



PAY POLICY

**Approved by the Full Governing Board: November 2025
Next review: November 2026**

The Governing Board of The Federation of Westminster Special Schools (FWSS) adopted this pay policy on November 2025 to be effective from September 2025.

INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2025 and has been consulted on with staff and/or the recognised trade unions.

It has been adapted to reflect the workings of the Federation, the Bi-Borough Inclusion Service and the role of the Associate Executive Headteacher.

STATEMENT OF INTENT

The prime statutory duty of Governing Boards in England, is to "...conduct the school with a view to promoting high standards of educational achievement at the school."

The Governing Board aims to:

- Maximise the quality of teaching and learning at the Federation
- Support the recruitment and retention of a high-quality teacher workforce.
- Enable the school to recognise and reward teachers appropriately for their contribution to the school.
- Help to ensure that decisions on pay are managed in a fair, just and transparent way.

The Governing Board of The Federation of Westminster Special Schools (FWSS) will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

This pay policy is intended to support the Federation of Westminster Special Schools (FWSS) statutory duties and the principles set out above. The Governing Board will review this policy annually.

LONDON LIVING WAGE

The Federation of Westminster Special Schools (FWSS), as a minimum, is committed to paying all employees and agency/supply staff the London Living Wage (LLW). The LLW is reviewed annually and published by the Mayor of London during the autumn. The school is also committed to requiring contractors undertaking work on the school's behalf to pay the LLW as a minimum.

EQUALITIES LEGISLATION

The Governing Board will comply with relevant equalities legislation:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010
- The Equality Act 2010 (Amendment) Regulations 2023

The Governing Board will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

EQUALITIES AND PERFORMANCE RELATED PAY

The Governing Board will ensure that its' processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g., an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

STAFFING STRUCTURE AND JOB DESCRIPTIONS

The staffing structure of the Federation is attached (**Annex 2**).

The Associate Executive Headteacher/ School Headteacher/ Head of Service will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Governing Board. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the federation. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

ACCESS TO RECORDS

The School Headteacher / Head of Service will ensure reasonable access for individual members of staff to their own employment records.

APPRAISAL

The Governing Board will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers and appropriate professional standards for all other roles.

Assessment will be based on evidence from a range of sources (see the Federation's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all staff, there is a responsibility on all staff and appraisers to work together.

All staff should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the professional standards for each role and any other criteria (e.g., application to be paid on the Upper Pay Range) so that such evidence can be taken into account at the review.

The Associate Executive Headteacher/ Headteachers / Head of Service will moderate objectives to ensure consistency and fairness; the Headteachers/ Head of Service will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

PAY PROGRESSION

In the FWSS all staff 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 appraisal are set out in the Federation's Appraisal Policy.

The criteria the Federation will use when making decisions on pay progressions are:

Following an individual teacher's annual appraisal and, subject to the provisions of this pay policy, they should expect to receive annual pay progression within the maximum of their pay range, subject to successful performance as defined in this policy. Pay progression will not be withheld for reasons other than performance

GOVERNING BOARD OBLIGATIONS

The Governing Board will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (the STPCD) and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').
- **Support staff:** as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the "Green Book"), collective agreements of the Greater London Provincial Council (GLPC) and any local terms and conditions of employment.

The Governing Board will monitor the outcomes of pay decisions, including the extent to which different groups of teachers and support staff may progress at different rates, ensuring the school's continued compliance with equalities' legislation.

HEADTEACHER / HEAD OF SERVICE OBLIGATIONS

The School Headteacher / Head of Service will:

- consult with staff and recognised trade union representatives on the Appraisal and Pay Policies;
- submit any updated appraisal and pay policies to the Governing Board for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- ensure that annual appraisals are held for each member of staff and that each member of staff has a formal mid-year review and regular one-to-ones with their line manager during the academic year;
- submit pay recommendations to the Governing Board Pay Panel and ensure they have sufficient information upon which to make pay decisions;
- ensure that all members of staff are informed about decisions reached; and that records are kept of recommendations and decisions made.

OBLIGATIONS OF STAFF

Each member of staff will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser.

DIFFERENTIALS

Appropriate differentials will be created and maintained between posts within the federation, recognising accountability and job weight, and the Governing Board's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

SAFEGUARDING

Where a pay determination relating to a teacher leads or may lead to the start of a period of safeguarding, the Governing Board will comply with the relevant provisions of the STPCD and will give the required notification as soon as possible and no later than one month after the determination.

Similarly, pay protection arrangements for support staff will be determined if appropriate, depending on the circumstances.

PROCEDURES

The Governing Board will determine the annual pay budget on the recommendation of the Pay Panel.

The Governing Board has delegated its pay powers to the Pay Panel. Any person employed to work at the Federation of Westminster Special Schools (FWSS), other than the Headteacher / Head of Service, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The Headteacher / Head of Service must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

No member of the Governing Board who is employed to work in the Federation of Westminster Special Schools (FWSS) shall be eligible for membership of this panel.

The Pay Panel will be attended by The Associate Executive Headteacher/Headteacher / Head of Service in an advisory capacity. Where the Pay Panel has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the Headteacher's / Head of Service's pay, that person will withdraw at the same time as the Headteacher / Head of Service while the Panel reaches its decision. Any member of the Panel required to withdraw will do so.

The terms of reference for the Pay Panel will be determined from time to time by the Governing Board. See Appendix 8 for current terms of reference.

The report of the Pay Panel will be placed in the confidential section of the Governing Board's agenda and will either be received or referred back. Referring back may occur only if the Pay Panel has exceeded its powers under the policy.

