

# Pay Policy 2025-2026

Approved by	Full Governing Body
Date	30 <sup>th</sup> September 2025
Next Review Date	October 2026

# The Catholic High School Chester

## **WHOLE SCHOOL PAY POLICY 2025-2026 ACADEMIC YEAR**

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## **Introduction:**

The governing body aims to maximise the achievement of every pupil at the school and recognises the value of a well-motivated and capable body of teaching and support staff in the achievement of this.

The governing body is required to establish a whole school pay policy, monitor the implementation and outcome(s) of the arrangements and review the policy and its operation every year in consultation with the trade unions. This pay policy seeks to ensure that all staff are properly rewarded for their contribution towards this shared goal. This policy has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document.

In adopting the Pay Policy the aim is to:

- Maximise the quality of teaching and learning at the school, by ensuring that implementation of the policy takes full account of the school's plans for improvement and development.
- Have proper regard for the work/life balance of staff at the school.
- Recruit, retain, motivate and develop staff.
- Be able to demonstrate that the policy and decisions on pay are managed in a fair, just and equitable way, recognising the principle of equal pay for like work and work of equal value.
- Determine the annual pay budget, including that for pay progression, compatible with the school's overall budget position.
- Be consistent with the school's appraisal policies.
- That the impact of the exercise of pay discretions does not contravene the Equality Act 2010.

This policy was adopted by the governing body of The Catholic High School School on 30<sup>th</sup> September 2025.

The governing body has established a Pay Panel with fully delegated authority to make pay decisions based on the recommendations of the Headteacher.

## **Basic Principles:**

The staffing structure of the school is attached (Appendix B). All support staff and relevant teaching posts within the structure have detailed job descriptions which are periodically reviewed and which are written with due regard to enabling staff to maintain a reasonable work/life balance.

The governing body has determined the range and grade of each post in accordance with the STPCD or NJC job evaluation scheme, taking into account the duties and responsibilities of each post.

The governing body is committed to the operation of an appraisal process for teachers and Support Staff with the objective of maximising the professional

development of all staff and progress of pupils. The governing body will ensure that all staff in school have access to advice, training and development opportunities appropriate to their needs.

## **Equality Act 2010**

The Governing Body will give due regard to equality considerations in adopting this policy and is satisfied that its application will not impact adversely on members of staff who have a protected characteristic as defined by the Equality Act 2010.

All pay-related decisions will be made taking full account of the school's improvement plans and in compliance with the Equality Act 2010, which replaces and consolidates all the previous anti-discrimination laws (Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995, Employment Equality (Religion or Belief) Regulations 2003, Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006).

We will monitor the outcomes and impact of this policy annually including trends in progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.

## **Equality Impact Assessment**

The Governing Body 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 legislation and the Equality Act 2010.

## **Pay Appeals Procedure:**

A member of staff may seek a review of any determination in relation to **their** ~~his or her~~ pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that affects **their** ~~his or her~~ pay.

The procedures to be followed for Teaching and Support staff are set out later in this document.

## **Support Staff:**

The governing body recognises and values the contribution made to the school by support staff.

## **Conditions of Service**

The pay and conditions for support staff are determined through the National Joint Council (NJC) for Local Government Services as adopted by Cheshire West and Chester Borough 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**

The Governing Body has adopted the Cheshire West and Chester Council pay spine for support staff. Copies are available from the Finance Manager and the Business Manager

## **Job Descriptions and Job Evaluation**

The governing body has determined the range and grade of each post in accordance with the NJC job evaluation scheme, taking into account the duties and responsibilities of each post.

## **Salary on Appointment**

It is expected that on appointment an individual will normally be placed at the first point of the relevant grade. Where an individual was employed under the conditions of service of the NJC for Local Government Services immediately prior to appointment at the school, their starting pay should not be less than their previous salary, as far as this may be accommodated within the overall grade of the post. Consideration may also be given to appointment above the first point of the scale in recognition of experience and/or qualifications and where there is a justifiable business case for doing so.

The Headteacher may offer an appointment on less than the full grading range where the employee will not be undertaking, initially, the full duties and responsibilities of the job. If such an arrangement is agreed with the successful applicant, the written notification will specify clearly the reasons why the full range is not being applied and the date when the situation will be reviewed, with a view to the full grading being applied e.g. this is normally linked to where an employee is due to obtain a required qualification.

## **Incremental Progression**

In accordance with the incremental progression procedure adopted by the Governing Body, support staff are eligible to move one point on their pay grade on the anniversary of their start date until the top of the range for the grade is reached. In all cases, there will be no incremental progression beyond the evaluated grade of the post.

An incremental progression point may be withheld in exceptional circumstances if the staff member is subject to capability procedures. The governing body may choose to award the incremental point at a later date when the staff member's performance has returned to satisfactory.

## **Pay Appeals**

Any member of support staff may seek a review of their grade where they are able to demonstrate a substantial increase in their duties and responsibilities. The staff member should write to the headteacher setting out the grounds for a review. Where a case for review is made, the headteacher will arrange for the job details to be re-evaluated in accordance with the NJC Job Evaluation Scheme as adopted by Cheshire West and Chester Council.

