THE WINDMILL PRIMARY FEDERATION

PAY POLICY

Formally adopted by the Governing Board	**Windmill Primary Federation**
On:-	**October 2026**
Chair of Governors:-	**Rosemary Kett and Olly Mackett**
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Pay Policy

Section A - Introduction

This policy sets out the framework for making decisions on teachers' and support staff pay. In respect of teachers (including leadership staff), it has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions. For support staff, it reflects the national and local (Norfolk County Council) Green Book provisions. Section B covers teaching and leadership staff whilst Section C covers support staff.

A1 Equalities and support

It is the intention of the Governing Board that pay is awarded fairly, equitably and in support of our policy on equality and recognising their responsibilities under relevant legislation.

Appropriate consideration will be given as to how the provisions of this pay policy will be applied where employees have been absent for long periods e.g. due to sickness or maternity leave.

We expect adherence to this policy in line with obligations under equality legislation. The Executive Headteachers must ensure that all reasonable adjustments or supportive measures are considered to allow equality of access and opportunity regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; or sexual orientation.

Through the implementation of this policy, the Governing Board will be mindful of our obligation to seek to maintain and protect the mental health and wellbeing of all staff as far as is reasonably practicable.

According to ACAS it is estimated one in seven people are neurodivergent, meaning that the brain functions, learns and processes information uniquely. Where an employee discloses neurodiversity, we understand the employee may require extra support in relation to the application of this policy. Where reasonable adjustments are necessary and can be accommodated, the Headteacher will support these.

A2 Aims

In adopting this pay policy, the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high-quality workforce
- enable the school to recognise and reward staff appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.

A3 Decision-making and appeals

The Governing Board has overall responsibility for pay decisions, but the Pay Committee and Executive Headteacher Pay Committee (or equivalents) have full delegated powers to make decisions within the framework set by this pay policy. The Executive Headteacher may operate the pay policy on a day-to-day basis in line with boundaries set by the Governing Board.

An employee may appeal against any determination in relation to their pay or any other decision taken that affects their pay. Appeal arrangements are outlined at Annex 2a (Headteachers) and Annex 2b (staff other than Headteacher).

A4 Pay structure

For the purposes of transparency and to deliver a clear framework for the Executive Headteacher and staff to operate within, the Governing Board have adopted the pay structures for leadership and teaching staff detailed at Annex 4 and pay scales for support staff detailed at Annex 5.

All employees will have their salaries determined through this policy other than those individuals who have pay arrangements which are specifically protected by Transfer of Undertakings (Protection of Employment) [TUPE] legislation.

A5 Salary protection or safeguarding

The Governing Board will ensure that salary protection or safeguarding arrangements are in place in accordance with the provisions of the STPCD or national or local collective agreements as appropriate.

Employees in receipt of salary protection or safeguarding payments will be expected to undertake commensurate work.

A6 Pensions

The Governing Board will not increase the salary of any employee or use any other pay flexibilities to secure an improved pension entitlement on retirement. Such enhancements would likely be in breach of pension scheme legislation and may represent misuse of public funds. We recognise that a pension scheme may exercise their powers to use a notional salary for benefits calculation if it believes an inflated salary has been allowed, and that the DfE and/or Local Authority may exercise their powers to remove financial delegation in such circumstances.

Section B - Teaching and Leadership Staff

B1 Pay Reviews

The Governing Board will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. 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 Board will give the required notification as soon as possible and no later than one month after the date of the determination.

B2 Basic Pay Determination on Appointment

The Governing Board will determine the pay range for a vacancy prior to advertising it. On appointment we will determine the starting salary within that range to be offered to the successful candidate. These determinations will be made within the framework set out in this policy. There is no requirement in the statutory framework for a teacher to be paid at the same rate in their new role as they were being paid in a previous school.

B3 Pay progression

B3.1 Pay progression for Teaching Staff, Leadership Staff and Unqualified Teachers

All teachers can expect to receive regular constructive feedback on their performance and development and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in our Appraisal Policy.

The criteria we will use when making decisions on pay progressions are in accordance with the School Teachers' Pay and Conditions Document. The Document specifically states that teachers (including leadership, teaching and unqualified teaching staff) who have completed a year of employment since the last annual pay determination are entitled to be considered for progression within their scale. Subject to that:-

Following an individual teacher's annual appraisal and, subject to the provisions of this pay policy, a teacher should expect to receive pay progression within the relevant pay range unless they are subject to capability procedures.

Performance objectives will be set annually with all teaching staff in accordance with the Appraisal Policy.

There shall be no progression up the pay spine unless there has been a sustained high quality of performance having regard to the results of the most recent appraisal.

Pay progression decisions will be clearly attributable to the performance of the individual. Sustained high quality of performance, having regard to the results of the most recent appraisal, should give the individual an expectation of progression within their pay range where there is scope for such progression.

B3.2 Pay progression for Early Career Teachers (ECTs)

In the case of ECTs, the Executive Headteacher will determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations.

The Executive Headteacher will also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years.

