

Hamwic Education Trust Pay Policy for Schools 2025-2026

Reviewed on	2025/26, Term 1	Review frequency	Annual
Next review due	2026/27, Term 1	Template Yes / No	Yes
Owner	DCEO	Approved by	Board of Trustees



School Summary

School Name	Woolston Infant School	
School Group Size	2	
School Range	School Leader/Executive School Leader Pay Range	L15 - 21
	Head of School pay range	-
	Deputy Headteacher pay range	L6 - 10
	Assistant Headteacher pay range	-

**delete as appropriate to your school*

[Staffing Structure \(Appendix A\)](#)

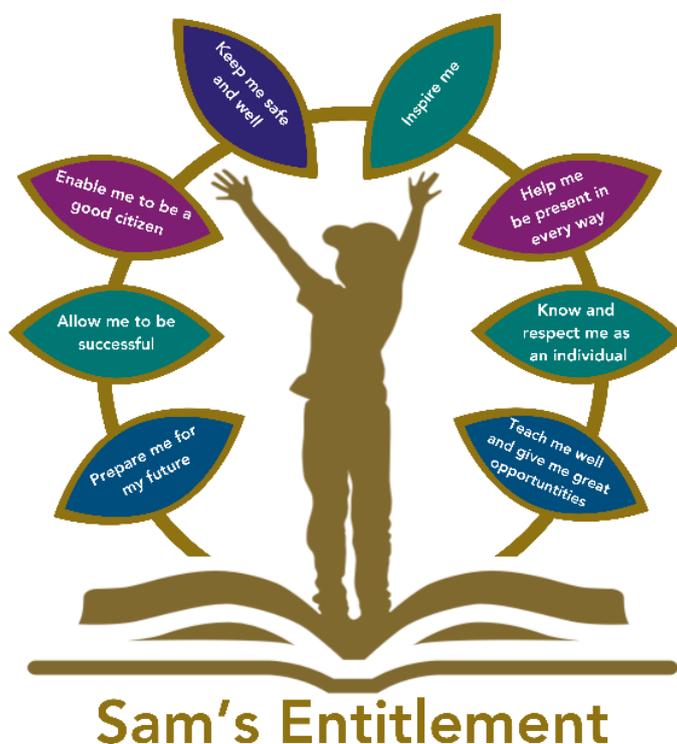
[Support Staff Pay Scales \(Appendix C\)](#)

History of Policy Changes

Date	Page/ Section	Change	Origin of Change
Sep 25	All	New template.	Annual Review & consultation
	Section 3	Removed sentence below as duplicated in future section of policy; <i>Teachers will receive their pay statements in October and support staff will receive their statements in April each year.</i>	
	Section 6	Added paragraph regarding salary statements; <i>All teachers will receive a salary statement within 1 month of a decision on pay, setting out their salary, any payments or other financial benefits awarded, any safeguarding and where a copy of the staffing structure (Appendix A) and pay policy may be inspected.</i>	
	Section 6	Separate heading for UPS added. Added progression for exceptional performance on UPS; <i>Additional progression up the range may be considered for upper pay range teachers where performance is judged to be exceptional and targets have been exceeded.</i>	
	Section 9	Added clarification about TLR1 and TLR2 payments – STPCD say change from 1 September 2026, we have made the change from 1 September 2025.	
		Removed; <i>TLR1 and TLR2 payments must reflect the proportion of responsibility undertaken, particularly for part time staff. This ensures equitable pay for sustained responsibilities, regardless of contracted hours.</i> Replaced with; <i>Where a TLR3 is awarded to a part-time teacher, the value should not be amended to reflect the part-time hours of the individual in receipt of the award.</i>	
	Section 14	Added; <i>All support staff should receive an annual salary statement.</i>	
Section 18c	First Aid Allowances – amended as below; <i>Lead first aiders are responsible for administering first aid in the school to both pupils and adults and are also responsible for maintaining supplies for the first aid boxes ensuring they are always equipped.</i> <i>A lead first aider is an employee who has a completed a 3-day First Aid at Work certificate (current) and/ or a 1- or 2-day paediatric trained person who is considered as one of the main first aiders dealing with first aid on a regular daily basis as decided by the school/HET.</i> <i>The First Aid allowance is £15 per month.</i>		