If the member of staff remains dissatisfied, they will have a right of appeal in accordance with the Job Evaluation Procedure. The member of staff will be given the opportunity to make representations as part of this process.

## **Salary on Promotion or Re-grading**

On appointment to a new role, or on re-grading of an existing role to a grade with a higher maximum salary, an employee will be paid a salary on the new grade which is at least one increment above the salary that they would have received in the former grade on the date of grading change. An increase of more than one increment may be justified in the case of a promotion but will be exceptional where the job is re-graded. The level of the starting salary is at the discretion of the Headteacher/Governing Body.

## **Acting Allowance**

Where a member of staff covers the full duties of a higher graded role on a temporary basis, for example to cover a vacancy or in the absence of the substantive post holder (other than to cover for annual leave), for a period of at least 4 weeks, they may be paid an acting allowance equivalent to the grade of the post they are covering. Acting arrangements are time limited and will be subject to regular review.

Where an employee is undertaking partial duties of a higher graded role, a special recognition payment may instead be considered.

## **Recognition Award Scheme**

Recognition awards to individual employees will be given for exceptional performance, normally something additional and something that requires greater skills or carries greater responsibilities. They are not given for doing the job the employee is appointed to do well.

The maximum payment will not exceed 7.5% of basic annual salary and the payment of anything in excess of 5% of basic annual salary will be exceptional.

Awards will be linked to Staff Appraisal and key tasks but there will be justification in some circumstances for recognition outside this process.

## **Retirement Awards**

Employees who retire with 20 years' service with the School / Council (which need not be continuous) will receive a lump sum payment of £946 in their last year of service (pro rata for part-time employees). The Award applies to all employees who qualify and for those in the Local Government Pension Scheme, it is pensionable..

## **Premium Payments**

In some circumstances voluntary overtime may be offered to staff to cover specific duties. In all cases, voluntary overtime must be agreed in advance of any work undertaken. In Aided and Foundation schools, the rate of pay for voluntary overtime will be time and a half for all hours worked in excess of 37 hours per week for grades 1 to 7.

## **Teaching Staff:**

The governing body recognises and values the contribution made to the school by teaching staff. This group of staff includes all staff at the school that are subject to School Teachers Pay & Conditions, including unqualified teachers.

## **Conditions of Service**

Pay and conditions for teaching staff are negotiated nationally and the statutory requirements are set out in the School Teachers' Pay and Conditions Document (issued annually) and the Conditions of Service for School Teachers in England and Wales (known as the Burgundy Book).

## **Pay Ranges**

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy of the STPCD 2025 may be viewed online at [School teachers' pay and conditions guidance](#)

*Pay points within pay ranges used within this school are set out in the relevant paragraphs later in this policy.*

## **Pay on Appointment**

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

In making such determinations, the governing body may take into account a range of factors, including but not limited to:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context and any development or improvement plans

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

## **Pay Range for Head Teachers**

The governing body has a statutory duty to assign a school group size and a pay range for the head teacher. The governing body will calculate the head teacher group size each September in accordance with the current STPCD.

The governing body will assign or review a pay range when planning a new appointment, when the school group changes or where there is a change in the school's circumstances that leads to a significant change in the responsibilities of the post.

The governing body will ensure that the process of determining the remuneration of the head teacher is fair and transparent. There will be a proper record made of the reasoning behind the determination of the pay range and the ratification of decisions made in this respect.

The headteacher pay range for the academic year – 2025-26 has been determined at £84,669 to £119,350 pa which is Leadership Point 21-35 on the agreed pay scale.

## **Pay Range For Deputy & Assistant Head Teachers**

The governing body has determined that one deputy head teacher post and two assistant head teacher posts are to be included in the school's staffing structure. Where there is more than one deputy head teacher or more than one assistant head teacher, the governing body have the discretion to determine different pay ranges for each post.

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

The governing body will determine a pay range for deputy and assistant head teachers. The governing body will ensure that the pay range for deputy and assistant head teachers is determined in accordance with the STPCD with due regard to pay rates for other teaching posts and the head teacher.

The pay range for deputy head teachers for the academic year 2025-26 is as follows:

	Value
L21	£84,699
L22	£86,803
L23	£88,951
L24	£91,158

The pay range for assistant head teachers for the academic year 2025-26

	Value
L12	£67,898
L13	£69,596
L14	£71,330
L15	£73,105
L16	£75,049

The governing body will determine the pay range for deputy and assistant head teachers in the following circumstances:

- When it proposes to make new appointments, or
- Where there is a significant change in the responsibilities of serving depute or assistant headteachers.