Pay progression is an option for all ECTs at the end of the first year provided the stated requirements are judged to be met. If an ECT requires an extension to their first year due to unforeseen circumstances (e.g. absence from work), this will not necessarily prevent pay progression after the first year in role, provided evidence of positive assessments prior to the unforeseen circumstances is available to support consideration of the ECT's performance related pay progression.

B4 Pay arrangements for Leadership Group Staff

Salaries for members of the leadership group will be assessed:

- on appointment to the school
- annually, to take effect from 1 September
- upon any adjustment to the Headteacher group or pay range
- at any other time provided for within the STPCD.

B4.1 Stage 1 - defining the role and determining the Headteacher group

For any leadership post, we will define the role, responsibilities and accountabilities, as well as the skills and relevant competences required by the postholder, and they will be paid within the statutory pay range for such employees as detailed in the STPCD.

The Governing Board will assign an Executive Headteacher group in respect of any Executive Headteacher post. This will be done by calculating the total unit score in accordance with the STPCD. This group will be reviewed whenever we deem it necessary.

For other leadership group posts, consideration will be given to how the role fits within the wider leadership structure of the school.

The pay range for a Deputy or Assistant Headteacher will only overlap the Executive Headteacher's pay range in exceptional circumstances.

We have determined the Headteacher group of the school to be Group L18-24.

B4.2 Stage 2 - setting the indicative pay range

In determining leadership pay ranges, we will consider the complexity and challenge of the role in the school's specific context and make a judgement on pay in the light of this.

Headteachers

For Executive Headteachers, discretionary payments such as allowances for recruitment and retention, permanent additional responsibilities (e.g. the provision of initial teacher training (ITT)), and long-term provision to other schools, will be captured as part of this process.

In setting the pay range, we have taken into account additional factors to the extent deemed appropriate for the school. The additional factors are:

- The context and challenge arising from pupils' needs, e.g., high level of deprivation in the community (Free School Meal entitlement and/or English as an Additional Language (EAL) indicators) or there are high numbers of Looked After Children (LAC) or children with special needs or there is a high level of in-year pupil mobility, and this affects the challenge in relation to improving outcomes.
- A high degree of complexity and challenge which goes significantly beyond that expected of any Headteacher of similar sized school(s) and is not already reflected in the total unit scored used at Stage 1.
- Additional accountability not reflected in Stage 1, e.g. leading a teaching school alliance.
- Factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location, specialism and/or level of support from the wider leadership team.

The Executive Headteacher's individual pay range will not normally exceed the maximum of the Headteacher group, however, we recognise the entitlement to set a range with a maximum of up to 25% above the top of the relevant Headteacher group range. We also recognise we have the option of extending the pay range further, although in order to do so, we would be required to seek external independent advice and have a business case approved by the full Governing Board.

In determining appropriate pay ranges, we will avoid double counting, e.g. things taken account of in Stage 1, such as responsibility for an additional school already reflected in the unit total score.

Other leadership posts

For leadership posts other than the Executive Headteacher, the Governing Board will give consideration to similar factors but also to the positioning of those posts between the Executive Headteacher and other teaching staff in the school.

The Governing Board have set indicative pay ranges as follows:

- seven consecutive points on ESOPS - Leadership Group Range for the Executive Headteacher L18-24.
- five consecutive points on ESOPS - Leadership Group Range for any Assistant Headteacher/Head of School L1-5.

B4.3 Stage 3 - setting the starting salary and individual pay range

New members of the leadership group will normally be appointed to the indicative pay range for the role as above.

The Governing Board will ensure, on appointment, that the starting salary is set at a level within the indicative pay range which allows performance related progression over time.

B4.4 Pay progression

Where a leader has not reached the maximum point of either their identified salary range, pay progression considerations within that range (with effect from 1 September each year) will be as per paragraph B3.1 above.

B4.5 Determination of temporary payments to Headteachers

The approach outlined in paragraphs B4.1 to B4.3 will capture all permanent responsibilities attached to an Executive Headteacher's post. In most cases, therefore, additional payments will only be awarded for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined, and only where the reason or circumstance for the additional payment was not taken into account when determining the pay range.

The total sum of the temporary payments made to an Executive Headteacher in any academic year will not exceed 25% of the annual salary which is otherwise payable. Further, the total sum of salary and other payments will not exceed 25% above the maximum of the Headteacher group (except in wholly

exceptional circumstances, in which case, the Governing board will seek external independent advice before providing such agreement.

Payments relating to residential duties or relocation expenses (see below) should not be included in this calculation.

B5 Arrangements for Leading Practitioners

B5.1 Salary range and points

Where the Governing Board appoints leading practitioners, whose post will have the primary purpose of modelling and leading improvement of teaching skills, those employees will be subject to the pay arrangements set out in the STPCD which require the setting of an individual pay range within the wider pay range for leading practitioners.

When setting the individual pay range for leading practitioners, we will have regard to the challenge and demands of the individual post and internal pay relativities. If more than one leading practitioner post exists in the school, each will be allocated an individual pay range specific to the different demands and challenges of those posts.

The Governing Board have adopted a pay range for leading practitioners using reference points set out on the attached ESOPS (see Annex 4). Each leading practitioner will be appointed on a pay range consisting of five points on the school's pay range for leading practitioners.