Annual determination of pay

All teaching staff salaries, including those of the Headteachers, Deputy Headteachers, Assistant Heads and the Head of the Bi-Borough Inclusion Service will be reviewed annually to take effect from 1 September. The Governing Board will endeavour to complete teachers' annual pay reviews by 31 October and the Headteachers' / Head of Service annual pay review by 31 December. They will, however, complete the process without undue delay.

All support staff and business support staff salaries will also be reviewed annually.

Notification of pay determination

Decisions will be communicated to each teacher by the Headteacher / Head of Service in writing and will set out the reasons why decisions have been taken. Decisions on the pay of the Headteacher / Head of Service will be communicated by the Pay Panel to the Headteacher / Head of Service and the Payroll provider. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

Decisions relating to the annual review of support staff salaries will also be communicated in writing.

Appeals procedure

The Governing Board has an appeals procedure in relation to teachers' pay and support staff. The procedure is set out in **Annex 1** to this pay policy.

Please see the Job evaluation appeals process.

EXECUTIVE HEADTEACHER / HEADTEACHER / HEAD OF SERVICE PAY

Pay on appointment

The Governing Board will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the Associate Executive Head Teacher / Headteacher / Head of Service.

For detailed guidance about determination of the school's headteacher group and leadership group pay please refer to [STPCP September 2025](#)

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

The Pay Panel will first establish the school's Executive Headteacher group and will then establish a pay range for the School Headteacher post;

- if the School Headteacher takes on permanent accountability for one or more additional schools, the Pay Panel will set a pay range by combining the unit score of all the schools for which the Headteacher is responsible;
- the Pay Panel will also ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- the Pay Panel will consider exercising its discretion to implement a Headteacher pay range above the maximum of the Headteacher group where the Governing Board consider that circumstances specific to the role or candidate warrant a higher than normal payment;
- The total sum of salary and other payments made to the Headteacher / Headteacher must not exceed 25% above the maximum of the Headteacher group.
- The Pay Panel will consider the need to award any further temporary discretionary payments to a Headteacher. The total sum of temporary payments made in any school year must not exceed 25% of the Headteacher's annual salary.

Annual Pay Determination

- The Pay Panel will review the Executive Headteacher / Headteachers' / Head of Service pay annually;
- A recommendation on pay must be made in writing as part of the individual's appraisal report;
- The Pay Panel may award one or more reference points on the Executive Headteacher / Headteacher's / Head of Service pay range (subject to the maximum of the range not being exceeded) on the basis of an assessment of:
 - the outcome of the Executive Headteacher's / Headteacher's / Head of Service's appraisal against defined annual objectives relating to school/ service leadership and management and CYP progress.
 - whether the Executive Headteacher / Headteacher / Head of Service has demonstrated a sustained high quality of performance; and
 - Whether the Executive Headteacher's / Headteacher / Head of Service continues to meet the relevant teachers' standards and other relevant professional standards.
- The total sum of salary and other payments made to the Headteacher must not exceed 25% above the maximum of the Headteacher group.
- The Pay Panel may determine the Executive Headteacher / Headteacher's / Head of Service's pay range at any time if it considers it necessary to reflect a significant change in the responsibilities of the post.

DEPUTY/ASSISTANT HEADTEACHERS

Pay on appointment

The Governing Board will determine the pay range to be advertised and agree pay on appointment as follows:

- The Pay Panel will determine a pay range in accordance with the STPCD, taking account of the professional responsibilities of the Deputy/Assistant Headteacher.
- The Pay Panel will ensure that the maximum of the Deputy or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher group for the school and will also take account of any other permanent payments made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability
- The Governing Board may determine the pay range for the Deputy and Assistant Headteacher at any time if it considers it necessary to reflect a significant change in the responsibilities of the post.

Annual Pay Determination

- The Pay Panel will review the pay of the Deputy Headteacher or Assistant Headteacher annually.

- A recommendation on pay must be made in writing as part of the individual's appraisal report.
- The Pay Panel may award one or more reference points on the Deputy or Assistant Headteacher pay range, (subject to the maximum of the group not being exceeded) on the basis of an assessment of:
 - the outcome of the Assistant or Deputy Headteacher's appraisal against defined annual objectives relating to school leadership and management and CYP progress.
 - whether the Assistant or Deputy Headteacher has demonstrated a sustained high quality of performance; and
 - whether the Assistant or Deputy Headteacher continues to meet the relevant teachers' standards and other relevant professional standards.

ACTING ALLOWANCES

Acting allowances may be payable to teachers who are assigned and carry out the duties of a Headteacher, Head of Service, Deputy Headteacher, Assistant Headteacher or Team Leader (in case of the Bi-borough Inclusion Service). The Pay Panel will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be considered in advance and, if agreed, will be paid from the first day of absence.

REVIEW OF THE PAY OF LEADERSHIP POSTS

The Governing Board may choose to exercise its discretion to review the pay of all the school's leadership group posts if they determine that this is required to maintain consistency with pay arrangements for new appointments to the leadership group.

SAFEGUARDING

The STPCD sets out the circumstances under which teachers are entitled to up to 3 years' salary safeguarding where they would otherwise suffer a reduction in salary following a school reorganisation or a change in the terms of an individual's employment.

EARLY CAREER TEACHERS

Early Career Teachers placed on the minimum of the main pay range on their first appointment will, following the successful completion of their induction year, be awarded the next reference point on the main pay range on the subsequent 1st September. Thereafter, progression on the main pay range will be determined as for other classroom teachers.

