



PAY POLICY

Agreed: Autumn 2025

Review: Autumn 2026

**Statutory
Annual**

1. POLICY AND PURPOSE

The overall aim of the pay policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and as such will set out the basis on which the school determines teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals. The policy has been consulted on with staff and/or the recognised trade unions, and a copy will be published and available to all staff.

The purpose of the policy is to:

- a) Enable the governing body to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and school policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for pupils in the school by having a whole school pay policy that supports the school improvement plan and reflects the agreed aims of the school.
- c) Support the equitable and objective determination of appropriate pay for staff under the school's appraisal policies.
- d) Support the recruitment and retention of a high-quality teacher workforce and provide for a staffing structure that will enable the school to achieve its aims and objectives under the school improvement plan.

The governing body is committed to:

- e) Reviewing the pay policy annually against the targets set under the school improvement plan, the confines of the agreed budget and the governing body's spending priorities.

- f) Working within framework documents referred to in staff contracts, specifically:
 - i. **For teachers:** The School Teachers' Pay and Conditions Document (STPCD) and statutory regulations affecting the employment and conduct of teaching staff.
 - ii. **For support staff:**

Surrey Pay (nb Surrey Pay, pay, terms and conditions are subject to collective bargaining between the county council and the relevant trade unions as set out in the Surrey Pay Policy Statement on the council's website and published annually on the Surrey Education Services Hub.)
- g) Assuring the quality of teaching and learning
- h) Consulting staff members and local representatives of recognised trade unions as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version.
- i) Complying with discrimination legislation, specifically the following (as amended) : Employment Rights Act 1996, the Employment Relations Act 1999, the Employment Act 2002, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, the Agency Worker Regulations 2010, the Equality Act 2010 and the Equality Act 2010 (Amendment) Regulations 2023. Procedures for determining pay should also be consistent with the principles of public life – objectivity, openness and accountability.

2. THE PAY COMMITTEE: TERMS OF REFERENCE

- a) The governing body has agreed terms of reference..

The pay committee will have fully delegated powers to:

- b) Implement the pay policy with reference to staffing and financial budget plans. If the committee feels it to be appropriate, any matter may be passed to the full governing body for ratification.
- c) Achieve the aims of the pay policy in a fair and equitable manner within statutory and contractual obligations.
- d) Apply the criteria of the pay policy in determining the pay of each member of staff in the annual review.
- e) Recommend to governors the annual budget needed for the payment of staff.

The committee shall be required to:

- f) Minute all decisions taken and submit their minutes to be noted by the full governing body.
- g) Keep abreast of relevant developments and advise the governing body when the pay policy needs to be revised.

3. DETERMINING SALARY FOR NEW APPOINTMENTS

3.1 Classroom Teachers (All Teachers Other than Leadership Group)

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

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), 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, knowledge, skills and experience required
- Market conditions
- The wider school context at the time of the application.

For classroom teacher posts on the main pay range or upper pay range, the school will restrict the salary range to the minimum of the main pay range and the maximum of the upper pay range. Equally for unqualified teacher appointments, the salary range will represent the minimum and maximum of the unqualified teachers' pay range. The governing body's general policy, when determining the starting salary for a classroom teacher on the main, upper or unqualified teachers' pay range whose previous appointment was within a maintained school or academy, will be to appoint the teacher on a salary which at least equals the teachers' previous salary, taking into account any pay progression determinations made but not yet implemented by the previous school.

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers; the salary determination will have regard to any qualifications or experience s/he may have, which are considered to be of value and relevant to the role.

In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

Additional allowances may be awarded to new appointments where the Governing Body deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment incentive may be awarded if the criteria in 6.2 have been met.

3.2 Leadership Group

The salary range for all staff paid on the leadership pay range will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities that attach to the role.

Headteacher

The governing body will determine a pay range for the headteacher by reference to the school group size and taking into account all permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations, ensuring that there is appropriate scope in the range to allow for performance related progression over time. The school is currently a group 4 school.