When determining the appropriate five-point range, the Governing Board will have regard in particular but not exclusively, to:

- the nature of the work to be undertaken
- the degree of challenge of the role
- the professional competencies of the teacher
- any other recruitment considerations that it considers relevant.

Appointment to the individual pay range will ensure scope for future performance related pay progression.

B5.2 Pay progression

Where a Leading Practitioner has not reached the maximum point of their identified range, pay progression considerations within that range (with effect from 1 September each year) will be as per paragraph 3.1 above.

B6 Arrangements for Qualified Teachers

B6.1 Main pay range
Determination of salary on appointment

The Governing Board has adopted a six-point main pay scale which begins at the minimum of the pay range and ends at the maximum and contains four reference points in between. This is set out in ESOPS (see Annex 4) and mirrors the advisory pay points laid out in the STPCD.

On appointment, points on this pay scale will be awarded as follows:

- qualified teachers will commence on at least the minimum point of the adopted Main Pay Scale.
- one point will be awarded for each year of teaching employment as defined by the STPCD. Further points (subject to a maximum of one point per year) may be awarded in respect of other relevant experience, if considered appropriate. This may include teaching in a City Academy, City Technology College, independent school, sixth form college, or higher or further education establishment.
- additional points (subject to a maximum of one point for every three years) may be awarded for service as a qualified teacher in an overseas school outside of the EEA in the maintained sector of the country concerned, or outside teaching but in a relevant area (including industrial or commercial training, or time spent in an occupation relevant to the teacher's work at the school).
- we will consider the awarding of points on appointment on a case by case basis, having regard to equal opportunities, fairness and transparency.
- points awarded for experience will be awarded on a permanent basis while employed at the school.

Consideration of existing salary on appointment

The Governing Board have determined that we will recognise existing salaries when making a new appointment.

B6.2 Upper Pay Range

The Governing Board will pay teachers on the upper pay range where the stated criteria in the STPCD are met.

Pay levels

The Governing Board has adopted an upper pay scale that consists of the minimum and maximum values of the upper pay range plus one reference point as set out under ESOPS scales (see Annex 4) which mirrors the advisory points included in the STPCD.

B6.3 Pay progression

Where a teacher is first appointed below the maximum point of either the main pay scale or the upper pay scale, pay progression considerations within the respective scale (with effect from 1 September each year) will be as per paragraph 3.1 above. Movement from the main pay scale to the upper pay scale is covered in section 6.4 below.

B6.4 Movement to the Upper Pay Range

Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.
Applications may be made at least once a year. Application deadline 31st September.

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. The Governing Board will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).

- Applications should contain evidence from the previous two years of service
- Applications should be made in writing
- Applications should be sent to the Executive Headteacher
- There is no standard form to complete.

The Assessment
An application from a qualified teacher will be successful where the Governing Board is 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 performance 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 long period, e.g. three consecutive years of service

The application will be assessed robustly, transparently and equitably. The relevant school’s Head of School will make the initial assessment and pass this recommendation to the Executive Headteacher for consideration. This recommendation will then go to the Governing Board to make the final determination.

Processes and procedures
The assessment will be made within 30 working days of the application being received.

If successful, applicants will move to the upper pay range from the start of the academic year. *The* Governing Board will decide where on the upper pay range a successful teacher is placed, and, if teachers can start further up the range. Position on the upper pay range will be decided in a fair and consistent way, based on considerations including:
- the nature of the post and the responsibilities it entails
- the level of qualifications, skills and experience of the teacher).

If unsuccessful, feedback will be provided by the Executive Headteacher in writing within 10 working days of decision.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the general appeals arrangements.

B6.5 Discretionary allowances and payments

Teaching and learning responsibility payments - TLRs 1 and 2

The Governing Board have determined TLRs 1 and/or 2 will be awarded to the posts indicated in the staffing structure (Annex 3).

Teachers in these identified posts will undertake duties that include significant responsibilities that:

- are focused on teaching and learning
- require the exercise of a teacher’s professional skills and judgement
- require the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum
- have an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils

- involve leading, developing and enhancing the teaching practice of other staff.

TLR1s are only awarded if the teacher has line management responsibility for a significant number of people.

TLR payment rates will be within the STPCD's stated ranges.

Proportion of TLRs 1 and/or 2 to be paid

Until 2025, the STPCD required all TLR 1 and 2 payments to be paid in direct proportion to the proportion of full-time that the postholder was employed.

From September 2026, the STPCD will require all employers to ensure that TLRs are reviewed for all existing and new TLR appointments and that the TLR payment is paid in line with the proportion of the TLR responsibilities that the postholder is undertaking, not the contracted hours they are employed.

From September 2025, the STPCD says employers may choose to review their existing (and any new) TLR 1s and 2s and pay them in proportion to the TLR responsibilities the postholder is undertaking.