CLASSROOM TEACHERS

Pay on appointment

In determining the starting salary for a newly appointed classroom teacher post on the main range or upper pay range, the federation will”

- normally recognise the salary point applicable to the teacher’s last post; OR
- normally recognise previous experience gained by the teacher where this is relevant to the requirements of the post; OR
- have regard to
 - o the requirements of the post;
 - o any specialist knowledge required for the post;
 - o the experience required to undertake the specific duties of the post;
 - o the wider school context.

The Governing Board will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

Unqualified, Main and Upper Pay Ranges for Teaching Staff

On an annual basis, the Pay Panel will determine the local points between the statutory minimum and maximum points of the unqualified, main and upper ranges as published in the STPCD with effect from 1 September each year.

If the evidence shows that a teacher has exceptional performance, the Governing Board will consider the use of its flexibilities to award enhanced pay progression, up to the maximum (M6) of the main pay range. Teaching should be highly effective to a strong standard as set out in the Ofsted toolkit. Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on CYP progress
- an increasing impact on wider outcomes for CYPs
- improvements in specific elements of practice identified to the teacher, e.g., behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

Any qualified teacher can apply to be paid on the Upper Pay Range. 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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on

pay. Where such information is not applicable or available, e.g., those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.

Process:

One application may be submitted annually. The closing date for applications is normally third week in September each year; however, exceptions will be made in particular circumstances, e.g., those teachers who are on maternity leave or who are currently on sick leave.

The process for applications is:

- The Headteacher / Head of Service will be the assessor
- Submit the application form and supporting evidence to the Headteacher / Head of Service by the cut-off date of third week in September.
- You will receive notification of the name of the assessor of your application within 5 working days;
- The Headteacher/Head of Service will assess the application, which will include a recommendation to the Pay Panel of the Governing Board.
- The Pay Panel will make the final decision, advised by the Headteacher/Head of Service;
- Teachers will receive written notification of the outcome of their application by a week after Pay Panel meeting. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application;
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this Pay Policy.

Assessment:

The teacher will be required to meet the following criteria, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

In the Federation, this means:

“highly competent”: the teacher's performance is assessed as having excellent depth and breadth of knowledge and skill in meeting the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

“substantial”: the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of CYP, but also in making a significant wider contribution to school improvement, which impacts on CYP progress and the effectiveness of staff and colleagues.

“sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have met their objectives during this period (see exceptions, e.g., maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Progression on the Upper Pay Range

The Pay Panel will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- the evidence base, which should show that the teacher has had a successful appraisal or successful appraisals, as appropriate, and has met objectives;
- Evidence that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled, “Applications to be paid on the Upper Pay Range”.

Where it is clear that the evidence shows the teacher has made good progress, i.e., they continue to maintain the criteria set out above (see ‘Applications to be Paid on the Upper Pay Range’), and have met their objectives, the Pay Panel may recommend that the teacher should move to the next point on the Upper Pay Range.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above (see ‘Applications to be Paid on the Upper Pay Range’), and where the teacher has met or exceeded their objectives, the Pay Panel

may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be highly effective to a strong standard as set out by Ofsted.

LEADING PRACTITIONER ROLES

Leading practitioners have the primary purpose of modelling and leading improvement of teaching skills.

In this context, specific duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the Federation that contribute to school/ service improvement;
- the improvement of teaching skills within school and within the wider school community which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as leading a satellite site, integrated therapeutic approaches, define outreach provision, other responsibilities as identified by the FLT as appropriate

Pay on appointment

The STPCD sets out a minimum figure a maximum figure between which individual post ranges are to be determined locally. Different posts in the same school / service may be paid on different individual post ranges.

Pay determinations effective from 1 September each year

The Headteacher / Head of Service will agree appraisal objectives for the Leading Practitioner.

The Pay Panel shall have regard to the results of the Leading Practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay.

The Pay Panel will take account of other evidence. The evidence should show the Leading Practitioner:

- has met their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement.

- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

“Highly competent” and “substantial” are defined in the section entitled, “Applications to be paid on the Upper Pay Range”.

Where it is clear from the evidence that the teacher’s performance is exceptional, the Pay Panel may decide to award enhanced pay progression.

UNQUALIFIED TEACHERS

Pay on appointment

The Pay Panel will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value.

The Pay Panel will consider whether it wishes to pay an additional allowance to recognise that the teacher has taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of the teacher’s professional skills and judgement or has qualifications or experience which brings added value to the role being undertaken.

To be eligible for progression up the unqualified teacher range, unqualified teachers will need to show that they have met their objectives. If the evidence shows that a teacher has exceptional performance, the Governing Board may award enhanced pay progression.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS

The Pay Panel may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the schools / service staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning. All job descriptions will be

regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded.

The Pay Panel may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Governing Board will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

Unless an exception is contained in the current STPCD, a TLR3 will not be awarded for longer than one academic year or three consecutive terms. (This is recommended HR guidance. Any additional responsibilities, over what would normally be expected of a classroom teacher, which last longer than one year, or three terms should be properly accommodated within the overall staffing structure, by allocating these responsibilities to a member of the leadership group or incorporating the responsibilities into the role of a leading practitioner or by awarding a TLR1 or TLR2).

The rates payable for all TLR payments with effect from the 1 September each year are agreed by the Pay Panel on an annual basis.

SPECIAL NEEDS ALLOWANCE

The Pay Panel will award a SEN spot value allowance to any teacher who meets the criteria as set out in the STPCD.

When deciding on the amount of the allowance to be paid, the Governing Board will consider the structure of the service or school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post. The Governing Board will also establish differential values in relation to SEN roles in the school / service in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

The rates payable for all SEN payments with effect from the 1 September each year are agreed by the Pay Panel on an annual basis.