The governing body will only re-determine the headteacher's pay range in the circumstances specified in the STPCD.

The governing body may determine that additional payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and which have not previously been taken into account when determining salary. Any such payments will be subject to the overall restrictions on headteacher's pay set out within the STPCD.

Deputy Headteacher and Assistant Headteacher

The salary range for a deputy headteacher and assistant headteacher shall be determined by reference to the STPCD, taking into account how the role fits within the wider leadership structure of the school, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.

The maximum of the pay range will not exceed the maximum of the headteacher group for the school.

The governing body will only re-determine the pay range of a deputy or assistant headteacher in the circumstances specified in the STPCD.

Certain additional allowances may be awarded to deputy and assistant headteacher where the governing body deems this to be appropriate (see Section 6).

3.3 Part Time Teachers

Teachers employed on an ongoing basis who work less than a full working week are deemed to be part-time. A written statement should be provided detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the working week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

3.4 'Bank' – Short Notice/Supply Teachers

Teachers employed on a day-to-day or other short notice basis will be paid daily calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro-rata. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and

will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

3.5 Support Staff

The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended).

The salary gradings for posts shall be based on the job description prepared by the headteacher or other appropriate person and have regard to the terms and grading applicable for similar roles or work throughout the LA and to any model frameworks for the pay and grading of support staff produced by the LA.

For support staff newly appointed on Surrey Pay grades, appointment will normally be made on the minimum of the salary range for the relevant grade. However the appointment can be made on a salary above the minimum of the range where the governing body wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is promoted or re-graded onto a higher salary he/she must be placed on a salary within the new grade which is at least 2.5% higher than his/her previous salary position. This will usually be the minimum of the new salary range. Whilst this is the general position, occasionally other assimilation arrangements will have been agreed or may be more appropriate.

1st April 2025 to 31st March 2026						
Grade	Pay Scale					
	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6
PS1/2	23,322					
PS3			24,330			
PS4		25,052	25,480	25,916	26,360	26,825
PS5		27,634	28,113	28,602	29,101	29,604
PS6		30,647	31,187	31,739	32,301	32,867
PS7		33,552	34,186	34,833	35,098	35,763
PS8		36,873	37,591	38,322	39,069	39,820
PS9		41,585	42,397	43,224	44,068	45,135
PS10		47,142	48,064	49,005	49,965	51,175
PS11		53,713	54,980	56,278	57,609	58,953
PS12		61,784	63,252	64,278	66,301	67,859
PS13		70,975	72,673	74,415	76,199	78,002
PS14		81,796	83,765	85,783	87,853	89,942

4. PAY REVIEWS AND PROGRESSION

4.1 All Teachers (Including Leadership Group)

The governing body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination.

All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1 September each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. This will be provided after pay decisions have been ratified by the governing body.

The governing body will complete annual pay reviews for all eligible teachers, other than the headteacher, by 31 October. The headteacher's annual pay review will be completed by 31 December. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also 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.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process. The current arrangements for teacher appraisal are set out in the school's appraisal policy which should be read in conjunction with this pay policy.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances and in line with DfE guidance.

Teachers who have been on maternity or extended sick leave for all, or part, of the appraisal year are entitled to consideration for pay progression in the same way as other teachers, whether or not they have returned to service following the period of absence.

In the event of the performance appraisal process not having taken place, a decision will, by agreement with the teacher, be reached based on the information that is available. This may include information from the previous performance appraisal or information on the teacher's performance during any part of the appraisal year that they were present.

The school will conduct a performance appraisal prior to a teacher starting their period of absence wherever this is appropriate. As an alternative, and by agreement with the teacher, a KIT Day may be used for the purposes of the appraisal meeting in the case of a teacher on maternity leave.

The governing body's general policy is that any teacher who is at risk of not meeting the criteria for pay progression (Appendix 1) will receive prior warning of this as soon as possible during in-year reviews and given adequate opportunity to address concerns with appropriate support before the end of the appraisal year.

4.2 Determining Pay Progression (Classroom Teachers) 'Classroom teachers', for the purposes of this paragraph, includes all teachers other than the leadership group.

All decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of early career teachers (ECTs), pay decisions will be made by means of the relevant statutory induction process. When exercising pay determination for ECTs, the school will have due regard to the government's expectation that good classroom teachers should expect to reach the maximum of the main pay range within five years of starting their teaching career.

The school's pay structure for classroom teachers is contained within Appendix 1. This structure will apply to pay determinations made with effect from 1 September, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body determines that amendments to the structure are required after the publication of this pay policy (to apply to decisions effective from the following September), these will be inserted into this pay policy and will be made available to teachers to inform the following year's appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

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

Examples of criteria teachers should be working to:

A good teacher can expect to move up the pay range one annual point at a time, if they have consistently

- met their objectives
- demonstrated an increasing contribution to the work of the school; and
- demonstrated increasing impact on the effectiveness of their teaching practice on children and young people.

In addition, the line manager/Headteacher will be satisfied that the teacher is competent in all elements of the Teachers' Standards.

4.3 Determining Pay Progression (Leadership Group)

All decisions regarding pay progression for the leadership group will be made with reference to appraisal reports and the pay recommendations contained within them.

The school's pay structure for the leadership group is contained within Appendix 2. This structure will apply to pay determinations made with effect from 1 September, resulting from evidence collected during the previous appraisal cycle. In the event that the Governing Body

determines that amendments to the structure are required after the publication of this pay policy (to apply to decisions effective from the following September), these will be inserted into this pay policy and will be made available to teachers to inform the following year's appraisal cycle. Any material amendments will be subject to consultation before they are finalised.

It will be wholly exceptional for the total value of the headteacher's salary – including temporary payments - to exceed the limit of 25% of the amount that corresponds to the maximum of the headteacher group for the school in any given year. Should these circumstances arise, the governing body will prepare a full business case and will seek external independent advice from an appropriate person or body before the governing body decides whether it is justifiable to exceed the limit in each particular case. A clear audit trail for any advice received by the governing body and a full and accurate record of all decisions made by the governing body and the reasoning behind them will be kept.

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

Examples of criteria leadership teachers should be working to:

To move up the Leadership Pay Scale, one annual point at a time, teachers will have met their objectives and the Headteacher (or Chair of Governors, in the case of the Headteacher) will be satisfied that:

- the teacher meets the Headteacher standards, as applicable.
- the teacher is consistently modelling excellent teaching practice the teacher has made a substantial impact on the effectiveness of staff and colleagues, including any specific areas identified as requiring improvement and
- the teacher has shown strong leadership in developing, implementing and evaluating policies and practice that contribute to school improvement.

4.4 Determining Pay Progression (Support Staff)

Schools with support staff on Surrey Pay

Arrangements for pay progression are determined by Surrey County Council subject to negotiations with the recognised trade unions and with effect from 1 April each year. Pay progression through the salary range for the grade is subject to performance.

A decision to withhold a pay increase will require formal action to have been taken under the governing body's disciplinary/performance improvement/capability procedure and supporting evidence must be available to justify all decisions.

Details of pay progression arrangements determined each year will be notified to eligible support staff separately.

5. MOVEMENT TO THE UPPER PAY RANGE

5.1 Applications and evidence

Movement to the upper pay range is not dependent upon a teacher taking on additional responsibilities or new job roles; it relates to the teacher's competence against the Teacher Standards and whole-school engagement and contribution. Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications should be made by 1 October in each academic year.

If a teacher is simultaneously employed at another school(s), he/she may submit separate applications if he/she wishes 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 made by another school.

All applications will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover at least the previous two-year period. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement and summary of evidence as outlined below.

In the event that information from appraisals is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented instead.

Applications should be made using the school's standard template, a copy of which can be obtained from the School Business Manager.