The Governing Board has determined that all existing and new TLR 1 and 2 payments will be reviewed ahead of the September 2026 statutory date to ensure payments are in line with the proportion of TLR responsibilities the respective postholder is undertaking. For any existing TLRs at 1 September 2025, any resulting adjustment to the level of payment will be effective from 1 September 2025. Where a new TLR is awarded during the 2025/26 school year, the appropriate level of payment will be effective from the date of award.

TLR 1 and 2 posts and payments

We have determined that the following posts will attract TLR payments:

TLR1: To the holder of Senior Teacher.

Teaching and Learning Responsibility Payments – TLR3

A TLR3 with an annual value between the minimum and maximum set by the STPCD may be awarded to a classroom teacher by the Governing Board for clearly time-limited school improvement projects, or one-off externally driven responsibilities. From 2021, TLR3 may be used to make payment to teachers undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic and where that tutoring work is taking place outside of normal directed hours but during the school day. The annual value, duration and specific responsibilities of any TLR3 awarded will be made clear, in writing, at the outset of the arrangement in

accordance with the STPCD. Safeguarding arrangements will not apply when TLR3 arrangements cease.

Special educational needs allowance (SEN)

No SEN allowances have been attached to posts in the school's structure.

B6.6 Additional payments

The Governing Board has chosen not to exercise discretion to award additional payments for continuous professional development outside of normal school hours.

Activities relating to the provision of initial teacher training

The Governing Board has chosen not to exercise discretion to award additional payments in respect of the provision of initial teacher training.

Participation in out of school hours learning activities

The Governing Board has chosen not to exercise discretion to award additional payments for participation in out of school learning activities.

Additional responsibilities and activities linked to provision of services relating to raising of educational standards to one or more additional schools

The Governing Board has chosen not to exercise discretion to award additional payments for additional responsibilities and activities linked to provision of services relating to raising of educational standards to one or more additional schools.

Acting allowances

Where a teacher is assigned and carries out the duties of an Executive Headteacher, Assistant Headteacher or Head of School but has not been appointed in an acting capacity, we shall, within four weeks, determine whether or not an allowance should be paid in accordance with the provisions of the STPCD.

Recruitment and retention incentives and benefits

The Governing Board has chosen not to exercise discretion to award such incentives and benefits.

Residential teacher duties

There are no residential teachers at the school.

B7 Arrangements for Unqualified Teachers

B7.1 Salary arrangements

The salaries of unqualified teachers will be assessed on appointment and will be paid on the unqualified teacher pay range.

The Governing Board has adopted a pay range for unqualified teachers that consists of the minimum and maximum of the unqualified teacher pay range plus four reference points as set out in ESOPS (see Annex 4) and mirrors the advisory points laid out in the STPCD.

On appointment, points on this pay scale will be awarded as follows:

- one point for a recognised overseas teaching qualification, or for a recognised post-16 teaching qualification, or a recognised qualification relevant to their subject area
- one point on the scale for each year of school teaching as an overseas trained teacher or teaching in higher/further education.

B7.2 Pay progression

Where an unqualified teacher is first appointed below the maximum point of the unqualified teachers' pay range, pay progression considerations (with effect from 1 September each year) will be as per paragraph 3.1 above.

B7.3 Relevant experience on appointment

Where an unqualified teacher is appointed who has experience of working in a relevant area, (including industrial or commercial training, time spent in an occupation relevant to the teacher's work at the school, or experience with children/young people) and we consider this to be of value to the performance of their duties, we may award an additional point or points – on the basis of one point for every four and a half years of work in a relevant area.

B7.4 Additional allowance

The Governing Board may determine that such additional allowance as considered appropriate, is to be paid to an unqualified teacher where we consider, in the context of the staffing structure and pay policy, that the teacher has:

a) taken on a sustained additional responsibility which:
   i. is focused on teaching and learning; and
   ii. requires the exercise of a teacher's professional skills and judgement; or
b) qualifications or experience which bring added value to the role being undertaken.

B8 Pay increases arising from changes to the STPCD

All teachers (leadership, teachers and unqualified teachers) are paid in accordance with the statutory provisions of the STPCD as updated from time to time. In respect of annual cost of living increases,

Any teacher being paid at the minimum of a range will receive an uplift where required to keep them within their range.

Other than where those at the minimum of a range are automatically uplifted, we will consider the uplift on a year-by-year basis. The general intention is to maintain a clear structure of points in line with ESOPS (which in turn reflect the advisory points published in the STPCD) but we reserve the right to move away from this through any annual determination whilst retaining the minimum and maximum range limits.

B9 Part-time Teachers

Teachers employed on a contract at the school who work less than a full working week are deemed to be part-time. The STPCD contains specific requirements for the determination of pay for part-time teachers. It states that a part-time teacher should be paid a proportion of a full-time salary including relevant allowances (except TLR3), equivalent to the proportion of time they work against the School's Timetabled Teaching Week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies.

The Governing Board requires that the salaries of part-time teachers are calculated in line with the example given in the STPCD (main document and guidance).

B10 Short Notice/Supply Teachers

Teachers who work on a day-to-day or other short notice basis will be paid in accordance with the requirements of the STPCD.