SUPPORT STAFF

The Pay Panel notes its powers to determine the pay of support staff in accordance with the School Staffing (England) Regulations 2009.

The Pay Panel will determine the appropriate pay grade of a member of the support staff on appointment in accordance with the scale of grades, currently applicable in relation to employment with the LA.

On appointment the individual will normally be appointed to the minimum of the appropriate scale. Where the school regards any previous experience as particularly relevant to their role in the new post, additional points may be awarded.

Annual salary progression

To progress up their pay scales, members of the support staff team will need to show that they have met their objectives. If a support staff member of staff has exceptional performance, the Pay Panel may award a 'step up' in line with Westminster Council's Pay and Reward policy which is determined by the School Headteacher / Head of Service and/or Governing Board.

Acting allowance

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

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

Premium payments

In some circumstances voluntary overtime may be offered to staff to cover specific duties. In all cases, voluntary overtime must be agreed in advance of any work undertaken. The rate of pay for voluntary overtime will be in accordance with local terms and conditions of employment, depending on the grade of the post.

HONORARIA PAYMENTS

Honoraria payments are made to recognise when a member of support staff to reward additional responsibility at the same grade. Full details in Appendix 2 attached

PART-TIME EMPLOYEES

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

All staff: The Associate Executive Headteacher/ Headteacher/ Head of Service and Governing Board will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

SHORT NOTICE/SUPPLY TEACHERS

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year as defined by the STPCD (this normally consists of 195 days). Periods of employment for less than a day being calculated pro-rata.

ADDITIONAL PAYMENTS

The Governing Board may make payments as they see fit to a teacher, in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school/service;
- participation in out-of-school hours learning activity agreed between the teacher and the Headteacher / Head of Service
- 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.

Continuing professional development

A payment may be made to a teacher for voluntary CPD which the teacher has undertaken outside of the school day.

The Governing Board has the discretion to decide which activities would be eligible for such a payment and the minimum number of hours that must be undertaken before a payment is considered.

Payment will be calculated:

- on a daily basis at 1/195th of the teacher's actual salary*;
- on an hourly basis at 1/1265th of salary*
- or
- as a flat rate of £xxx per hour/day*.

Provision of initial teacher training

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

Such activities may include:

- supervising and observing teaching practice;
- giving feedback to students on their performance and acting as a professional mentor;
- running seminars or tutorials on aspects of the course; and • formally assessing student competence.

Participation in out of school hours learning activity

Teachers who agree to provide learning activities outside of normal school hours and whose salary range does not take account of such activity will be entitled to a payment of:

- on a daily basis at 1/195th of the teacher's actual salary*;
- on an hourly basis at 1/1265th of salary* ; or

Examples of out of school learning activities include:

- breakfast clubs;
- clubs;
- summer schools;
- study support groups;
- activities to improve literacy;
- sporting activities; and
- other outdoor activities or clubs linked to the curricular, arts and hobby interest areas.

To ensure effective work life balance and also value for money in the delivery of the services provided, the Governing Board should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher. Activities should be offered to staff following a fair and transparent process.

Additional responsibilities and activities relating to the raising of educational standards

Teachers may occasionally provide services to other schools. When such arrangements have been entered into, the Governing Board will determine how much, if any additional payment will be made and for how long.

RECRUITMENT AND RETENTION INCENTIVE BENEFITS

The Governing Board can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive.

The Pay Panel will consider exercising its powers under the STPCD where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The Governing Board will, nevertheless, conduct an annual formal review of all such awards.

In relation to the Associate Executive Headteacher/Headteacher / Head of Service, any additional payments under this section will form part of the pay range.

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons.

A recruitment and retention incentive or benefit may include: a cash sum, a percentage uplift in salary, relocation allowances, travel allowances, or defined benefits such as healthcare or childcare provision.

When a recruitment and retention incentive or benefit is agreed, written notification should be given to the teacher advising whether the reward is for recruitment or retention, the nature of the award, how it will be paid, and if it is not a one-off award, the start date and duration of payment and the basis for any agreed uplifts during the period. Only in exceptional circumstances should an existing recruitment and retention incentive or benefit be renewed.

SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, a member of staff may participate in any such arrangement, as provided for in their conditions of employment.

This arrangement will be subject to agreement with the Federation's Payroll provider.

Details of any current arrangements can be checked with the Federation Senior Finance Officer

PAY PORTABILITY

Whilst there is no longer any statutory requirement in the STPCD for the Governing Board to match teachers' previous salaries when they are appointed to a post, it is free to do so if it chooses. This includes the freedom to pay teachers more than their previous salary from the start of their new employment in the school.

The Governing Board must ensure that, when considering new appointments and appropriate levels of salary, the decisions taken do not discriminate against teachers because of a protected characteristic under the Equality Act 2010. Salary determinations made at school / service level should also be monitored to ensure that decisions in respect of starting salary/portability are not discriminatory.

In respect of career breaks, the relevant Governing Board must ensure that, although it is good practice for a teacher and a school to agree the terms on which the teacher

will return from the break, the potential for indirect discrimination in any such agreement is fully assessed and, if necessary, prevented.

The Governing Board must avoid discriminating against teachers returning to the profession following a career break whether they return to the same school or to another school. Blanket policies against pay portability are likely to disadvantage women teachers who have taken a break from teaching to give birth and/or to care for their children.

TEACHERS WHO ARE ON MATERNITY OR LONG-TERM DISABILITY OR SICKNESS ABSENCE

The school/ service will ensure that our pay policy does not discriminate on grounds of disability or pregnancy/maternity status. We will ensure that the pay progression criteria recognise the potential for indirect discrimination in relation to pay progression decisions, and that measures which disadvantage teachers on grounds of absence due to pregnancy/maternity or disability are potentially discriminatory and, therefore, unlawful.