1. Vision and Values.....	5
2. Commitment.....	6
3. Information.....	7
4. Scope.....	7
5. Determination of Pay on Appointment.....	7
6. Pay and Progression for Teachers.....	8
7. Application to be paid on the UPR.....	9
8. Pay and Progression for School Leaders and Senior Staff.....	9
a) School Leader Reviews.....	9
b) Deputies and Assistant Heads Reviews.....	9
c) Pay Progression for School Leaders.....	9
9. Other Teaching Allowances.....	10
a) Teaching and Learning (TLR) Payments.....	10
b) SEN Allowances.....	11
10. Early Career Teachers (ECTs).....	11
11. Part Time Teachers.....	11
12. Casual Assignment Teachers.....	11
13. Unqualified Teachers.....	11
14. Pay and Progression for Support Staff.....	11
15. Job Descriptions.....	12
16. Part Time Support Staff.....	12
17. Term Time Holiday Pay Accrual.....	12
18. Other Payments.....	12
a) Recruitment and Retention (R&R) Allowance.....	12
b) Additional Payments.....	13
c) First Aid Payments.....	13
19. Pay Protection.....	13
20. Overtime and Additional Hours.....	14
21. Policy Annual Review.....	14
22. Pay Appeals Arrangements.....	14
23. Record Keeping and Data Protection.....	15
24. Monitoring the Impact of this Policy.....	15
25. Other relevant policies or documents.....	15
Appendix A : Staffing Structure.....	16
Appendix B: Pay Scales – Teaching and allowances.....	17
Appendix C: Pay Scales – Support Staff.....	20
Appendix D: UPS Application Process.....	21





Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

1. Vision and Values

Vision

At Hamwic, we are dedicated to ensuring that all our pupils receive a high-quality, enriching learning experience in a safe and inclusive environment. Our commitment to excellence is reflected in our broad curriculum, which not only prepares pupils for their future but also opens doors to a diverse array of opportunities.

Ethos: "All About the Child"

We place the child at the heart of everything we do. By asking "What about Sam?"—our notional Hamwic child—we ensure that our pupils are always at the centre of our decision-making processes. This approach drives our ethos and values, motivating us to do the best we can for every child.

Strategic Aims

All pupils and adults within HET flourish as individuals and together in a safe, inclusive environment to promote learning by:

- All pupils making exceptional progress and outcomes are reliably above average.
- All schools rated at least 'expected' by Ofsted across all categories.
- All schools and HET being financially secure
- High levels of attendance for all pupils.
- Governance is purposeful at all levels and contributes to the success of pupils and adults.
- All adults excel in their roles and reach their full potential, supported by high levels of attendance and a strong commitment to professional development.
- Embracing technology and being at the forefront of innovation and technology to empower pupils and staff with the right tools to enhance education.

Our Approach

- HET and Schools work in partnership collaboratively. We succeed together (One Team).
- We take a collective responsibility for delivering excellence for all our schools.
- We celebrate individuality – not corporate education
- We don't believe in a standardised approach to education
- Our schools help shape HET and what we offer
- Our strength is our people, who we value and develop
- We are a learning organisation committed to improving ourselves and others
- Embracing technology and being at the forefront of innovation and technology to empower pupils and staff with the right tools to enhance education.

Equality Objectives

Please click [HET Equality Objectives](#).

2. Commitment

HET is committed to:

- Achieving excellent outcomes for pupils
- Supporting HET school's aims and priorities in each school development plan
- Recruiting and developing high quality employees and CPD opportunities
- Supporting equality, inclusion and diversity through ensuring that decisions on pay are managed in a fair, objective and transparent manner, complying with relevant legislation.