Such teachers will have their pay assessed as an annual amount. Payment will then be based on that annual amount divided in a normal year by one hundred and ninety-five for each full day worked. The maximum number of hours a supply teacher can be paid for on any one day is six and a half. Teachers who work less than a full day will have their payment based on an hourly rate calculated from their annual amount divided by 195 and then divided by 6.5.

In some years, the school year is reduced to below 195 days and the calculation of daily pay (and therefore hourly pay) should use the adjusted number of school days.

These arrangements apply only to teachers employed directly by the school on a day-to-day or other short notice basis and pay arrangements will be

confirmed with the teacher before the placement starts. Agency workers will be covered by the pay arrangements determined by their employing agency.

B11 Tutors

STPCD 2021 introduced clarity on arrangements for payment to main pay range teachers and upper pay range teachers in respect of tutoring work undertaken to address learning disruption as a result of the Coronavirus pandemic. The mechanism for payment should be through TLR3 (for additional work undertaken outside normal directed time but during the school day) and/or through the facility for payment in respect of out of school hours learning activity (for additional work undertaken outside the school day). The school will use these mechanisms where tutoring work is undertaken.

Section C - Support Staff

The Governing Board is aware that the Department for Education is working in the establishment of a new School Support Staff Negotiating Body (SSSNB) under the Government's Employment Rights Bill. It is expected that the new SSSNB will be responsible for determining pay and many of the employment terms and conditions for non-teaching staff that are currently determined by the National Joint Council for Local Government Services nationally or by the Local Authority locally. At the time of adoption, the scope and likely effective date of any change over to SSSNB specified arrangements is not known and so this policy has been adopted to reflect the existing provisions for our non-teaching employees. Essentially, the Governing Body will continue to apply the existing NJC/NCC-determined provisions as outlined here until a change is applied through SSSNB statute.

C1 Pay reviews for support staff

The conditions of service for support staff may provide for a number of incremental points within a specified grade. Where this is the case, support staff will progress through the incremental points until they reach the maximum of their grade. Incremental progression will be automatic unless the employee is subject to capability procedures, in which case, their annual increment is likely to be withheld. The annual incremental date will be 1 July (in line with the Norfolk County Council Modern Reward Strategy (MRS) local agreement arrangements) except when the employee does not have six months service by that date. In these circumstances the first increment is awarded after six months service and then further increments, where due, on subsequent 1 July anniversaries.

Salaries for support staff are determined in accordance with nationally and locally agreed conditions of service.

The grades and salaries for support staff in this school are determined in accordance with Norfolk County Council's Modern Reward Strategy local agreement and subsequent related local/collective agreements (other than where exceptions apply). Arrangements for grading, salary progression and cost of living increases are all covered by those agreements.

The salaries of all support staff will normally be assessed:

- on appointment to the school
- annually to take effect from 1st July
- upon an appropriate request by the postholder
- at any other time we deem appropriate.

This assessment will be determined by the following criteria:

- responsibilities of the post and within the MRS framework
- performance of the postholder in accordance with previously agreed objectives and the relationship between the outcome and the scheme for progression (i.e. annual increments within the grade)
- in accordance with any career progression scheme for support staff in use at the school.

Acting up and Honoraria payments

Where a support staff employee is required to undertake the full duties and responsibilities of a higher graded post for a continuous period of at least four weeks, they are entitled to the salary in accordance with the grade of the new role. This is known as 'Acting Up'. Where an employee is undertaking duties of a higher level of responsibility for a continuous period of at least four weeks but is not covering the full role to which the responsibilities relate to, they may be entitled to an honorarium payment. Strategy consideration - *Acting Up and Honorarium Policy and Procedure P212* on InfoSpace has further information.

Section D - General

D1 Apprenticeships

The rate paid to an apprentice will be dependent on the status of the post they occupy. If the post they occupy is part of the normal staffing structure of the school, the apprentice will be paid the normal rate for the job under the provisions outlined above. If the post is additional to the normal staffing structure, the appropriate apprenticeship rate will normally be attached to the post. Current apprenticeship rates are published at www.gov.uk/national-minimum-wage-rates.

D2 Data Protection

Personal data collected and processed for the purpose of this policy [and/or procedure] will be handled in accordance with the data protection policy and applicable statutory obligations. Any personal data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of employee management or to comply with statutory reporting obligations. Inappropriate access to, or disclosure of, employee data constitutes a data

breach and should be reported without delay, in accordance with the data protection policy. It may also constitute a disciplinary offence in which case it would be dealt with under our disciplinary policy and procedure.

D3 Monitoring the impact of the policy

The Governing Board will monitor the outcomes and impact of this policy on a regular basis and will ensure its continued compliance with equalities and other legislation.

Annex 1 - Pay and performance management appeal procedure
An employee may appeal against any determination or proposed determination in relation to their pay or performance management.

Possible grounds for appeal are that the person or committee that made the decision:

In the case of teachers:

- incorrectly applied a provision of the STPCD
- failed to have proper regard for the relevant statutory guidance
- failed to take account of relevant evidence
- took account of irrelevant or inaccurate evidence
- failed to apply the school's pay policy
- was biased, or
- otherwise unlawfully discriminated against the teacher.

