



Teachers' Pay Policy

2025-26

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Author Initials	MS / RC / GA
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(This policy supersedes all previous Teachers' pay policies)

Summary of Changes: Teachers' Pay Policy 2024–25 to 2025–26

Section	2024–25 Policy	2025–26 Policy	Summary of Change
1. Principles	Pay linked to performance via appraisal	Explicitly states pay is no longer linked to appraisal	Removed link between pay progression and appraisal
4. Pay Reviews	Annual reviews by 31 October (teachers)	Same for teachers, but clarified leadership pay confirmed by 31 December	Greater clarity on timelines for leadership pay decisions
6. Pay Progression	Linked to performance and appraisal	Not linked to appraisal; automatic unless capability process in place	Significant shift in approach—removes performance-based pay progression
7. Pay Progression Between Bands	Based on performance and years of experience	Based on qualifications, experience, and role expectations—not appraisal	Removes appraisal dependency in band movement
8. Movement to Band 3 (Upper Pay Range)	Formal application with evidence of substantial and sustained contribution	Informal expression of intent by 1 Sept; reviewed against contribution and experience	Simplified application and evidence requirements
9. Leadership Pay Progression	Based on appraisal and objectives	Based on holistic contribution and not directly linked to appraisal	Broadens assessment criteria and removes formal target dependency
16. TLR Payments	Aligned with STPCD; no future changes stated	Prepares for “responsibility-weighted” TLRs in line with expected 2026 STPCD updates	Anticipates and prepares for future statutory changes
Pay Determination on Appointment	Factors include nature of post, qualifications, skills, experience	Same factors retained	No substantive change
Discretionary Allowances	Criteria include skills, complexity, experience	Same criteria retained	No change
Unqualified Teachers	Progression based on appraisal	Progression not linked to appraisal; withheld only if capability process applies	Aligns with changes for qualified staff
Appeals	Process outlined with steps and rights	Same process retained	No change
Appendices	Includes 2024–25 pay scales and full application form for Band 3	Updated 2025–26 pay scales; Band 3 application now informal	Policy documentation streamlined

Amendments

Policy Date	New version number	Summary of Change	comments

Union Consultation

Date	Action (meeting, email etc)	Comments	Attendance

Table of Contents

1. Principles.....	5
2. Remuneration of Senior Executives.....	5
3. Pay Scales for Teachers and Leaders.....	5
4. Pay Reviews.....	5
5. Basic Pay Determination on Appointment.....	6
6. Pay Progression.....	6
7. Pay Progression between Bands.....	6
8. Movement to and within Band 3.....	7
9. Pay Progression for Leadership.....	7
10. Part-Time Teachers.....	8
11. Pay Increases from STPCD.....	8
12. Temporary Teaching and Learning Responsibilities (TLRs).....	8
13. Recruitment and Retention Payments.....	8
14. Discretionary Allowances and Payments.....	8
15. Safeguarding.....	8
16. TLR Payments.....	9
17. Other Additional Payments.....	9
18. Unqualified Teachers.....	10
19. Appeals.....	10
20. Monitoring and Review.....	11
Appendix 1 – 2025–26 Pay Scales.....	12
Appendix 2 – Teachers' Standards.....	13
Appendix 3 – Remuneration Committee Terms of Reference.....	17

ESW Pay Policy – Version 2.0 (Effective from 1 September 2025)

1. Principles

This policy complies with the latest School Teachers' Pay and Conditions Document (STPCD 2025) and has been consulted upon with staff and recognised trade unions.

In adopting this pay policy, we aim to:

- Maintain and improve the quality of teaching and learning at each school.
- Support each School Improvement Plan.
- Ensure staff are motivated and supported through fair pay practices.
- Ensure pay decisions are transparent, equitable, and based on national guidance.

Decisions on pay are made by the ESW Remuneration Committee.

2. Remuneration of Senior Executives

Executive pay is recommended by the Executive Remuneration Committee to ensure fairness and impartiality. Executives with a conflict of interest are excluded from deliberations. Terms of reference are in Appendix 4.

3. Pay Scales for Teachers and Leaders

Pay scales are reviewed annually by the ESW Remuneration Committee and reflect the latest STPCD. See Appendix 1 for full 2025–26 pay scales.

4. Pay Reviews

All staff salaries are reviewed annually, effective 1 September. Teachers receive written confirmation of their salary and any additional payments.

A written pay recommendation will be prepared by the Head/Executive Head or relevant line manager in advance of the pay determination. The ESW Remuneration Committee will consider this recommendation before making a decision.

Where a pay determination leads or may lead to salary protection, staff are notified within one month.

Pay decisions for teachers will normally be confirmed by 31 October, and for leadership roles by 31 December, in line with sector expectations.