In line with STPCD 2025 (Section 3, paras 89–92), HET supports flexible working requests where operationally feasible. School Leaders must ensure requests are considered fairly and documented appropriately.

Teachers should not be expected to undertake administrative tasks that detract from teaching and learning. The expanded list of such tasks in STPCD 2025 should be referenced in workload planning.



3. Information

All staffing changes and staffing structures are approved in the budget setting process, and this includes an interim budget review. Any in-year changes to staffing structures (including TLR posts) should be approved by the Local Governing Committee (LGC) in conjunction with HET Finance Team. See Appendix A for the staffing structure at this school. All budgets include pay progression and recommendations from the STRB.

LGC in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or the Trust in the case of a school where no LGC is present. Schools without a LGC are subject to interim arrangements which include Trust Leaders who carry out the functions of Governance.

This policy has been developed to comply with current legislation, the requirements of the School Teacher's Pay and Conditions Document (STPCD), the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service ("Green Book") and in accordance with the Nolan principles of public life; selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

This policy operates in conjunction with HET's professional development and target setting policy and capability policy.

Teachers are paid in accordance with the latest STPCD. Support staff in HET are paid in accordance with the National Joint Council for Local Government Services' National Agreement on Pay and Conditions of Service (the 'Green Book' and the "Burgundy Book") and locally agreed conditions of service, as they apply to schools. The Trust recognises previous employment with local authorities for all employees ('continuous employment').

The HET Board of Trustees retain responsibility for endorsing any proposed changes to HET's pay policy. Any proposed changes should be discussed with and communicated to employees in writing by the relevant School Leader, and individual LGCs, to allow for consultation prior to a decision being taken by the Board of Trustees. As part of the consultation process, the Trust will share the proposed policy with the relevant trade unions.

All HET employees will have an annual and interim professional development meeting.

4. Scope

This policy applies to all HET employees who are employed in HET schools.

This policy does not apply to supply or agency staff or external contractors.

5. Determination of Pay on Appointment

The School Leader will determine the pay range for a vacancy prior to advertising it with relevant support from HET HR. On appointment, the School Leader will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the following factors may be taken into consideration;

- The nature of the post



- The level of qualifications, skills and experience required
- Market conditions
- The wider school context
- Wider school or HET context and strategic priorities

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school and the School Leader (along with HET HR guidance) will determine the appropriate rate of pay for a teacher joining HET taking account of salary expectations, current salary and the factors set out above.

For School Leader appointments, the pay range will be determined in line with STPCD and will be a seven point pay range.

For Deputy and Assistant Headteacher roles, a five point pay range will be determined considering how the role fits within the wider leadership structure of the school.

6. Pay and Progression for Teachers

The School Leader will ensure that each teacher's salary is reviewed and communicated annually no later than 31 October each year. Pay increases will be backdated to 1 September of the same academic year.

All main scale teachers will automatically progress onto the next MS point annually (subject to reaching top of scale) pay progression is automatic, teachers will be expected to;

- Meet the required Teacher's Standards.
- Carry out the teaching role in line with their job description and the standards set out in the HET Standards for Teachers & School Leaders.
- Engage with the professional development process and the professional obligation to improve individual practice.

All teachers will receive a salary statement within 1 month of a decision on pay, setting out their salary, any payments or other financial benefits awarded, any safeguarding and where a copy of the staffing structure (Appendix A) and pay policy may be inspected.

Upper Pay Scale (UPS)

All upper pay range (UPR) teachers will progress onto the next UPR every two years (subject to reaching top of scale).

Teachers on the UPR can choose to remain at a certain UPS if they do not wish to take on the additional responsibilities each UPS attracts. This should be documented in the Professional Development meeting (see the HET Professional Development & Target Setting Policy).

Teacher's pay recommendations above and beyond automatic pay progression, will be made by the School Leader or their Line Manager. Any recommendation made by a Line Manager will be reviewed by the School Leader, who will make the final decision.