Where a teacher is away from school / service because of maternity leave, it is unlawful for the school / service to deny that teacher an appraisal and subsequent pay progression decision because of her maternity. When a teacher returns to work from maternity leave, the school / service must give her any pay increase that she would have received, following appraisal, had she not been on maternity leave.

The Federation will adopt a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year. In these circumstances, the school / service will ensure that the absent teacher receives fair treatment while ensuring the integrity and robustness of the school's appraisal process for all teachers. The school / service will ensure that they minimise bureaucracy for all involved. The school / service will consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account could also be taken of performance in previous appraisal periods if there is very little to go on in the current year. However, the school /service will not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.

The Federation will ensure that our pay and appraisal policies incorporate any adjustments which can reasonably be made to give a teacher who is absent for disability related reasons an equal opportunity to participate in appraisal and to access pay progression. Whilst there is no equivalent to the "maternity equality clause" (i.e., the clause that deems a woman to have received a pay rise to which she would have been entitled had she not been on maternity leave) in the Equality Act, we will consider utilising the same range of options outlined above for teachers on maternity leave.

When a teacher returns to work following a disability related absence, the school / service will not refuse a pay increase that the teacher would have received, following appraisal, had he or she not been absent for a reason related to disability, if the reason for the refusal is the teacher's disability or the refusal cannot be objectively justified.

Equal Pay Considerations

To prevent any equal pay claim, the school / service will ensure that individual pay decisions are fully compliant with the Equality Act and the duty to have due regard is discharged. The Governing Board will satisfy itself that pay decisions year on year are not indicating a pattern that might cause concern.

Annex 1

MODEL APPEALS PROCEDURE

The School Teachers' Pay and Conditions Document ("the STPCD") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedure for handling appeals.

The school's procedure for handling appeals applies equally to support staff.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the staff member at the Review Meeting prior to being submitted to the school's Pay Panel or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the staff member.

At this particular stage of the pay determination process, if the staff member wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary, nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted, or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a staff member believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e., Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

APPEAL HEARING PROCEDURE

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Guidance

- When a staff member feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Staff members / Headteacher should put their appeal in writing to either the Headteacher or the Governing Board; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps: Informal Stage

As part of the pay determination process, the line manager (“the recommendation provider”) will make a recommendation to the “the decision maker” (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a staff member’s pay, “the decision maker” will write to the staff member advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to “the decision maker”.

If the staff member wishes to appeal the decision, they must do so in writing to “the decision maker”, normally within 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, “the decision maker” must then arrange to meet the staff member to discuss the appeal. “The recommendation provider” should also be invited to the meeting to clarify the basis for the original recommendation.

“The decision maker” will reconsider the decision in private and write to the staff member to notify them of the outcome of the review and of the staff member’s right of appeal to the Governing Board. If the staff member wishes to exercise their right of appeal, they must write to the Clerk of the Governing Board at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

Appeal Procedure Steps: Formal Stage

On receipt of the written appeal, the Clerk to the Governing Board will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the Committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the staff member notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

Annex 2

AGREED ALLOWANCES (September 2023 onwards)

Honorarium Payments

Honorarium payments are made in order to recognise either when a member of support staff to reward additional responsibility at the same grade. Honorarium payments have an expiry date and this is agreed at the start of the extra responsibility.

Annual payments to support staff to reward additional responsibilities are clearly linked to school improvement strategies and are vital to federation priorities and may include working in the following areas of development or others that are deemed appropriate. Some examples include but are not limited to;

- Intensive Interaction
- Attention Autism
- Makaton
- Team Teach Trainers
- Manual Handling Trainers

These staff will be paid £900 per annum as three payments (this would be a pro-rata if parttime) (these payments will be made at the beginning of each term autumn,

Spring, Summer term). Performance in relation to this additional responsibility will be reviewed annually at appraisal and will only continue if performance is assessed as being of high quality and meeting expectations and if the role is still needed and the person is still in a support staff role. Staff in receipt of these payments will have the expectations of the role clearly set out at the onset of the allowance, including its expected duration. If the payment is related to the expiry date of the relevant training – this will be reviewed at this time and will cease at that point. The member of support staff will be notified accordingly.

First Aid Payments

An agreed monthly payment will be made to any staff who hold an up to date First Aid at Work qualification (this does not include Leadership Team) and undertake the role of First Aider. This amount is agreed at £15 per month as of September 2022 onwards

Residential Payment

An agreed one-off payment of £150, approved by the Governing Board will be paid for any member of staff attending a residential visit of any length outside of school hours.

Unqualified Teacher Allowance

The Governing Board agree an additional allowance to recognise that the UQ teacher has taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of the teacher's professional skills and judgement or has qualifications or experience which brings added value to the role being undertaken. It is agreed that an additional allowance for Unqualified Teachers will be in line with SEN allowance rates and pro-rata for part-time staff.