In the case of support staff:

- has applied the job evaluation scheme incorrectly
- has not taken into account all relevant information when grading the job
- referred to incorrect or out of date information when grading the job
- failed to apply the school's pay policy
- was biased
- otherwise unlawfully discriminated against the member of support staff.

All decisions on teacher pay are made by the Governing Board and appeals should be heard through the Pay appeal procedure in Annex 2.

For support staff, where the school is bound by, or has adopted, Norfolk County Council's Modern Reward Strategy, decisions on grading are taken by the County Council. In those cases, where an employee wishes to appeal against the allocated grade, they should follow the appeal arrangements within the Modern Reward Strategy. The school will facilitate wherever possible.

For support staff, where the school is not bound by Norfolk County Council's Modern Reward Strategy and has determined to adopt alternative arrangements, all appeals will be heard through the Pay appeals procedure at Annex 2(b).

For appeals against pay progression decisions within an agreed grade or range, the following arrangements will apply:

- the employee receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made
- if the employee is not satisfied, they seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision
- where this is not possible, or where the employee continues to be dissatisfied, they may follow a formal procedure as set out below
- the employee puts in writing their reasons for appeal. This should be sent to the person or committee that made the determination within 10 working days of the

notification of the decision, or within 10 working days of the informal discussions that attempted to resolve the matter.

- the person or committee who made the determination should provide a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this. The employee must be given an opportunity to make representations in person and will be entitled to be accompanied by a colleague or trade union representative. Following the hearing, the employee should be informed in writing of the hearing's decision and the right of appeal
- any appeal should be heard by a pay appeals committee composed of three governors who were not involved in the original determination, normally within twenty working days of the receipt of the written appeal notification. At the hearing, the employee lodging the appeal should be given the opportunity to make representation in person and to be entitled to be accompanied by a friend or trade union representative
- a designated member of the appropriate pay committee (or where the decision was made by the Executive Headteacher, the Executive Headteacher) will present evidence to support the original decision
- both parties may call witnesses
- relevant papers will be exchanged by the parties no later than three working days before the hearing
- the pay appeals committee will deliberate in private and will communicate their decisions to all parties in writing within 48 hours.

The decisions of the Pay appeals committee are final and there is no recourse to the staff grievance procedures.

Such appeals relate only to decisions made by the Governing Board and not to any determination made under changes to pay and conditions by accredited third parties.

Each step and action of this process should be taken without unreasonable delay. The timing and locations of the formal meetings must be reasonable and allow both parties to explain their cases.

The detailed procedure for the hearing of the appeal is set out in Annex 2.

Annex 2 (a) - Pay appeal procedure
Procedure at a hearing of the Pay Appeal Committee of the Governing Board (Executive Headteacher)

1) The Committee should elect a Chair who should then introduce those present and explain the purpose of the hearing

2) The Executive Headteacher, or other nominated person, should present evidence on the case referring to any relevant documentation

3) The designated member of the Pay Committee should be given the opportunity to ask questions

4) The members of the Committee and their adviser(s) should be given the opportunity to ask questions

5) The designated member of the appropriate Pay Committee should present their case referring to any relevant documentation

6) The Executive Headteacher, or their representative, should be given the opportunity to ask questions

7) The members of the Committee and their adviser(s) should be given the opportunity to ask questions

8) The Executive Headteacher, or their representative, should make a closing statement

9) The designated member of the Pay Committee should make a closing statement

10) The Chair of the Pay Appeal Committee should call an adjournment. All parties will be required to withdraw except members of the Committee and their adviser(s) who consider the evidence, discuss the case and the Committee will reach a decision.

Note

The Chair of the Committee may vary the order of procedure in exceptional circumstances and at any stage in the proceedings a request by either side for the Chair may be granted at the discretion of the Committee.

Annex 2 (b) - Pay appeal procedure
Procedure at a hearing of the Pay Appeal Committee of the Governing Board (for staff other than the Executive Headteacher)

1) The Committee should elect a Chair who should then introduce those present and explain the purpose of the hearing

2) The employee, or their representative, should present evidence on the case referring to any relevant documentation

3) The Executive Headteacher or designated member of the Pay Committee should be given the opportunity to ask questions

4) The members of the Committee and their adviser(s) should be given the opportunity to ask questions

5) The Executive Headteacher or designated member of the appropriate Pay Committee should present their case referring to any relevant documentation

6) The employee, or their representative, should be given the opportunity to ask questions

7) The members of the Committee and their adviser(s) should be given the opportunity to ask questions

8) The employee, or their representative, should make a closing statement

9) The Executive Headteacher or designated member of the Pay Committee should make a closing statement

10) The Chair of the Pay Appeal Committee should call an adjournment. All parties will be required to withdraw except members of the Committee and their adviser(s) who consider the evidence, discuss the case and the Committee will reach a decision.

Note

The Chair of the Committee may vary the order of procedure in exceptional circumstances and at any stage in the proceedings a request by either side for the Chair may be granted at the discretion of the Committee.