Additional progression up the range may be considered for upper pay range teachers where performance is judged to be exceptional and targets have been exceeded.

See Appendix B for the MPR and UPR pay scales.



7. Application to be paid on the UPR

Any qualified teacher may apply to be paid on the UPR, and any such application will be assessed in line with this policy and the process outlined in Appendix D. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the UPR.

Applications may be made once within an academic year by 30 June for the following academic year. The assessment and decision will be communicated by 31 October and, if successful, pay will be backdated to 1 September of the academic year, for example, if a teacher makes their application on 30 June 2025, a decision would be made by 31 October 2025 and pay would be backdated to 1 September 2025. If the application is not successful, the School Leader will write to the employee within 5 working school days explaining the reasons why it has been unsuccessful. Employees have the right to appeal (see section 22).

8. Pay and Progression for School Leaders and Senior Staff

a) School Leader Reviews

The school will be assigned to a Headteacher Group calculated using its total unit score, in accordance with STPCD.

A Pay range will be determined for the School Leader which will not normally exceed the maximum of the headteacher group, unless the specific exceptional circumstances or candidate warrant it, up to an additional 25%.

Additional payments may be made to a School Leader for temporary responsibilities that are in addition to the duties taken into account for the determination at 8.1 – 8.3. The total sum of any temporary will not normally exceed 25% of the School Leader's annual salary in accordance with STPCD.

School Leader reviews will be carried out by a senior HET employee along with a governor representative.

School Leader reviews will be completed by 31 December each academic year. These include:

- School Leader
- Head of School
- Executive School Leader

b) Deputies and Assistant Heads Reviews

Reviews will be carried out by the School Leader and completed no later than 31 October.

c) Pay Progression for School Leaders

Although pay progression is automatic, targets will be set for School Leaders in their professional development meetings. Targets will be set relating to the Headteachers' Standards in line with HET strategic expectations.

School leaders will be expected to:



- Meet the Headteachers' Standards
- Carry out the role in line with their job description and the standards listed in the HET Standards – Criteria for Teachers and School Leaders document.
- Engagement with the professional development process and the professional obligation to improve individual practice.

Any increase for School Leaders above 2 points will need to be approved by the CEO, who will inform the HET Pay and Performance Committee. Approval by the CEO must be sought if a recommendation is made for an employee to increment 3 points or more on the relevant pay scale, or where an honorarium is recommended that would represent more than the equivalent of an increment of 3 points. Approval must be sought prior to any discussion taking place with the employee.

9. Other Teaching Allowances

In accordance with STPCD 2025 recommendations, the value of any TLR1 or TLR2 payment will be based on the proportion of the TLR responsibility that the teacher is undertaking, i.e. the proportion of the full-time equivalent duties. The pro-rata principle will not apply when determining the value of a TLR1 or TLR2 payment. Over the course of the 2025/2026 academic year, Schools Leaders and, if required HET HR, will work with teachers currently in receipt of a TLR1 or TLR2 payment to consider any impact.

a) Teaching and Learning (TLR) Payments

TLRs will be awarded to the holders of posts indicated in the attached staffing structures (Appendix A). The attached staffing structures define the post title, level and value of TLRs awarded.

TLRs are awarded to classroom teachers who undertake 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 the teacher is responsible and accountable and includes 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 judgement.
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum.
- has an impact on the educational progress of pupils and other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other employees.

In addition, before awarding a TLR1, the School Leader must be satisfied that the sustained additional responsibility referred to in STPCD includes line management responsibility for a significant number of people.

A TLR3 may be awarded as a fixed-term TLR to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher, the value should not be amended to reflect the part-time hours of the individual in receipt of the award. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.



b) SEN Allowances

A SEN allowance will be paid to classroom teachers who meet the criteria as set out in the STPCD. Where a SEN allowance is paid a spot value will be determined, taking into account the structure of the school's SEN provision and the following factors;

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

10. Early Career Teachers (ECTs)

For ECTs, determinations of pay will be made by means of the statutory induction process including the outcomes of the formal assessments.