Annex 3: Links to relevant standards

- **Headteacher standards:** <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>
- **Teacher standards:** <https://www.gov.uk/government/publications/teachers-standards>
- **The Professional standards for occupational therapy practice** <https://www.rcot.co.uk/practice-resources/rcot-publications/downloads/rcotstandards-and-ethics>

- **Teaching assistants standards:**
<https://neu.org.uk/latest/library/professional-standards-teachingassistants>

Annex 4 Teachers Pay Table 2025-26

Pay table for 2025-26

LEADERSHIP				
PT	01/09/2022	01/09/2023	01/09/2024	01/09/2025
L1	52,676	56,100	59,186	61,554
L2	53,791	57,288	60,439	62,857
L3	54,929	58,500	61,718	64,187
L4	56,085	59,731	63,017	65,538
L5	57,280	61,003	64,360	66,934
L6	58,501	62,304	65,731	68,360
L7	59,854	63,745	67,251	69,941
L8	61,039	65,007	68,583	71,326
L9	62,349	66,402	70,055	72,857
L10	63,736	67,879	71,614	74,479
L11	65,170	69,406	73,225	76,154
L12	66,485	70,807	74,702	77,690
L13	67,935	72,351	76,331	79,384
L14	69,420	73,932	78,000	81,120
L15	70,934	75,545	79,700	82,888
L16	72,603	77,322	81,577	84,840
L17	74,080	78,895	83,236	86,566
L18*	74,982	79,856	84,248	87,618
L18	75,732	80,655	85,092	88,496
L19	77,401	82,432	86,967	90,446
L20	79,113	84,255	88,891	92,447
L21*	80,062	85,266	89,956	93,554
L21	80,862	86,118	90,856	94,490
L22	82,661	88,034	92,878	96,593
L23	84,496	89,988	94,939	98,737
L24*	85,535	91,095	96,105	99,949
L24	86,391	92,006	97,068	100,951
L25	88,325	94,066	99,241	103,211
L26	90,301	96,171	101,462	105,521
L27*	91,416	97,358	102,713	106,822
L27	92,330	98,331	103,741	107,891
L28	94,415	100,552	106,083	110,326
L29	96,551	102,827	108,483	112,822
L30	98,741	105,159	110,944	115,382
L31*	99,977	106,476	112,332	116,825
L31	100,977	107,541	113,456	117,994
L32	103,273	109,986	116,036	120,678
L33	105,635	112,501	118,690	123,438
L34	108,039	115,062	121,391	126,247
L35*	109,422	116,534	122,943	127,861
L35	110,516	117,700	124,174	129,141
L36	113,041	120,389	127,011	132,092
L37	115,649	123,166	129,943	135,141
L38	118,298	125,987	132,918	138,235
L39*	119,778	127,564	134,580	139,963
L39	120,976	128,839	135,927	141,364
L40	123,793	131,840	139,092	144,656
L41	126,678	134,912	142,334	148,027
L42	129,635	138,061	145,656	151,482
L43	131,353	139,891	147,586	153,490

* These points and point 43 are the maximum salaries for the 8

Main Scale				
PT	01/09/2022	01/09/2023	01/09/2024	01/09/2025
M1	34,502	36,745	38,766	40,317
M2	36,141	38,491	40,609	42,234
M3	37,857	40,318	42,536	44,238
M4	39,655	42,233	44,556	46,339
M5	41,892	44,615	47,069	48,952
M6	44,756	47,666	50,288	52,300

UPR				
PT	01/09/2022	01/09/2023	01/09/2024	01/09/2025
UPR1	49,320	52,526	55,415	57,632
UPR2	51,743	55,106	58,138	60,464
UPR3	53,482	56,958	60,092	62,496

LEADING PRACTITIONER				
PT	01/09/2022	01/09/2023	01/09/2024	01/09/2025
Min	52,936	56,377	59,478	61,858
Max	76,104	81,051	85,509	88,930

Pay table for 2025-26

TLR Allowances				
PT	01/09/2022	01/09/2023	01/09/2024	01/09/2025
TLR3A	600	639	675	702
TLR3B	1,191	1,268	1,338	1,392
TLR3C	1,785	1,901	2,006	2,087
TLR3D	2,975	3,168	3,344	3,478
TLR 2A	3,017	3,213	3,391	3,527
TLR 2B	5,022	5,348	5,642	5,868
TLR 2C	7,368	7,847	8,279	8,611
TLR 1A	8,706	9,272	9,782	10,174
TLR 1B	10,710	11,406	12,033	12,515
TLR 1C	12,720	13,547	14,292	14,864
TLR 1D	14,732	15,690	16,553	17,216

SUPPLY TEACHERS (DAILY RATES)								
Annual Salary / 195								
QUALIFIED EFFECTIVE DATE				UNQUALIFIED EFFECTIVE DATE				
PT	01/09/2022*	01/09/2023	01/09/2024	01/09/2025	01/09/2022	01/09/2023	01/09/2024	01/09/2025
1	177.85	188.44	198.80	207.00	125.02	132.47	139.76	146
2	186.29	197.39	208.26	217.00	136.46	144.59	152.54	159
3	195.14	206.76	218.14	227.00	147.90	156.71	163.33	172
4	204.41	216.58	228.50	238.00	157.97	167.39	176.60	184
5	215.94	228.80	241.38	252.00	169.40	179.49	189.36	197
6	230.70	244.44	257.89	269.00	180.83	191.60	202.14	211
UPR1	254.23	269.37	284.18	296.00				
UPR2	266.72	282.60	298.15	311.00				
UPR3	275.68	292.10	308.17	321.00				

SEN Allow				
PT	01/09/2022	01/09/2023	01/09/2024	01/09/2025
1	2,384	2,539	2,679	2,787
2	4,703	5,009	5,289	5,497

UNQUALIFIED				
PT	01/09/2022	01/09/2023	01/09/2024	01/09/2025
1	24,254	25,831	27,252	28,343
2	26,473	28,194	29,745	30,935
3	28,692	30,557	32,238	33,528
4	30,647	32,640	34,436	35,814
5	32,863	35,000	36,925	38,402
6	35,081	37,362	39,417	40,994