5. Basic Pay Determination on Appointment

Starting salaries are set by the Head/Executive Head considering:

- The nature of the post
- Qualifications, skills, and experience
- Market conditions
- The wider school context

There is no presumption that previous salary levels are retained.

6. Pay Progression

Pay progression is no longer linked to appraisal.

All eligible staff will progress annually through the pay points, subject to availability of funds and length of service in post, unless they are subject to formal capability procedures.

Staff are not required to meet targets or objectives in order to move up pay points. Any decisions to withhold pay progression must be supported by formal processes in line with employment law.

7. Pay Progression between Bands

Teachers progress through Bands 1 (Emerging), 2 (Embedded), and 3 (Mastery), typically aligned with:

- Band 1: M1–M3
- Band 2: M4–M6
- Band 3: UPS

Movement between bands is determined by qualifications, experience, and role expectations. This is not dependent on appraisal.

8. Movement to and within Band 3

Any qualified teacher may apply for Band 3 (Upper Pay Range) once eligible. When they wish to progress they must indicate in writing their wish to move to Band 3 the following academic year. They should indicate this no later than 1 September of the new academic year.

Applications are reviewed by the Head/Executive Head and recommended to the Remuneration Committee. Decisions are based on:

- Experience (typically 6+ years)
- Substantial contribution to school priorities
- Leadership or mentoring responsibilities

Pay progression within band 3 is normally every 2 years.

9. Pay Progression for Leadership

Leadership progression is not automatic. The ESW Remuneration Committee considers pay progression for Executive Heads, Heads, Deputy Heads, Assistant Heads, and other leaders annually. Increments are normally by one point within the individual's pay range.

Progression is based on a review of the totality of the individual's contribution to school leadership, including:

- The scope and impact of leadership and management responsibilities
- Pupil outcomes across the school(s)
- Contribution to school improvement and strategic direction
- Line management and development of staff teams
- Successful delivery of priorities identified in the School Improvement Plan

Performance is assessed holistically, not based on a single year's outcomes. While formal appraisal may support development, it is not linked to pay decisions.

The Remuneration Committee may consider evidence provided by the CEO, Head/Executive Head, and Leadership Team when making decisions. Budgetary considerations may also inform outcomes.

Capability procedures may be considered if there are serious concerns regarding leadership performance, which could impact progression decisions.

10. Part-Time Teachers

Pay is pro-rata to a full-time equivalent based on days/hours worked. Supply teachers are paid on a daily or hourly basis in line with the STPCD.

11. Pay Increases from STPCD

All teachers receive pay uplifts as defined in the School Teachers' Pay and Conditions Document (STPCD), subject to national announcements and funding availability.

12. Temporary Teaching and Learning Responsibilities (TLRs)

The Remuneration Committee may award TLR3s for time-limited duties up to 3 years. TLR1 and TLR2 payments are for ongoing responsibilities. See Appendix 1 for current values.

13. Recruitment and Retention Payments

Additional payments may be made to attract or retain staff where there is clear evidence that recruitment or retention would otherwise be difficult.

14. Discretionary Allowances and Payments

These may be awarded based on:

- Complexity of role
- Specialist skills
- Market conditions

15. Safeguarding

Where pay is reduced through no fault of the teacher, safeguarding will apply for up to three years.

16. TLR Payments

A Teaching and Learning Responsibility (TLR) payment may be awarded to a teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning, for which they are made accountable.

The Head/Executive Head must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

- Is focused on teaching and learning;
- Requires the exercise of a teacher's professional skills and judgment;
- Requires the teacher to lead, manage, and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
- Has an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and
- Involves leading, developing, and enhancing the teaching practice of other staff.

Before awarding a TLR1, the responsibility must also include line management of a significant number of people.

A teacher may not hold more than one TLR at the same time, but a single TLR may reflect multiple areas of significant responsibility.

TLRs may only be awarded where clearly set out in the school's staffing structure and this policy.

In line with expected changes to statutory guidance, ESW will prepare to transition to responsibility-weighted TLR payments by September 2026, in accordance with future revisions to the STPCD.

See Appendix 1 for TLR values.

17. Other Additional Payments

Discretionary payments may be made for activities outside normal duties, including:

- CPD outside school hours
- Initial teacher training contributions

- Out-of-hours learning
- Support to other schools

18. Unqualified Teachers

Unqualified teachers are paid on the 6-point unqualified teacher pay scale as set out in the School Teachers' Pay and Conditions Document (STPCD) and shown in Appendix 1. The ESW Remuneration Committee determines the appropriate salary on appointment, taking into account:

- The nature and responsibilities of the post
- Relevant qualifications and experience
- Market conditions
- The wider school context

While progression is not linked to appraisal outcomes, it may be withheld in circumstances where concerns about performance have been raised and are being addressed through formal capability procedures. Decisions are made by the ESW Remuneration Committee based on advice from the Head/Executive Head.