## **Pay Ranges for Other Classroom Teachers**

### **Main Pay Range**

Qualified teachers who are not entitled to be paid on any other pay range will be paid in accordance with the school's main pay range. These are based on the advisory pay points detailed in STPCD

Scale Point	Value
1	£32,916
2	£34,823
3	£37,101
4	£39,556
5	£42,057
6	£45,352

### **Upper Pay Range**

Qualified teachers who have been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with the school's upper pay range. These are based on the advisory pay points detailed in STPCD

Scale Point	Value
Minimum	£47,472
UPS 2	£47,232
Maximum	£51,048

### **Unqualified Teacher Pay Range**

The school's pay range for an unqualified teacher is:

Scale Point	Value
1	£22,601

2	£25,193
3	£27,785
4	£30,071
5	£32,667
6	£35,259

Any pay points awarded to unqualified teachers are permanent, while the teacher remains employed at this school in that role.

Unqualified teachers are not eligible for teaching and learning responsibility or special educational needs allowances. The governing body will not under any circumstances determine a salary for an unqualified teacher outside of the unqualified teacher pay spine.

## **Allowances For Classroom Teachers**

### ***Teaching and Learning Responsibility Payments***

TLRs are awarded at the discretion of the governing body.

TLR payments [1 or 2] will be awarded to the holders of the posts indicated in the attached staffing structure.

A TLR 1 or 2 payment when assigned will last for the duration of the post and changes to the staff structure will be subject to consultation.

Teachers will not be expected to undertake relevant permanent additional responsibilities without award of a TLR payment.

The governing body will award Fixed Term Teaching and Learning Responsibility payments (TLR 3) to a classroom teacher who is required to undertake a clearly defined and time-limited school improvement project or one-off externally driven responsibility. The duration of the fixed term will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. A TLR3 payment is not subject to salary safeguarding.

Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3's.

Opportunities for TLR3 projects will be subject to consultation with school level trade union representatives.

TLR3 payments will not be used to replace or otherwise limit progression on the Main, Upper or Leading Practitioner pay ranges.

**The annual values of a TLR payment for the academic year 2024-2025 must fall within the following ranges in accordance with the current STPCD:**

- the annual value of a TLR1 must be no less than £10,174 and no greater than £17,216;
- the annual value of a TLR2 must be no less than £3,527 and no greater than £8,611; and
- the annual value of a TLR3 must be no less than £702 and no greater than £3,478.

**The values of TLRs to be awarded at this school are set out below (1FTE):**

TLR2a £ 3,527 per annum to the holder of CLL Chemistry

TLR2b £ 6,259 per annum to the holder of  
CLL Drama  
CLL Music  
CLL Computing and Business Studies  
CLL Psychology  
2ic English  
2ic Maths  
2ic Science  
2ic RE

TLR2c £ 8,611 per annum to the holder of  
CLL PE  
CLL Geography  
CLL MFL  
CLL History  
CLL Art and DT  
CLL PSHE and Careers  
YLL 7  
YLL 8&9  
YLL 10&11

TLR1a £10,174 per annum to the holder of no posts

TLR1b £ 13,695 per annum to the holder of no posts

TLR1c £ 17,216 per annum to the holder of CLL Science

**TLR3** payments will be determined on a case-by-case basis taking account of the additional responsibilities required of the teacher. The range for TLR3's 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 determined proportionately to the annual value.

**TLR1 and 2** will only be awarded if the governing body is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning,
- b) requires the exercise of a teacher's professional skills and judgement,
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum,
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils, and
- e) involves leading developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the governing body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

A teacher may not hold more than one TLR 1 or 2 of any value concurrently.

A TLR is a payment integral to a post in the school's staffing structure and may therefore only be held by two or more people when job-sharing that post. Holders of a TLR1 or 2 will also be eligible to receive a TLR3.

### **Special Educational Needs Allowance**

The governing body will award an SEN Allowance to a classroom teacher in accordance with Schools Teachers Pay and Conditions.

A SEN allowance must be awarded to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN
- in a special school
- who teaches pupils in one or more designated special classes or units in a school
- in any non-designated setting (including any PRU), where the post:
  - involves a substantial element of working directly with children with special educational needs
  - requires a teacher's professional skills and judgment in the teaching of children with special educational needs, and

- has a greater level of involvement in teaching children with special educational needs than is the normal requirement of teachers in the school, or for unattached teachers, the unit or service

The SEN allowance is determined as a spot value, taking into account the structure of the school's SEN provision and:

- a) whether any mandatory qualifications are required,
- b) the qualifications and expertise of the teacher relevant to the post, and
- c) the relative demands of the post.

SEN allowances will be paid to the holders of the posts indicated in the attached staffing structure (Appendix B). The values of the SEN allowances to be awarded are set out below:

SEN £ 5,497 to the holder of Teacher in Charge of Autism Provision

Where a teacher is already in receipt of a SEN allowance, the Governing Body must determine whether the teacher remains entitled to the allowance. If so, it must determine the amount of the allowance with effect from 1<sup>st</sup> September 2025.

## **Additional Allowances**

### **Acting allowance**

Where a teacher is assigned and carries out duties of a head teacher, deputy head teacher, or assistant head teacher, but has not been appointed as an acting head teacher, deputy head teacher or assistant head teacher, the governing body will, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an 'acting allowance' must be paid in accordance with the following provisions.