11. Part Time Teachers

Teachers who work less than a standard working week are deemed to be part time. Their hours and working time obligations will be set out in their contracts of employment and in line with the provisions of STPCD. The pay of part time teachers will be determined in the same way as full-time teachers and any increase in pay will be paid pro-rata to full-time equivalent salary rates.

12. Casual Assignment Teachers

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. A full working year consists of 195 days. Teachers who work less than a full day will be paid in proportion to the length of the school day.

13. Unqualified Teachers

School Leaders, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, may consider any relevant qualifications and experience. See Appendix B for pay scales.

14. Pay and Progression for Support Staff

The School Leader will ensure that each member of support staff's salary is reviewed annually and communicated by 30 May of the same academic year. All support staff should receive an annual salary statement.

Support staff will automatically increment in the April of each year, unless they have reached top of their grade.

Salary scales are in line with the relevant Local Authority that the school falls within (see Appendix C for pay scales). Working week calculations are also in line with the relevant Local Authority.



New employees who join the school after 31 December of that year will receive no step progression in April the following year but will receive the value of any pay award.

The salary for all support staff is paid in 12 equal monthly instalments across the year.

15. Job Descriptions

The School Leader in conjunction with the line manager (if applicable) of the role, will ensure that an up-to-date job description is available for each post, which identifies the appropriate duties and responsibilities.

The job description will be reviewed as appropriate or where duties or responsibilities have changed, and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade to the post should be re-evaluated.

Jobs will be evaluated using an external evaluation service.

16. Part Time Support Staff

Support staff employed on an on-going basis at the school who work less than a full working day or week, and/or who work less than 52 weeks per year, are deemed to be part-time. The salary of part-time support staff is calculated against a reference of 37 hours per week for full-time staff. The salary of support staff who are employed on contracts of less than 52 weeks per year is calculated based on their actual working weeks, adjusted to take account of their annual leave entitlement which is based on grade and length of service.

17. Term Time Holiday Pay Accrual

Support staff who work [39 weeks] per year are deemed to be term-time only. Some support staff who work a reduced number of weeks during the year than an all-year-round employee but work extra weeks during school holidays depending on the requirements of the role, are deemed to be term-time plus.

An employee who works term-time only or term-time plus is entitled to a pro-rated proportion of weeks per year annual leave entitlement, which are added to the number of weeks the employee is required to work and paid in twelve equal monthly instalments.

HET calculates pay for employees who work term time only or term time plus [in accordance with the advisory model calculation set out in the Green Book] and the working weeks and number of weeks holiday individuals are entitled to will be set out in their contracts of employment.

18. Other Payments

a) Recruitment and Retention (R&R) Allowance

HET may consider a recruitment and retention (R&R) allowance in respect of individual posts for which specific recruitment/retention difficulties have been identified. Other allowances, such as, relocation costs may also be considered when advertising for a post.



The criteria for R&R allowances to be considered are;

- The school is causing concern.
- The school would have substantial difficulty filling the post.
- The school would have substantial difficulty retaining the existing postholder.

If such payments are awarded, HET will make clear at the outset the expected duration of any such incentives and benefits, the reason and the review date after which they may be withdrawn. A determination to reduce or withdraw the allowance does not attract salary safeguarding.

Typically, an R&R allowance will be awarded for an initial period of two years, after which it will be reviewed annually, and decision made as to whether the allowance remains or is removed giving one month notice of removal.

b) Additional Payments

Where an employee is offered and agrees to:

- Undertake higher level work in addition to their normal duties
- Act up for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to absence.

An additional payment may be paid on a temporary basis.

The School Leader in conjunction with HET HR, will determine the amount of the payment. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed.

Where the employee is acting up and if carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.