Annex 5 Federation Leadership Pay scales

Leadership scales College Park School – Group size 6

Lead practitioner (leadership scale)	L6
	L10
Assistant Head	L13
	L17
Deputy Head	L18
	L22
Headteacher	L29
	L33

Leadership scale: Queen Elizabeth II Jubilee School – Group size 5

Lead practitioner (leadership scale)	L6
	L10
Assistant Head	L11
	L15
Deputy Head	L16

	L20
Headteacher	L24
	L28

Bi-borough Inclusion Service

Head of Service	L19
	L23

Teaching and Learning Responsibilities (TLR 2)

Minimum	£3 527
Maximum	£8 611

SEN allowances

SEN 1	£2787
After one year of service	£3787
Relevant/appropriate masters degree	£5497

Appendix 6

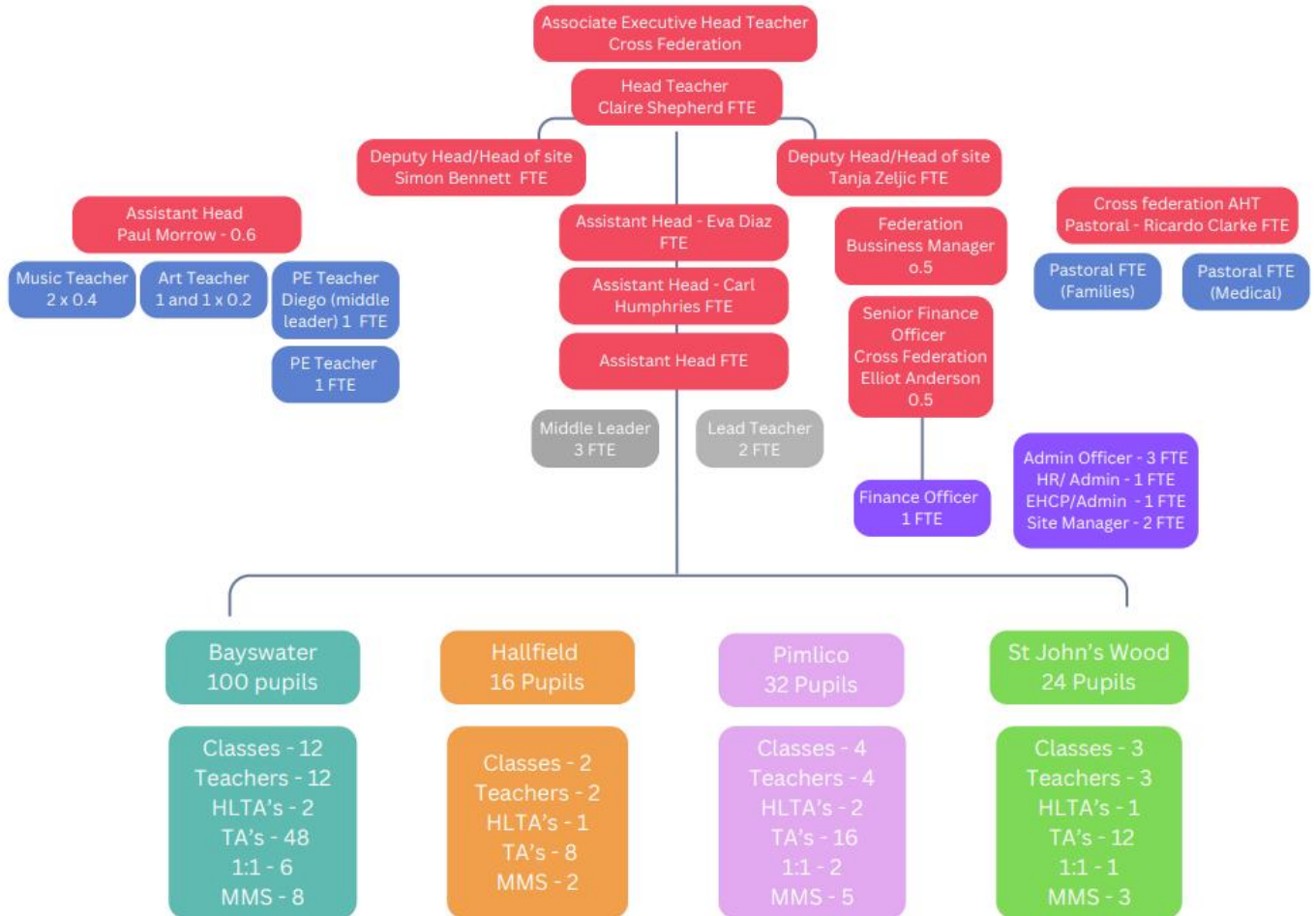
BROAD BAND SALARY TABLES GUIDE (WCC)

Band 1	Level I	Level II
Step 7	£35,373	£35,373
Step 6	£34,359	£34,359
Step 5	£32,907	£32,907
Step 4	£31,980	£31,980
Step 3	£31,086	£31,086
Step 2	£30,654	£30,654
Step 1	£30,225	£30,225

Band 2	Level I	Level II
Step 7	£44,235	£44,235
Step 6	£42,912	£42,912
Step 5	£41,013	£41,013
Step 4	£38,637	£38,637
Step 3	£37,509	£37,509
Step 2	£35,373	£35,373
Step 1	£34,359	£34,359