Where the governing body determines that an acting allowance will not be paid but the relevant duties continue, then the governing body may review this decision and make a further determination at a future date as to whether or not an acting allowance may be paid.

If paid, the acting allowance will be of such value as to ensure that the teacher receives remuneration of equivalent value to such point on the leadership pay spine as the governing body has determined applies to the head teacher, deputy head teacher or assistant head teacher (as set out in this policy).

For as long as an acting allowance is being paid, the teacher will be expected to undertake the professional responsibilities applicable to a head teacher,

deputy head teacher or assistant head teacher and work to the relevant teachers' standards.

## **Retirement Gifts**

This scheme applies to a teacher who retires (i.e. is 55 plus years of age, is granted early release of pension [with or without redundancy] or Ill-Health retirement) having completed at least 20 years employment (the employment does not have to have been continuous) with the Borough Council, County Council or with an authority which merged to form the County Council in 1974 or subsequent Cheshire West and Chester Council in 2009.

The employee may choose the gift within the following cost limits:

Minimum entitlement -	£110
Addition per complete year of employment beyond 20 -	£7
Maximum entitlement -	£184

A teacher cannot receive a cash award in lieu of a gift nor can cash be paid to make up the difference between the cost of the gift and the maximum entitlement. A teacher may add (within reason) to the entitlement if s/he prefers a gift of higher value than the entitlement allows. The choice of gift is subject to the approval of the Headteacher (or Governing Body, in the case of the retirement of the Headteacher). It should be a durable and tangible object and appropriate for the occasion.

### ***Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school***

A payment may be made for activities which are undertaken relating to the provision of initial teacher training (ITT). Such payments may only be made for ITT which is provided as part of the ordinary conduct of the school.

Such activities may include:

- supervising and observing teaching practice,
- giving feedback to students on their performance
- acting as a professional mentor or tutorials on aspects of the course.

The governing body has determined that teachers undertaking these activities will be entitled to a payment at the employee's flat rate.

Additional payments will not be made for any ITT activities undertaken outside of the ordinary running of the school, which would instead be considered as separate non-teaching employment.

The governing body has determined that the following areas of work will be considered as separate employment:

- taking the lead in ITT courses,
- planning and preparing of materials for ITT courses,
- and taking responsibility for the well being and tuition of ITT students.

***Participation in out of school hours learning activity agreed between the teacher and the governing body***

Teachers, including the head teacher, who agree to provide learning activities outside of normal school hours and whose salary range does not take account such activity will be entitled to a payment at the employee's normal flat rate.

***Additional responsibilities and activities due to or in respect of the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools***

The operating principles and requirements of the provision of services to other schools may be found within the STPCD.

The Head teacher may occasionally provide services to other schools, for example as a consultant leader, school improvement partner, local leader of education or national leader of education. Such arrangements will be subject to the agreement of The Governing Body and when entered into, the governing body will determine how much, if any additional payment will be made to the Headteacher and for how long. Payments are not automatic.

The governing body will also, in such circumstances, consider whether to review the remuneration of other staff whose duties and responsibilities may be impacted on by the head teacher's additional role.

Where such additional responsibilities are temporary, any related additional payments will also be temporary. Salary safeguarding arrangements will not apply when such payments cease.

***Recruitment and retention incentives and benefits***

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons. No recruitment or retention payment will be made to the head teacher other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to the headteacher will be taken account of through determination of the headteacher's pay range.

In the case of retention, a recommendation to offer incentives or benefits would be made by the head teacher to the Pay Panel.

In the case of recruitment difficulties, a decision to offer incentives or benefits may be made by the selection panel where authority in respect of this function has been delegated to the selection panel itself.

In either case, before a recruitment and retention incentive or benefit is agreed, a business case with supporting evidence should be constructed by the head teacher, or the selection panel, for consideration by the Pay Committee with the recommendations and authorisations must be recorded.

The governing body will, from time to time, determine whether any recruitment or retention awards will be paid for specific subject shortages. All such decisions will be determined by the Pay Panel after consideration of a written business case and will be subject to annual review.

### ***Salary Sacrifice***

The governing body supports the following salary sacrifice arrangements:  
Childcare vouchers.

Arrangements will be made to enable staff to participate in these schemes should they wish to do so.

### ***Bonuses/Honoraria***

There is no provision within the STPCD 2025 for the payment of bonuses or honoraria in any circumstances and that any such awards made to a teacher for their teaching work would be unlawful. The governing body will not therefore pay any bonus or honorarium to any member of the teaching staff for carrying out their professional duties as a teacher.

### ***Part-time Teachers***

Teachers employed on an ongoing basis at the school who work less than a full working week are deemed to be part time. The governing body will ensure that part time teachers are given a written statement detailing their working time obligations (within and beyond the school day) and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison to the school's timetabled teaching week for a full-time teacher in an equivalent post.

Part time teachers will be paid a pro-rata percentage of the appropriate full time equivalent salary and the same percentages will be applied to any allowances (except TLR3) awarded to a part time teacher as set out in the STPCD.