The employee will return to their substantive post and salary when they are no longer required to undertake the higher-level work or act up.

c) First Aid Payments

Lead first aiders are responsible for administering first aid in the school to both pupils and adults and are also responsible for maintaining supplies for the first aid boxes ensuring they are always equipped.

A lead first aider is an employee who has completed a 3-day First Aid at Work certificate (current) and/ or a 1- or 2-day paediatric trained person who is considered as one of the main first aiders dealing with first aid on a regular daily basis as decided by the school/HET.

The First Aid allowance is £15 per month.

19. Pay Protection

For teachers, the provisions in STPCD are followed.



For support staff, the provisions in the Green Book are followed. The standard safeguarded period is two years.

20. Overtime and Additional Hours

Employees who work additional hours above their contracted hours may claim overtime subject to prior approval and authorisation by the School Leader.

Activities such as school trips, residentials and clubs should be carried out on a voluntary basis.

21. Policy Annual Review

This pay policy will be reviewed annually by the HET Pay and Performance Committee and approved by the HET Board of Trustees in consultation with employees and shared with the relevant trade unions.

22. Pay Appeals Arrangements

An employee may appeal against any determination in relation to their pay. The pay appeals process performs the same function as the grievance procedure on pay matters and so employees will not be able to raise a complaint under the HET Grievance Process following conclusion of a pay appeal.

The appeal process:

- The employee receives written confirmation of the pay determination.
- If the employee is not satisfied, they should seek to resolve this by discussing the matter informally with the School Leader within ten school working days of the decision. This gives the opportunity for an employee to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve any issues quickly and informally. Following this meeting, the School Leader will follow up in writing a summary of the discussion.
- If an employee remains dissatisfied, they may follow a formal appeal process.
- The employee should set down in writing the grounds for questioning the pay decision and send it to the LGC Chair or HET Head of Governance (in the case where there is no LGC) within ten school days of the discussion with the School Leader. The possible grounds of appeal are:
 - Incorrectly applied any provision of the STPCD
 - Incorrectly applied the HET School Pay Policy
 - Failed to have proper regard for statutory guidance
 - Failed to take proper account of relevant evidence
 - Took account of irrelevant or inaccurate evidence
 - Was biased; or
 - Unlawfully discriminated against the employee.
- The Chair of the LGC or Trust representative will convene a meeting to consider the appeal as soon as is practically possible. The employee will be invited in writing to the meeting, giving a minimum of five school days' notice and copies of any relevant documents will be enclosed.
- The panel will consist of three governors or Trustees and the employee will be able to make representations at the meeting. The School Leader (or delegated representative) or Trust representative will also attend to present the management case. A note taker will also be present.



- The employee has the right to be accompanied by a colleague or union representative if they so wish.
- The panel will review the pay decision and confirm their decision in writing within five school days.
- The panel's decision is final and there is no further right to appeal. The process defined within this section meets the statutory requirements for raising a "grievance" and therefore an issue raised as a pay appeal cannot then be raised again under the school's formal grievance procedure.
- There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the member of staff has left the school.

23. Record Keeping and Data Protection

As part of the application of this policy, the HET will collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time, and our Workforce Privacy Notice sets out how we will gather, process and hold personal data of individuals in relation to pay.

24. Monitoring the Impact of this Policy

The HET Board of Trustees will monitor the outcomes and impact of this policy annually.

