- The extent of any increase in the level of the teacher's responsibilities;
- Whether or not there are any tangible non-financial benefits to the teacher


**Appendix E – Staffing Structure**

<b>Post</b>	<b>No. Posts (FTE)</b>	<b>Area(s) of responsibility</b>
CEO (Leadership Spine)	1	CEO of OWLS Academy Trust
Head Teacher (Leadership Spine)	1	
Deputy Head Teacher (Leadership Spine)	1	
Assistant Head Teacher (Leadership Spine)	N/A	
TLR 2b	N/A	
TLR 2a	N/A	
TLR3	Ad hoc	Fixed term responsibilities based on short-term projects / needs. To be advertised internally as and when available.
Class teachers	*7.5 *0.86	0.5 maternity cover Will also act as a subject co-ordinator, in a non-leadership capacity
HLTA		
Nursery Nurse		
Cover Supervisor/Senior TA	*3.51	
LSA (SEN)		
LSA (Classroom)	*3.07	
Midday Manager		
Midday Supervisors	*0.98	
ICT Technician		
SBM	0.39	
School Secretary		
Admin Staff	*1.88	
Premises Officer	1	
Other Premises Staff	*0.74	Includes cleaning staff

\* The number of posts is dependent on the numbers and needs of children at the school, and may range from 1 part-time post through to several full-time equivalent posts.