### ***Short Notice/Supply Teachers***

Teachers employed on a day to day or other short notice basis will be paid matching the pay point of a teacher up to a maximum of M6 unless the school requires a higher level of experience.

Teachers employed on a day to day or other short notice basis must be paid in accordance with the STPCD 2025.

Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual amount by 1,265 to give an hourly rate.

A short notice teacher who is employed by the school or another school in the authority throughout a period of 12 months (beginning August or September) will not be paid more in respect of that period than s/he would have if s/he had been in regular employment throughout the period.

### ***Agency staff***

Staff employed through a supply agency for 12 weeks must be paid the equivalent rate for the post as permanent employees in line with the Agency Worker Regulations 2016.

NB It is the responsibility of the school (the hirer/contractor) to ensure that staff employed through a supply agency are paid the appropriate rate after 12 weeks.

### ***Pay Reviews***

The governing body will ensure that every teacher's salary is reviewed with effect from 1 September each year and no later than 31 October (31 December for Head Teachers), and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

There are two pay related determinations that the Governing Body will make annually for Teachers:

- One is to ratify the application of the annual pay award as per the national pay framework to any locally agreed and adopted pay points and allowances.
- The second is in relation to incremental progression of a teacher's salary within the defined ranges of the appropriate pay spine, as set out in this policy.

Reviews may take place at other times of the year to reflect any significant changes in circumstances or job description, that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

Where a teacher is/will be absent because of maternity/shared parental leave at the time of the appraisal review and subsequent pay determination, the appraiser will conduct a review either prior to leave starting or as soon as reasonably practical upon their return. \*Their pay recommendation can be made regardless of their absence and should be submitted to the governor pay panel in line with agreed timescales. \*

Where a teacher is absent due to long term sickness at the time of the appraisal review and subsequent pay determination or has had a significant long-term sickness absence during the review period, the appraiser will conduct a review as soon as reasonably practical upon their return and due consideration should be taken of any impact of absence and advice should be sought from your HR provider if required.

\*Their pay recommendation can still be made and should be submitted to the governor pay panel in line with agreed timescales. \*

## **Pay Progression & Appraisal**

In this school all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice and personal goals.

In order to support the focused move towards CPD and driving a high-performance culture, objectives and performance management/appraisal discussions will not be based on teacher generated data and/or predictions, nor solely on the assessment data for a single group of pupils. The full arrangements for teacher appraisal are set out in the school's appraisal policy. Increments when awarded, will be applied effective from 1<sup>st</sup> September. The criteria this school will use when making decisions on annual incre

mental pay progression, following appraisal are:

### Normal Pay Progression (Excluding ECT's)

Following an individual teacher's annual appraisal and a recommendation made by the Headteacher (or in the case of a Headteacher the external/independent advisor), subject to the provisions of the published pay policy, they should expect to receive pay progression of one increment, within

the maximum of their pay range, unless they are subject to the capability procedure.

### Progression to the Upper Pay Range (UPR)

A qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy and guidance documents.

In order to be eligible to be assessed, teachers must have Qualified Teacher Status (QTS). There are no barriers to movement onto the UPR that are connected with length of service and no requirement to be at the top of the main pay range.

It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range and they must notify the school promptly of their request. They should notify their appraiser at the start of the appraisal year (or as soon as reasonably practical where such circumstances as a period of long-term absence/maternity has infringed on this process) to ensure they are supported and signposted to guidance accordingly.

An application from a suitably qualified teacher will be deemed successful where the Governing Body/Pay Panel are satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution are substantial and sustained.

For the purposes of this pay policy:

- 'highly competent' means

practice which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

- 'substantial' means

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

maintained continuously over a significant period

Applications should be submitted to the headteacher, using the attached form (Appendix E), in advance of their annual appraisal review and a

recommendation will be made by 31 October for consideration by the Governing Body/Pay Panel and if successful, pay progression to the UPR will take effect from 1<sup>st</sup> September.

The application will be considered by the Governing Body Pay Panel who will also be provided with a copy of the teacher's Appraisal Review Statement, and also includes the Appraiser's recommendation on progression.

This will ensure that applications are assessed robustly, transparently and equitably, by the Governing Body/Pay Panel in making the final determination. The decision as to where on the UPR a teacher is placed on the range, if successful, will be agreed between the Governing Body/Pay Panel and the Headteacher, taking into account the following factors: -

- the nature of the post and the responsibilities it entails
- the level of qualifications, skills and experience of the teacher

Where the application is unsuccessful, feedback will be provided by the Governing Body/Pay Panel as the decision makers supported by the Headteacher, within 20 working days of the determination. Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's normal Pay Appeals arrangements as documented within this policy.

Incremental points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school or (in the case of unattached/centrally employed teachers) the same local authority.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision whether successful or unsuccessful made by another school.

## **Early Career Teachers**

Decisions on pay progression for Early Career teachers subject to statutory induction arrangements will be taken by 31 October each year to take effect on 1 September that year and will be based on a recommendation from the headteacher which takes account of the teacher's assessment under the induction arrangements and against the Teachers' Standards.