5.2 Assessment

An application from a qualified teacher will be successful where the governing body is satisfied that:

- a) The teacher is highly competent in all elements of the Teachers' Standards; and
- b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy,

- "highly competent in all elements of the Teachers' Standards" means:
 - o that the teacher's practice is secure, well-informed and consistently good or outstanding;
 - o that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- "substantial and sustained" achievements and contribution means:
 - o That the teacher contributes at a strategic level to policy initiatives;
 - o That the teacher makes a distinctive contribution to the raising of pupil standards;

- o That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
- o That the teacher contributes more broadly to the life of the school;
- o That such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met.

The initial assessment will be made by the headteacher who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.

The headteacher will consult with the teacher's appraiser as appropriate when considering the evidence.

5.3 Notification and feedback

After completing the assessment, the headteacher will notify the governing body of his/her recommendation. Once the governing body has determined the final decision, the headteacher will then provide written feedback to the teacher as promptly as possible, but in any event by no later than 31 December in each academic year.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure (see Section 8).

5.4 Pay progression for successful applicants

Successful applicants will be moved onto the upper pay range from 1 September following the application. It is the school's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range. The job description and responsibilities attached to the UPR post will be made clear to the teacher. Teachers employed under the STPCD on the upper (UPR) pay ranges must be considered for pay progression annually.

6 ALLOWANCES and OTHER PAYMENTS (TEACHERS)

6.1 Teaching and Learning Responsibility Payments (TLRs)

TLR1s and TLR2s

TLR1s and TLR2s are awarded to posts identified in the school's staffing structure, in accordance with the STPCD. TLRs are awarded where the governing body is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

The annual value of a TLR1 for the academic year 2025/26 must be between £10,174 and £17,216 (FTE).

The annual value of a TLR2 for the academic year 2025/26 must be between £3,527 and £8,611 (FTE).

In setting the values of TLR1s and TLR2s the governing body will have regard to the relative weight of different TLR posts, taking into account the range of responsibilities entailed, the level of accountability, the number of people for whom the individual has line management responsibilities and any other factors the governing body deems to be relevant. Where posts are deemed to be of equal weight they will be allocated the same value. TLRs may not be awarded to leadership group postholders or unqualified teachers.

TLR3s

A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are 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 fixed-term for which they are to be awarded must be established at the outset of the award. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to safeguarding.

The governing body may award a fixed-term TLR (a TLR3) to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities, or where teachers are undertaking planning, preparation, coordination, 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. To award a TLR3, the governing body must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

The annual value of a TLR3 for the academic year 2025/26 must be between £702 and £3,478. 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.

The pro-rata principle does not apply to TLR3s. This means that where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the teacher in receipt of the award.

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period. As for other TLRs, TLR3s may not be awarded to leadership group postholders or unqualified teachers.

Assessment and implementation

The need for a TLR will be identified by the senior leadership team and this will include confirming whether it will be a TLR1, TLR2 or TLR3 and the relevant yearly value. If a TLR3 is identified, the duration of the fixed term will be established at the outset.

The governing body will determine the value of a TLR payment.

When awarded, this will be reviewed yearly as part of the appraisal review. Appeals for a TLR will follow the appeals process under section 8 of this policy.

6.2 Recruitment and Retention Incentives and Benefits

The governing body will, in exceptional circumstances, consider the award of a recruitment or retention incentive for posts where the governing body anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention incentive the governing body will take into account the following factors:

- Whether the post is in a nationally-recognised shortage subject area;
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the governing body believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the governing body will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid*;
- The start date and expected duration of the award (unless it is a one-off award);
- The review date after which the award may be withdrawn;
- The basis for any uplift that may be applied.

(*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods).

Recruitment and retention incentives or benefits cannot be paid to the leadership group except where they relate to a reimbursement of reasonably incurred housing or relocation costs. Any other recruitment and retention considerations will be taken into account when determining the leadership pay range.