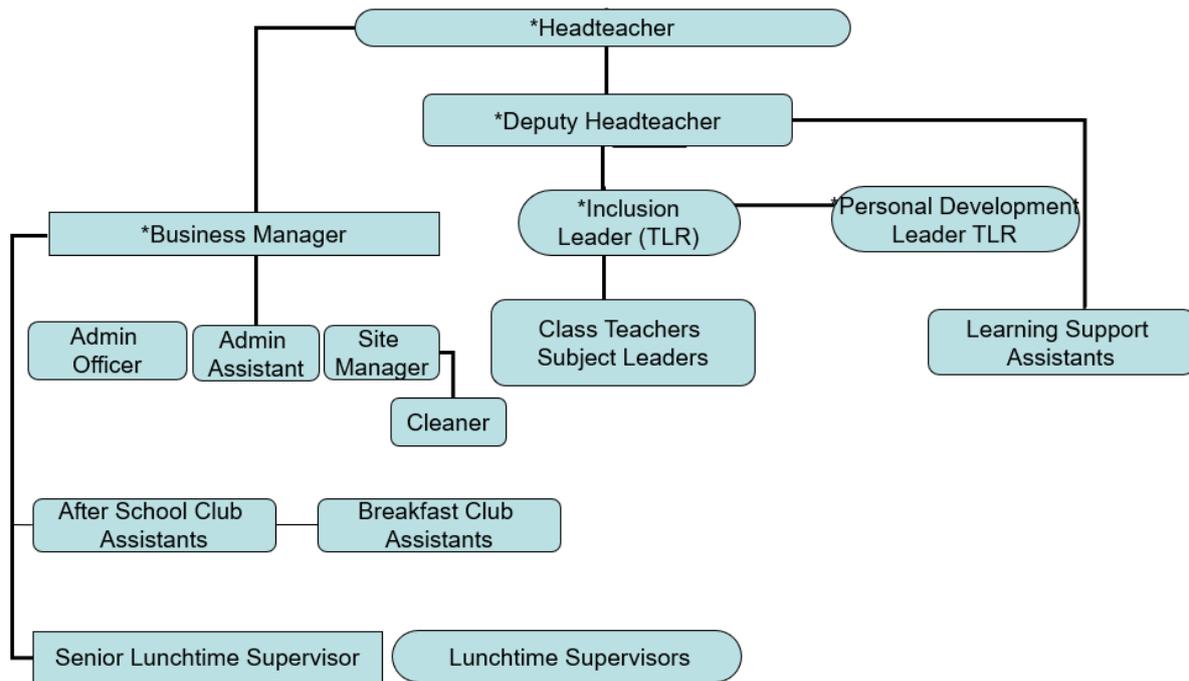
25. Other relevant policies or documents

- DfE Professional Standards for Teachers
- HET ECT Policy
- HET Capability Policy
- HET Data Protection Policy
- HET Equal Opportunities Policy
- HET Professional Development & Target Setting Policy
- HET Standards for Teachers & School Leaders
- School Teachers' Review Body 35 Report 2025
- STPCD 2025

Appendix A : Staffing Structure



Woolston Infant School Staffing Structure September 2025



Appendix B: Pay Scales – Teaching and allowances

Main Scale	2025-2026
M1	£32,916
M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6	£45,352
Upper Pay Scale	
U1	£47,472
U2	£49,232
U3	£51,048

Leadership	2025-2026
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

Unqualified	2025-2026
Unq1	£22,601
Unq2	£25,193
Unq3	£27,785
Unq4	£30,071
Unq5	£32,667
Unq6	£35,259

TLR 1	2025-2026
1.1	£10,174
1.2	£10,561
1.3	£10,950
1.4	£11,342
1.5	£11,733
1.6	£12,123
1.7	£12,516
1.8	£12,910
1.9	£13,300
1.10	£13,692
1.11	£14,082
1.12	£14,470

1.13	£14,862
1.14	£15,253
1.15	£15,645
1.16	£16,037
1.17	£16,426
1.18	£16,814
1.19	£17,216

TLR2	2025-2026
2.1	£3,527
2.2	£3,912
2.3	£4,305
2.4	£4,694
2.5	£5,085
2.6	£5,478
2.7	£5,867
2.8	£6,259
2.9	£6,650
2.10	£7,042
2.11	£7,433
2.12	£7,824
2.13	£8,216
2.14	£8,611