The Early Career Teachers (ECT) standard length of induction is two school years.

Year 1 (ECTs) must not teach more than 90% of a normal teaching timetable and are also entitled to PPA time of 10%. Year 2 ECTs will not teach more than 95% of a normal teaching timetable and are also entitled to PPA time of 10%.

In most cases ECT's join the main pay scale at M1. However, discretionary points and recruitment and retention incentives may be awarded.

In the case of early career teachers (ECT's), the relevant body must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Statutory Induction Guidance.

The relevant body must also ensure that ECT's are not negatively affected by the extension of the induction period from one to two years.

The school should consider the progress that has been made towards meeting the outcomes of the ECF and award a pay increase in line with the expectations of the Appraisal Policy.

On successful completion of ECT Induction the Governing Body will determine the appropriate pay point for the teacher, in line with the statutory induction process/appraisal policy.

In cases where ECTs working part-time can demonstrate that they have met the Teachers Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.

### **Teaching Staff Pay Appeals Procedure:**

A teacher may seek a review of any determination in relation to their pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that affects their pay.

Appeals may be made on the grounds that the person or committee by whom the decision was made has:

- a) incorrectly applied any statutory provision
- b) failed to have proper regard for statutory guidance
- c) failed to follow the school's own policies properly
- d) failed to take proper account of relevant evidence
- e) took account of irrelevant or inaccurate evidence
- f) was biased, and/or
- g) otherwise unlawfully discriminated against the individual concerned.

This list is not prescriptive nor exhaustive.

The procedure for considering appeals is as follows:

#### Informal stage

As conclusion to the Appraisal process, each teacher will be made aware of any pay recommendation before it is reported to Governors for final consideration.

Where a teacher is dissatisfied with a pay recommendation, they should (within five working days) request a meeting with their headteacher. The headteacher will, within a further five working days, arrange a meeting (at which the appraiser should be present) to enable the teacher to present their case and any additional information they feel has not been taken into account.

This meeting should take place prior to the meeting of the Governors Pay Panel and the teacher will also be advised before that meeting whether the pay recommendation is to be changed on the basis of the informal stage process.

Where the headteacher is the appraiser, the teacher will have the right to submit a written representation which will be included in the paperwork submitted to the Governors Pay Panel.

Following the meeting of the Pay Panel teachers will receive written confirmation of their pay determination and the basis upon which the decision was made.

### Formal stages

#### Stage 1- Pay Hearing

Where a teacher is dissatisfied with a pay decision, they should set down in writing their reasons in sufficient detail for a response to be prepared and send it to the Chair of the Governors' Pay Panel, within ten working days of the notification of the pay decision.

The Chair of the Governors' Pay Panel will arrange a hearing within ten working days of receipt of the written appeal, at which they will consider the case and give the staff member an opportunity to make representations in person, accompanied by a representative of a Trade Union if requested. Following the hearing the employee should be informed in writing of the decision and any right to appeal. The deadline for any appeal will be ten working days from receipt of written confirmation of the Stage 1 decision.

#### Stage 2 – Appeal

Any pay appeal will be heard by a panel of three Governors who were not involved in the original determination, normally within twenty working days of the receipt of the written notification of appeal. The member of staff will be given the opportunity to make representations in person accompanied by a representative of a Trade Union if requested.

The decision of the appeal panel will be given in writing and where the appeal has been rejected this will include a note of any evidence considered and the reasons for the decision. The decision of the governors at this hearing will be final.

## Representation

At all hearings under formal procedures the staff member is entitled to be accompanied by a trade union representative or work colleague. Where possible the trade union representative or work colleague will be consulted on the proposed date of a hearing. If a date is set at which the colleague or trade union representative is unable to attend, the teacher may suggest an alternative date and time provided it is reasonable and is not more than five working days after the original date.

## Appendix A – Governing Body Terms of Reference

### GOVERNING BODY PAY PANEL TERMS OF REFERENCE

#### MEMBERSHIP

- The Pay Panel will comprise of at least three governors.
- Governors employed at the school will not be eligible for membership of the Pay Panel,

#### PAY POLICY

##### The Pay Panel is responsible for:

- Establishing the school's pay policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to the governing Body for approval.
- Reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives, and submitting it to the governing Body for approval.

##### The Governing Body is responsible for:

- Formal approval of the policy
- Considering an annual report, including statistical information, on decisions taken in accordance with the policy

#### PAY DECISIONS

##### The headteacher is responsible for:

- Ensuring that pay recommendations for the deputy and assistant headteacher(s), classroom teachers and support staff are made and submitted to the Pay Panel.
- Advising the Pay Panel on the reasons for the recommendations, and
- Ensuring that staff are informed of the decisions of the Pay Panel and of their right of appeal.