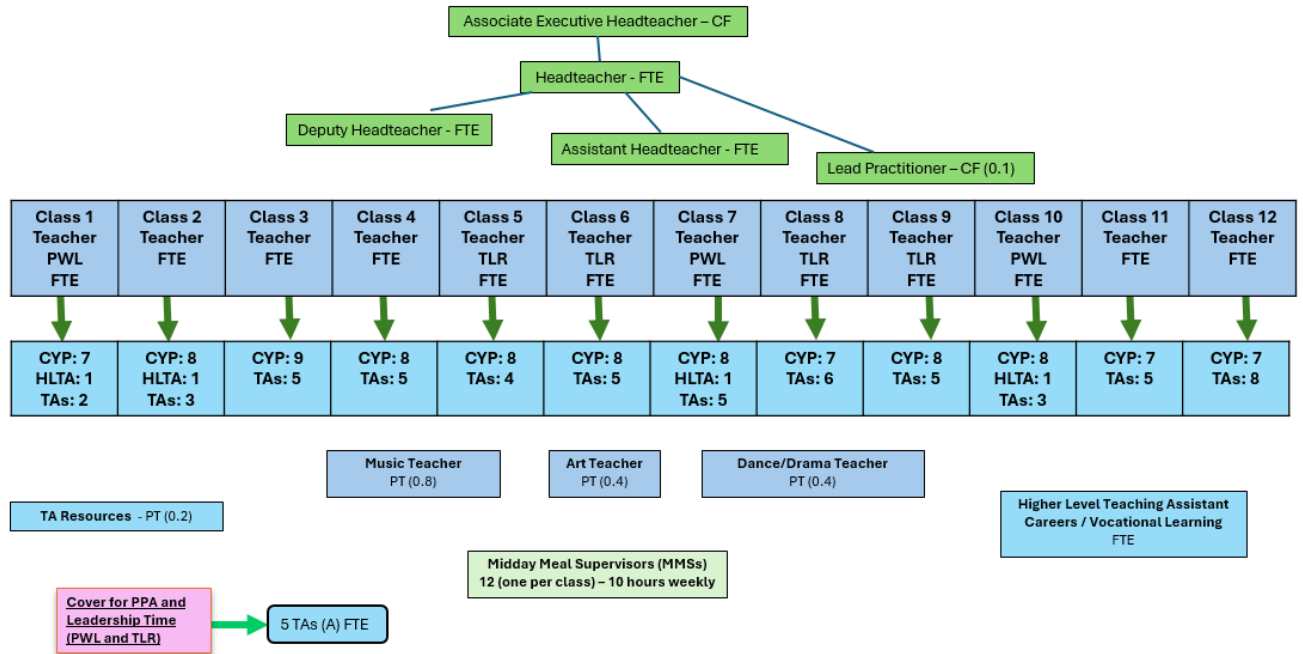
COLLEGE PARK SCHOOL

STAFFING STRUCTURE COLLEGE PARK SEPTEMBER 2025 - 2026

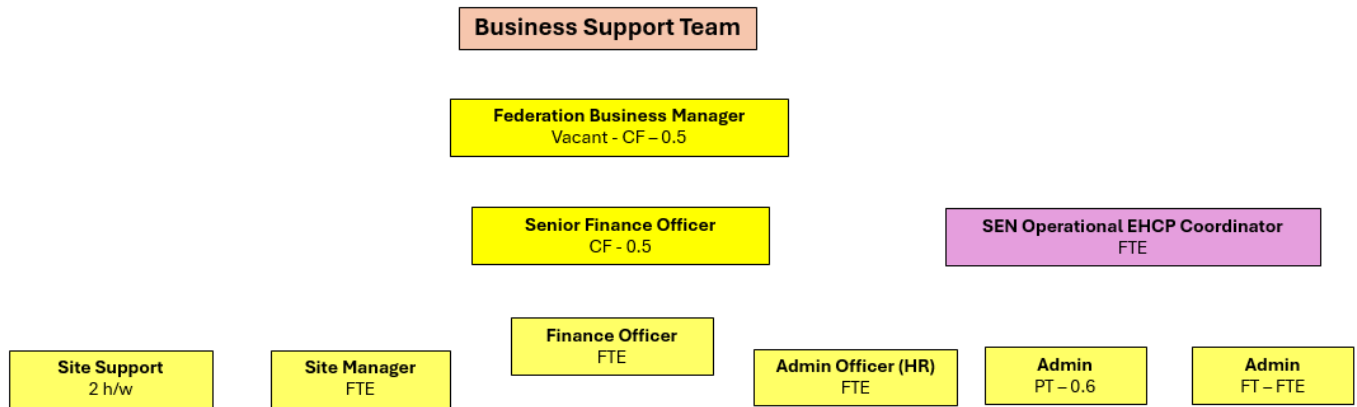


QEII

QEII Staffing Structure Academic Year 2025 - 2026



QEII Staffing Structure Academic Year 2025 - 2026



Annex 8:



Pay Panel Terms of Reference

Membership

The Panel will comprise of no fewer than three governors.

Quorum

The Quorum for meetings of the Panel is a minimum of two governors.

Clerking

Will be clerked by the Clerk to the Governing Board

Meetings

The Pay Panel will hold meetings once a year at the end of the performance management process to receive recommendations and agreed pay uplifts due to performance management of teaching staff.

All staff reviews should have regard to the Federation Appraisal Policy and Federation Pay Policy

The panel will:

- Ensure an annual review of teachers' salaries in line with current arrangements in the School Teachers' Pay and Conditions Document and appraisal regulations
- Consider the EHT recommendations in relation to headteachers and Head of BIS pay*
- Consider the recommendations of the Headteacher's and Head of BIS in relation to Teacher's pay.

*Anyone employed to work at the Federation other than the Executive Headteacher must withdraw from this item

Reviewed by the FGB November 2025