TLR3	2025-2026
Min	£702
Max	£3,478

SEN	2025-2026
Min	£2,787
Max	£5,497

Appendix C: Pay Scales – Support Staff

National Joint Council (NJC) pay scales

April 2025

Grade	SCP	Hourly rate	Annual salary*
2	2	£12.65	£24,414
3	3	£12.85	£24,795
3	4	£13.05	£25,185
4	5	£13.26	£25,583
4	6	£13.55	£26,139
5	7	£13.68	£26,402
5	8	£13.99	£26,993
5	9	£14.21	£27,412
5	10	£14.35	£27,693
5	11	£14.62	£28,207
6	12	£14.92	£28,792
6	13	£15.06	£29,064
6	14	£15.31	£29,540
6	15	£15.68	£30,254
6	16	£15.82	£30,518
6	17	£16.08	£31,022
Not in use	18	£16.35	£31,537
7	19	£16.62	£32,061
7	20	£16.90	£32,596
7	21	£17.18	£33,142
7	22	£17.47	£33,699
7	23	£17.85	£34,435
7	24	£18.36	£35,412
7	25	£18.85	£36,362

8	26	£19.32	£37,280
8	27	£19.81	£38,220
8	28	£20.29	£39,152
8	29	£20.66	£39,862
8	30	£21.14	£40,778
9	31	£21.65	£41,771
9	32	£22.20	£42,839
9	33	£22.85	£44,075
9	34	£23.37	£45,091
9	35	£23.92	£46,141
10	36	£24.46	£47,181
10	37	£25.00	£48,227
10	38	£25.54	£49,282
10	39	£26.06	£50,269
10	40	£26.62	£51,357
11	41	£27.17	£52,413
11	42	£27.71	£53,460
11	43	£28.25	£54,494
11	44	£28.78	£55,528
11	45	£29.36	£56,638
11 and 12	46	£29.94	£57,755
11 and 12	47	£30.51	£58,865
12	48	£31.09	£59,986
12	49	£32.16	£62,037
12	50	£33.04	£63,746
12 and 13	51	£33.81	£65,222
13	52	£34.60	£66,760
13	53	£35.41	£68,310
13	54	£36.34	£70,105
13	55	£37.29	£71,943
13	56	£38.27	£73,834

*rounded to the nearest £ (on this page - not in pay)

Appendix D: UPS Application Process

Upper Pay Range Application Process

Any qualified teacher wishing to be paid on the Upper Pay Range should provide a written reflective personal statement of no more than 2 sides of A4 paper, outlining how they have demonstrated the criteria set out below.

As part of this statement, teachers are encouraged to consider:

- The impact of their classroom practice on raising standards and progress.
- Their professional development including subject knowledge, pedagogy, curriculum or leadership and the impact of this, in particular related to pupil progress.
- Their wider contributions and performance against professional Teacher Standards.

HET do not ask for portfolios of evidence to support applications, although if the teacher chooses to do so then this must be taken into consideration by the School Leader. The evidence to be used will be available through professional development meetings and other existing data.

The School Leader will review the written statement and where appropriate liaise with other members of the Senior Leadership Team, the employee's direct Line Manager and if necessary wider HET staff to gain any further information required.

The teacher will be invited to a professional discussion with the School Leader and/or other HET colleagues as appropriate, i.e. the Directors of Education.

Following this discussion, if the School Leader is satisfied that the teacher meets the criteria set out below, then progression to the UPR will be granted as outlined in paragraph 7.

Upper Pay Range Criteria

A UPR application will be successful where:

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

Highly Competent is where the teacher can demonstrate;

- That all aspects of teaching are aligned with HET's vision for exceptional teaching.
- Evidence of coaching and mentoring to other colleagues.
- Acting as a role model for teaching and learning within the school and/or wider HET.
- A commitment to their own personal development, that have a positive impact on pupil progress and outcomes.
- Expertise in all areas of the Teacher Standards.
- A wider contribution to the work of the school and/or HET.

Substantial means of significant value to the school or wider HET, making a significant/distinctive contribution to the raising of pupil progress and outcomes in their own classroom and across the wider school. This also

means for those that take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupil learning.

Sustained means continuously over a period of at least 2 academic years.