##### The Pay Panel is responsible for:

- Taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following the consideration of the recommendations of appraisers and the advice of the head teacher.
- Taking decisions on the pay of the headteacher following consideration of the recommendations of the governors responsible for the head teacher's appraisal review.
- Submitting reports of these decisions to the Governing Body; and
- Ensuring that the head teacher is informed of the outcome of the decision of the Pay panel and the right of appeal.

The Pay Appeals Panel of the Governing Body is responsible for:

- Taking decisions on appeals against the decision of the Pay Panel in accordance with the terms of the pay appeals procedure set out in the Pay Policy.

## **Appendix B - Staffing Structure 2025-26**

Post holders; September 2025

Headteacher	Cathryn McKeagney	(English)
Deputy Head	Maria Nordmann	(Geography)
Assistant Head	Tom Wilson	(History)
Assistant Head	David deWinton	(PE)

CLL: Curriculum Leader of Learning

YLL: Year Leader of Learning

### **Art and DT**

Garret McGoldrick (CLL)

Anna Kershaw-Jones

Racheal Millington

Michelle Porter

Julia Bakir (Unqualified Teacher)

### **Drama**

Carmel Bradley (CLL)

Laura Vasey (YLL 8/9) (Acting YLL 10/11)

### **English**

Adam Wilson (CLL)

Martine Ireland (2inc)

Mark Robinson

Karen Burke

Ruth Huish

Lauren Williams

Anna Thomas

### **Learning Support**

Jo Wraige (SENCO)

Neil Cross ASD Specialist Teacher

### **Geography**

Dave Whittingham (CLL)

Joanne Wraige (SENCO)

Wendy Moore

Maria Nordmann (Deputy Head)

### **History and Criminology**

Kim Ellis (CLL)

Thomas Wilson (Assistant Head)

Michelle Tromans-Smith

Annette Kinley

### **ICT and Business**

David Baddeley (CLL)  
Sarah Twigg  
Gayle Neal

**Mathematics**

Charlie Waring (CLL)  
Gill Wilkinson (2inc)  
Diane Holmes  
Joy O'Reilly  
Andrew Barnsley  
Amy Jones

**MFL**

Clare Forster (CLL)  
Louise Orain (Maternity Leave)  
Bernadette Letissier Director of 6<sup>th</sup> Form  
Amy O'Donnell (Unqualified Teacher – Maternity Cover)

**Music**

Henry Soper

**PE**

Caroline Graham (CLL) (Maternity Leave)  
Dylan Green (YLL Y7)  
John Rhodes (PSHE/Careers)  
Rebecca Harding (CLL Maternity Cover)  
Hugh Davies (Maternity Cover)

**Psychology**

Freya Sommerton (CLL)

**RE**

Anne-Marie Appleton (CLL)  
Vicky Ellison (2inc)  
Gemma Durcan Smith  
Charis Hart

**Science**

Helen Hodgeman (CLL)  
Elizabeth White (2inc)  
Donna Richards (Acting YLL 8/9)  
Edward Willis CLL Chemistry  
Charlotte Renowden  
Richard Sawle  
Helen Woods

**Cover Supervisor**

Hugh Davies (Covering PE Mat Cover)  
Lucy Price-Jones (Mat Cover)

**Ready to Learn**  
Jan Bailey

## **Support Staff**

Staffing Structure

Post Holders; September 2025

### **Business Manager**

Andrew Kilcoyne

### **Chaplain**

Ana Gasparini

### **Admin**

Karen Shaw

Gillian Armitage

Louise Ashley

Chantelle Winstanley

Susannah Redwood

Vacancy

Lorraine Woodall

Matt Wells

Siobhan Williams

PA to Headteacher and SLT

Administrator

Reprographics Technician

Office Administrator

6<sup>th</sup> Form Administrator

SENCO Administrator

Data and IT Manager

Examinations Officer

Attendance Officer

### **Pastoral Support**

Julie Harrison

Louise Judd

Amanda Cooper

Assistant Head of Year

Assistant Head of Year (Maternity Leave)

Trinity

### **Finance**

Sally Faulkner

Finance Manager

### **Teaching Assistants (Mainstream SEN)**

Amy O'Donnell (HLTA)

Faye Davies (HLTA)

Kari Kerr

Sheila Patino Pan

Catherine Burnett

Julia Bakir

Gaynor Eaton

Nicola Jones

Sophie Fowles

### **Teaching Assistants (ASD Base)**

Claire Berry

Claire Brown

Gillian Twist

Lesley Buckley

Sarah Jane Palmen

Steven Murray

Asha Harris  
Caroline Sedgwick  
Kay Partridge

**Site Team**

Andy Hickson	Premises Manager
Peter Toan	Site Maintenance Officer
Robert Dowling	Caretaker
Ian Webster	Driver/Key Holder
David Jones	Caretaker
Mark Johnstons	Caretaker
Allan Whittaker	Caretaker
Craig McKenzie	Caretaker
Jessica McManus	Cleaner

**Catering**

Sian Hoskins	Catering Manager
Penny Hoskins	Asst. Catering Manager
Dawn Dean	
Sara Erskine	
Susan Evans	
Tracey Griffiths	
Karen Price	
Lisa Brown	

**Technicians**

Ann-Marie Cox	DT- Food/Textiles
Ian Edwards	IT
Paul Harrison	DT- Graphics/Art
Tamzyn Brigham	Science

## **Appendix C - Teacher Standards**

School's Teachers' pay and conditions document 2024 and guidance on school teacher's pay and conditions (September 2024)

[School teachers' pay and conditions guidance](#)

Equality Act 2010: advice for schools

[government/publications/equality-act-2010-advice-for-schools](#)

Improve workload and wellbeing for school staff

[Improve workload and wellbeing for school staff - GOV.UK](#)

Managing Teachers' and Leaders' Pay Advice for maintained schools, MATs, academies and local authorities.