Annex 3 - Structure charts

1 x FTE Executive Headteacher
3 x FTE Head of School
1 x FTE Head of School/ SENDCo
2 x TLR Senior Teacher
15 FTE Class Teachers
15 Teaching Assistants
5 x Administrative Staff
3 x HLTA
3 Caretakers
MSA/cleaners as required per site

Annex 4 - Leadership and teacher pay scales

Advisory note on the ESOPS scales The School Teachers' Pay and Conditions Document requires that teachers be paid within ranges (minimum and maximum rates) specified by the Document. ESOPS is updated each year to ensure the minimum and maximum levels are met and that the annual "pay award" is interpreted and incorporated in a reasonable and justifiable way.

ESOPS has always retained reference pay points within all the pay ranges, for ease of use. If a school or academy chooses not to follow the ESOPS model, they will need to provide to Education HR (or alternative HR/payroll provider) details of pay structure decisions so that appropriate payments can be made. Whether a school or academy chooses to follow ESOPS or an alternative, locally determined arrangement, the decision must be reflected in the school or academy pay policy and made available to staff.

In recent years, the STPCD has introduced reference points for the main pay range, upper pay range and unqualified teacher pay range. In 2024, reference points were reintroduced in the STPCD for leadership ranges. Where these reference points, or advisory points, have been included in the STPCD, our ESOPS model pay ranges have been aligned to those. The Leading Practitioner range in the STPCD does not yet have reference of advisory points, but we have maintained these in ESOPS as requested by customers

The 2025 STPCD introduces a significant change in respect of TLR1 and TLR2 payments. Until now, there was a requirement for TLR1 and 2 payments to be made in accordance with the pro-rata principle, for example a 60% teacher could only have a 60% TLR. From September 2025, schools MAY (and from September 2026 schools MUST) consider the proportion of TLR that should be paid to a teacher based on the proportion of the TLR the teacher is undertaking (i.e. the proportion of the full-time equivalent duty). This means a part-time teacher could have a full-time TLR, or that a full-time teacher could have a parttime TLR. Guidance is provided in Part 3 of the STPCD.

Main Pay Range

Point	2026
Point 1 (Minimum)	£34,069
Point 2	£36,042
Point 3	£38,400
Point 4	£40,941
Point 5	£43,529
Point 6 (Maximum)	£46,940

Upper Pay Range

Point	2026
Point 1 (Minimum)	£49,134
Point 2	£50,956
Point 3 (Maximum)	£52,835

Allowances for qualified classroom teachers

TLR payments 2026		
	Minimum	Maximum
TLR 1	£10,531	£17,819
TLR 2	£3,651	£8,913
TLR 3	£727	£3,600

SEN allowances 2026	
Minimum	Maximum
£2,885	£5,690

Unqualified Teacher pay range

Point	2026
Point 1 (Minimum)	£23,732
Point 2	£26,075
Point 3	£28,758
Point 4	£31,124
Point 5	£33,811
Point 6 (Maximum)	£36,494

Leading practitioner pay range

Point	2026
Point 1 (Minimum)	£53,847
Point 2	£55,199
Point 3	£56,577
Point 4	£57,983
Point 5	£59,428
Point 6	£60,917
Point 7	£62,559
Point 8	£64,001
Point 9	£65,600
Point 10	£67,286
Point 11	£69,030
Point 12	£70,622
Point 13	£72,385
Point 14	£74,191
Point 15	£76,037
Point 16	£78,059
Point 17	£79,851
Point 18 (Maximum)	£81,861

Leadership Group Pay – Individual Points								
Pnt	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
1	£53,586							
2	£54,927							
3	£56,298							
4	£57,699							
5	£59,137							
6	£60,619							
7	£62,251							
8	£63,688	£63,688						
9	£65,278	£65,278						
10	£66,956	£66,956						
11	£68,691	£68,691	£68,691					
12	£70,275	£70,275	£70,275					
13	£72,032	£72,032	£72,032					
14	£73,827	£73,827	£73,827	£73,827				
15	£75,664	£75,664	£75,664	£75,664				
16	£77,676	£77,676	£77,676	£77,676				
17	£79,460	£79,460	£79,460	£79,460				
18	£80,652*	£81,457	£81,457	£81,457	£81,457			
19		£83,478	£83,478	£83,478	£83,478			
20		£85,547	£85,547	£85,547	£85,547			
21		£86,796*	£87,664	£87,664	£87,664	£87,664		
22			£89,842	£89,842	£89,842	£89,842		
23			£92,065	£92,065	£92,065	£92,065		
24			£93,414*	£94,349	£94,349	£94,349	£94,349	
25				£96,694	£96,694	£96,694	£96,694	
26				£99,086	£99,086	£99,086	£99,086	
27				£100,536*	£101,540	£101,540	£101,540	
28					£104,059	£104,059	£104,059	£104,059

29					£106,637	£106,637	£106,637	£106,637
30					£109,291	£109,291	£109,291	£109,291
31					£110,881*	£111,990	£111,990	£111,990
32						£114,774	£114,774	£114,774
33						£117,624	£117,624	£117,624
34						£120,532	£120,532	£120,532
35						£122,305*	£123,528	£123,528
36							£126,587	£126,587
37							£129,733	£129,733
38							£132,943	£132,943
39							£134,834*	£136,184
40								£139,581
41								£143,069
42								£146,653
43								£148,829*