The governing body will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

6.3 Special Educational Needs allowances

A SEN allowance of between £2,787 and £5,497 (FTE) per annum for the academic year 2025/26 will be paid to a 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 within the school;
- In a non-designated setting, analogous to a designated special class or unit, where the post:
 - o Involves a substantial element of working directly with children with special educational needs;
 - o Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; **and**
 - o Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

The spot value of any SEN allowance within the range outlined above, to be paid in accordance with the eligibility criteria above, will be determined as follows:

SEN 1: £2,787 (teacher)

SEN 2: £4,079 (teacher AND enhanced SEN responsibilities)

SEN 3: £5,497 (teacher AND further enhanced SEN responsibilities / whole school strategic responsibility)

6.4 Additional payments

The governing body may make such payments as it sees fit to a teacher, other than a headteacher, in respect of:

- a) Continuing professional development undertaken outside of either the 1265 hours of directed time for full-time teachers; or the appropriate proportion of the 1265 hours of directed time for part-time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed;
- b) Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- c) Participation in out-of-school hours learning activity agreed between the teacher and the headteacher;
- d) Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

6.5 Allowances for Unqualified teachers

Unqualified teachers are not permitted to hold TLR or SEN allowances.

The governing body may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

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

7. ALLOWANCES and OTHER PAYMENTS (SUPPORT STAFF)

The governing body reserves the right to approve payment of honoraria to support staff in recognition of work that goes beyond that normally expected of the post holder.

8. PAY APPEALS

8.1 All Teachers (Including Leadership Group)

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the headteacher or the chair of the pay committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the pay committee within 10 working days of the original decision, or the outcome of the informal discussion. The pay committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the pay committee he/she should do so within 10 working days of the written notification of the pay committee's decision, setting out the grounds for appeal. Any appeal against the decision of the pay committee should be heard by a panel of governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

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

That the person or committee by whom the decision was made:

- Incorrectly applied a provision of the STPCD or this policy;
- Failed to have proper regard to statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the headteacher, and they are appealing against the decision of the pay committee, it will be for the chair of that committee to determine whether a representative of the committee and/or the headteacher should be present to explain their decision.

An agenda for hearing a pay appeal is included as an appendix to this policy.

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

8.2 Support staff

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the governing body's adopted grievance procedure.

9 Short Notice / Bank Supply teachers

- a) Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers.
- b) Teachers paid on a daily basis will have their salary paid at their own rate i.e., **1/195 x annual salary**, which includes an element of holiday pay.
- c) Teachers who work less than a full day will be hourly paid at their own rate i.e., **1/1265 x annual salary**, which includes an element of holiday pay.
- d) Teachers should be paid for all the hours they are required to be on the work premises. Consideration should be given to their entitlement to PPA time.
- e) A short notice teacher who is employed by Surrey County Council throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than he/she would have received had he/she been in regular employment throughout the period.

10 ACCESS TO SALARY RECORDS

Staff may have access to their salary records by giving reasonable notice during term time to the school business manager.

11 DATA PROTECTION

The school processes personal data as part of the payroll process in accordance with the governing body's adopted data protection policy.

11 POLICY REVIEW

This policy will be reviewed following the publication of the School Teachers' Pay & Conditions Document 2026 or earlier if required.

APPENDIX 1

PAY STRUCTURE FOR CLASSROOM TEACHERS

This appendix explains how pay progression will be determined for classroom teachers.

Pay structure

The school recognises, and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD). For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. These salary figures reflect those valid for the 2025/26 academic year.

Table 1: Qualified Teachers Main Pay Scale - Fringe		
National Pay Range	Reference Points	01.09.25 to 31.08.26
Minimum	M1	34,398
	M2	36,373
	M3	38,627
	M4	41,075
	M5	43,545
Maximum	M6	46,839

Table 2: Teachers Upper Pay Range - Fringe		
National Pay Range	Reference Points	01.09.25 to 31.08.26
Minimum	Point 1	48,913
	Point 2	50,668
Maximum	Point 3	52,490

Table 3: Unqualified Teachers Pay - Fringe		
National Pay Range	Reference Points	01.09.25 to 31.08.26
Minimum	Point 1	24,066
	Point 2	26,656
	Point 3	29,248
	Point 4	31,532
	Point 5	34,126
Maximum	Point 6	36,718

Appraisal reports

At the end of the appraisal year, teachers must receive an annual appraisal followed by a written appraisal report which includes (amongst other things) an assessment against their objectives and success criteria and the relevant standards.