[Managing Teachers and Leaders Pay - July 2024.pdf](#)

## **Appendix D – Conduct of Pay Hearings**

### **Conduct of Pay Hearings**

The procedure at the hearing will normally be as follows:

1. The hearing will be conducted by either the Pay Panel or Pay Appeal Panel of the Governing Body as appropriate.
2. The Panel be advised/supported by a Snr HR Adviser/Lead.
3. The Chair of the Panel will satisfy himself/herself that the all those present understand the purpose of the hearing.
4. The employee or his/her representative will be invited to present their case.
5. The management representative will be given the opportunity to question the employee or his/her representative.
6. The management representative will be invited to respond to the employee's case.
7. The employee and/or representative will be given the opportunity to question the management representative.
8. At any stage during the hearing any member of the Panel and any adviser(s) may ask questions of the employee, their representative or the management representative, as they may consider appropriate in order to ascertain the facts and arguments.
9. The employee or their representative will then be invited to make a closing statement not introducing any new material.
10. The management representative will be given the opportunity to make a closing statement also without introducing any new material.
12. Both parties will withdraw to allow the Panel to review and consider the evidence and arguments in conjunction with any advisers.
13. The Panel will then recall both parties to inform them of their decision. The decision will normally be announced personally to the parties as soon as it is possible on the day of the hearing. If it is not possible to make a decision immediately the parties will be informed of this. The decision will be confirmed in writing and delivered to the employee either by hand or electronically with a copy to the trade union

representative (sent electronically) or work colleague and the management representative.

## **Appendix E – Application form to be paid on the Upper Pay Range**

### **UPPER PAY RANGE APPLICATIONS**

#### **ELIGIBILITY CRITERIA**

To be eligible to apply for the UPR, a teacher must [details]

To be eligible to apply for progression within the UPR, a teacher must [details]

#### **UPPER PAY RANGE CRITERIA**

Progression to and within the UPR will be successful where the Pay Panel are satisfied that a teacher;

- is highly competent in all elements of the teachers standards
- by their achievements, can demonstrate a substantial and sustained contribution to this school.

In this school, “highly competent” means

practice which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

In this school, “substantial” means

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;

In this school, “sustained” means

maintained continuously over a significant period

Applicants are also advised to consider and reflect on the Teachers Standards.

## **APPLICATION PROCESS**

- Teachers may apply to be considered for progression to or within the upper pay range once per year.
- Applications should be submitted to the headteacher using the form attached as Appendix F, in advance of their annual appraisal review and a recommendation will be made by 31 October for consideration by the Governing Body Pay Panel
- Applications will be considered by the Governing Body Pay Panel who will also be provided with a copy of the teacher's Appraisal Review Statement which will include the Appraiser's recommendation on progression.
- For applications to the UPR, where a teacher has been assessed as meeting the standards, they will be appointed to [details e.g. the first point on the Upper Pay Range or at a point determined by the Pay Panel].
- If successful, pay awards will take effect from 1 September in the year of application.

## **Appendix F –Application Form for progressions to or within the Upper Pay Range**

**NAME**.....

**POST**.....

*This form should be used by teachers who wish to apply to progress to or within the Upper Pay Range.*

### **1. HIGHLY COMPETENT IN ALL ELEMENTS OF THE TEACHERS STANDARDS.**

The Pay Panel will consider your assessment against the teachers standards relevant to your career stage as contained in your Appraisal Review Statement. Please attach a copy of your Appraisal Report.

### **2. ACHIEVEMENTS AND CONTRIBUTION**

Please set out below a supporting statement of no more than two sides of A4 describing in your own words and giving examples and supporting evidence of

- your achievements over the last two years
- how you have developed professionally, and
- your substantial and sustained contribution to school life

The following definitions may assist you to complete this form:

- 'highly competent' means –
  1. practice which is not only good but also good enough to provide coaching and mentoring to other teachers,
  2. give advice to them and demonstrate to them effective teaching practice and
  3. 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 –
  1. of real importance, validity or value to the school;
  2. play a critical role in the life of the school;
  3. provide a role model for teaching and learning;
  4. make a distinctive contribution to the raising of pupil standards;

5. take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning);
- “sustained” means
    1. maintained continuously over a significant period

## Appendix G – Pay Reference Points



Teachers Pay  
Reference Points 2024



NJC Schools  
Grading Structure Et