Leadership Group Pay – National Ranges								
Pnt	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
1								
2								
3								
4								
5								
6	£60,619							
7								
8		£63,688						
9								
10								
11			£68,691					
12								

13								
14				£73,827				
15								
16								
17								
18	£80,652*				£81,457			
19								
20								
21		£86,796*				£87,664		
22								
23								
24			£93,414*				£94,349	
25								
26								
27				£100,536*				
28								£104,059
29								
30								
31					£110,881*			
32								
33								
34								
35						£122,305*		
36								
37								
38								
39							£134,834*	
40								
41								
42								

43								£148,829*

Supply rates 2026/27

For the academic year 2026/27, the standard school year of 195 working days for a full-time teacher will operate. Daily rates are therefore annual salary/195 and hourly rates are (annual salary/195)/6.5.

ESOPS Main Pay Range for Qualified Teachers

	Annual Salary	Daily Rate	Hourly Rate
Point 1	£34,069	£174.71	£26.88
Point 2	£36,042	£184.83	£28.44
Point 3	£38,400	£196.92	£30.30
Point 4	£40,941	£209.95	£32.30
Point 5	£43,529	£223.23	£34.34
Point 6	£46,940	£240.72	£37.03

ESOPS Upper Pay Range

	Annual Salary	Daily Rate	Hourly Rate
Point 1 (Min)	£49,134	£251.97	£38.76
Point 2	£50,956	£261.31	£40.20
Point 3 (Max)	£52,835	£270.95	£41.68

SEN Allowance

Supply teachers working in Special Schools will have an additional amount added to their hourly rate in accordance with the School Teachers Pay and Conditions document. The school is to determine the level of SEN Allowance within the range below. The amount to add for each supply day will be that annual allowance rate divided by 195, or for each hour claimed, 1/1265th of that annual rate.

SEN allowances 2026	
Minimum	Maximum
£2,885	£5,690

ESOPS for Unqualified Teachers

	Annual Salary	Daily Rate	Hourly Rate
Point 1 (Min)	£23,732	£121.70	£18.72
Point 2	£26,075	£133.72	£20.57
Point 3	£28,758	£147.48	£22.69
Point 4	£31,124	£159.61	£24.56
Point 5	£33,811	£173.39	£26.68
Point 6 (Max)	£36,494	£187.15	£28.79

Annex 5 - Support staff salary arrangements
Support staff salary scales – historic (01 April 2025) G206b

Scale	Salary Point	£	Hourly
Scale A*	3	£24,796	£12.8524
Scale B	4	£25,185	£13.0540
Scale C	5	£25,583	£13.2603
Scale D	6	£25,989	£13.4708
	7	£26,403	£13.6854
Scale E	8	£26,824	£13.9036
	9	£27,254	£14.1265
	10	£27,694	£14.3545
	11	£28,142	£14.5867
Scale F*	13	£29,064	£15.0646
	14	£29,540	£15.3114
	15	£30,024	£15.5622
	17	£31,022	£16.0795
Scale G*	19	£32,061	£16.6181
	20	£32,597	£16.8959
	21	£33,143	£17.1789
	22	£33,699	£17.4671
Scale H	23	£34,434	£17.8480
	24	£35,412	£18.3550
	25	£36,363	£18.8479
Scale I	26	£37,280	£19.3232
	27	£38,220	£19.8104
	28	£39,152	£20.2935

Scales P to S - Senior Management and Chief Officer Grades

Scale	Salary Point	£
Scale P	57	£98,178
	58	£101,060
	59	£104,028
	60	£107,080
	61	£110,234
	62	£113,478
Scale Q	63	£113,478
	64	£116,816
	65	£120,259
	66	£123,795
	67	£124,994
	68	£128,675
Scale R	69	£128,675
	70	£132,477
	71	£136,380
	72	£140,410
	73	£144,565
	74	£148,836
Scale S	75	£148,836
	76	£153,234
	77	£157,769
	78	£162,440
	79	£167,245
	80	£172,202

Annex 6 - Upper pay scale - model application process

An application to access the upper pay range can be made if the conditions in the school's pay policy section on salary progression to the upper pay range are satisfied and it can be demonstrated that:

- **The employee is highly competent in all elements of the relevant standards, and**
- **The employee's achievements and contribution to the school are substantial and sustained, beyond that expected of a classroom teacher on the main pay scale.**

Employee to discuss the process with their appraiser and/or the Headteacher, either during the appraisal review or at another agreed time.

Before [school to determine date], the employee should submit a letter of application to the Headteacher, outlining their wish to move to the upper pay range, with a written summary of evidence (as described in the school's pay policy) and evidence of their most recent, successful appraisal outcome.

The evidence should outline how the relevant standards are demonstrated in the teachers

In consultation with the Headteacher, the employee should arrange to discuss and present the evidence demonstrating how the appropriate standards are met.

Within two weeks of this meeting the employee will be informed whether their application is successful (with feedback available on request).