All pay awards are subject to available headroom within the applicable pay range.

Pay recommendations

Final decisions about whether or not to accept a pay recommendation will be made by the governing body, having regard to the appraisal report and taking into account advice from the senior leadership team. No pay recommendation should be considered final until it has been ratified by the governing body.

Review

The governing body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. The governing body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

APPENDIX 2

PAY PROGRESSION FOR LEADERSHIP GROUP

This appendix explains how pay progression will be determined for members of the leadership group

Pay structure

The school recognises, and adheres to, the minimum and maximum of the leadership pay range as outlined in the School Teachers' Pay and Conditions Document (STPCD), including the broad bands used as the basis for calculating headteachers' pay.

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the table below. These salary figures reflect those valid for the 2025/26 academic year.

Table 4: Leadership Pay Range - Fringe		
National Pay Range	Reference Points	01.09.25 to 31.08.26
Minimum	L1	53,198
	L2	54,496
	L3	55,822
	L4	57,183
	L5	58,573
	L6	60,001
	L7	61,582
	L8	62,962
	L9	64,500
	L10	66,120
	L11	67,796
	L12	69,332
	L13	71,030
	L14	72,763
	L15	74,532
	L16	76,481
	L17	78,215
	L18*	79,341
	L18	80,134
	L19	82,084
	L20	84,092
	L21*	85,287
	L21	86,138

	L22	88,237
	L23	90,381
	L24a	91,676
	L24b	92,595
	L25	94,854
	L26	97,170
	L27*	98,549
	L27	99,537
	L28	101,967
	L29	104,462
	L30	107,018
	L31*	108,553
	L31	109,637
	L32	112,328
	L33	115,083
	L34	117,891
	L35*	119,590
	L35	120,786
	L36	123,737
	L37	126,780
	L38	129,880
	L39*	131,688
	L39	133,006
	L40	136,299
	L41	139,662
	L42	143,128
Maximum	L43	145,218

Please note, points **18b, 21b, 24b, 27b, 31b, 35b, 39b and 43b** on the Leadership Pay Range are the proposed salary figures for head teachers at, or moving to, the top of the school group ranges only. These different figures are a legacy of the 2015 STPCD which provided for no uplift to the maxima of the eight head teacher group ranges. These points are the maximum salaries for the eight head teacher group ranges.

Appraisal reports

At the end of the appraisal year, teachers (including school leaders) must receive an annual appraisal followed by a written appraisal report which includes (amongst other things) an assessment against their objectives and success criteria and the relevant standards.

All pay awards are subject to available headroom within each individual's defined pay range.

Pay recommendations

Final decisions about whether or not to accept a pay recommendation will be made by the governing body, having regard to the appraisal report and taking into account advice from the headteacher (or the governors responsible for appraisal in respect of the headteacher). No pay recommendation should be considered final until it has been ratified by the governing body.

Review

The governing body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers, including members of the leadership group, will be notified of any changes which may affect their future pay progression. The governing body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

APPENDIX 3

AGENDA FOR PAY APPEAL HEARING

(An appeal against a pay decision by a headteacher will need to be modified accordingly)

(SCHOOL)

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence and calling witnesses* if applicable.
3. The representative of the pay committee/headteacher to ask questions of the appellant and witnesses* if applicable.
4. The appeals committee to ask questions of the appellant and witnesses* if applicable.
5. The representative of the pay committee/headteacher to respond to the appellant's appeal, and calling witnesses* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the pay committee/headteacher.
7. The appeals committee to ask questions of the representative of the pay committee/headteacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the pay committee/headteacher to summarise.
10. Hearing to be adjourned whilst all parties, except the appeals committee, their adviser and the clerk, leave the room.
11. The parties will be recalled and if the appeals committee has reached a decision this will be confirmed.

*Witnesses will usually be called one at a time and will be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.

CURRENT SCHOOL STAFFING STRUCTURE