Additional allowances may be awarded to an unqualified teacher who:

- Undertakes sustained additional responsibilities that focus on teaching and learning and require the exercise of a teacher's professional skill and judgement; or
- Possesses qualifications or experience that bring added value to the role undertaken.

Unqualified teachers who obtain Qualified Teacher Status (QTS) while employed at the school will be transferred to the qualified teacher pay scale at a salary that is at least equivalent to the pay they were receiving as an unqualified teacher.

19. Appeals

Staff may appeal any pay determination. The following process applies:

1. **Informal Resolution:** The employee should first attempt to resolve the issue informally by discussing it with the Head/Executive Head within ten working days of receiving confirmation of the pay decision.

2. **Formal Appeal:** If the issue is not resolved, the employee may submit a formal appeal. The grounds for the appeal must be set out in writing and sent to the Clerk to the Board within ten working days of the outcome of the informal discussion.
3. **Appeal Panel:** A panel of three ESW Board members (not involved in the original decision) will hear the appeal. The hearing will normally take place within 20 working days of the appeal submission.
4. **Representation:** The employee has the right to be accompanied by a union representative or colleague and to call witnesses.
5. **Notification:** The employee will receive at least five working days' notice of the hearing and a copy of all relevant documents, including:
 - The date, time, and location of the hearing
 - Evidence to be considered
 - The names of any witnesses
6. **Submission of Documents:** The employee may submit further evidence up to three working days before the hearing.
7. **Hearing:** The appeal may proceed in the employee's absence if they fail to attend without good reason. If unwell, they may submit written evidence or send a representative.
8. **Outcome:** The panel will issue a written outcome. If the appeal is rejected, reasons will be provided along with a summary of the evidence considered.

20. Monitoring and Review

The Board reviews the implementation and impact of this policy annually to ensure compliance with equalities legislation and consistency of application.

Appendix 1 – 2025–26 Pay Scales (from 1 September 2025)

Salary Grade	Salary Sept 25
M1	32,916
M2	34,823
M3	37,101
M4	39,556
M5	42,057
M6	45,352

U1	47,472
U2	49,232
U3	51,048

UQT1	22,601
UQT2	25,193
UQT3	27,785
UQT4	30,071
UQT5	32,667
UQT6	35,259

TLR's	ESW New Structure
2A	3,558
2B	6,074
2C	8,589
1A	10,183
1B	12,577
1C	15,030
1D	17,216
TLR3A	736
TLR3B	1,748
TLR3C	2,761

Leadership Scales	Salary Sept 25
L1	51,773
L2	53,069
L3	54,394
L4	55,747
L5	57,137
L6	58,569
L7	60,145
L8	61,534
L9	63,070
L10	64,691
L11	66,368
L12	67,898
L13	69,596
L14	71,330
L15	73,105
L16	75,049
L17	76,772
L18	78,702
L19	80,655
L20	82,654
L21	84,699
L22	86,803
L23	88,951
L24	91,158
L25	93,424
L26	95,735
L27	98,106
L28	100,540
L29	103,030
L30	105,595
L31	108,202
L32	110,892
L33	113,646
L34	116,456
L35	119,350
L36	122,306
L37	125,345
L38	128,447

L39	131,578
L40	134,860
L41	138,230
L42	141,693
L43	143,796

Appendix 2: Teachers' Standards (Updated 2021)

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons

- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which

set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of

ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect,
and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

APPENDIX 3

ESW Remuneration Committee

Core Purpose

- To update pay scales, including the amount for each pay point, annually
- To ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year
- To ensure that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

1. Membership

- Chair of ESW
- Chair of ESW Finance Committee
- One other non-executive director
- Chief Executive Officer

2. Quorum

- 100% of committee

3. Meetings

- The committee meets annually

4. Terms of Reference

- As set out in the pay policy.

Executive Remuneration Committee

Core Purpose

- To recommend to the Board levels of pay for the senior executive officers.

Current Posts in Scope

- Chief Executive Officer (CEO)
- Deputy CEO
- Director of Education
- Chief Finance and Operating Officer

1. Membership

- Chair of ESW
- Deputy Chair of ESW
- One other non-executive Director

Note: Executive officers are neither members of nor attend this committee.

2. Quorum

- 100% of committee

3. Meetings

- The committee meets annually

4. Terms of Reference

4.1 The committee reviews and decides the level of pay of senior executive officers.

4.2 In doing so, it takes into account:

- The ESW pay policy
- Any annual award being given to teaching and other members of staff
- Any comparative data for similar posts nationally and locally
- The need to recruit, retain and motivate senior executive staff

4.3 The level of increase awarded by the committee cannot exceed 3% of existing salary. If the committee wishes to exceed this level, or if the post is a new appointment, it must make a case and seek the approval of the Board.

4.4 Any award of one-off discretionary payments, bonuses and/or non-monetary benefits must have the approval of the Board.