

Pay Policy

Crockenhill Primary School



Approved by: Governing Body – Chair, Lynne Groves Date:

Last reviewed: November 2025

Next review due by: November 2026

1. Aims

This policy aims to:

Clearly explain how we will determine teachers' pay and how decisions will be made without linking performance to pay progression

Set out a clear framework for pay and progression throughout the school, while minimising the impact on workload for all concerned

Adopting this policy will:

Maximise the quality of teaching and learning at our school

Support the recruitment and retention of high-quality teachers

Enable us to recognise and reward teachers for their contribution to the school

Help to ensure that decisions on pay are made in a fair, just and transparent way, while eliminating unnecessary bureaucracy for all concerned

This policy has been consulted on by staff and relevant trade unions.

2. Legislation and guidance

This policy complies with the [School Teachers' Pay and Conditions Document \(STPCD\)](#). It is based on the [model pay policy](#) created by the Department for Education (DfE).

When implementing our pay policy, we will abide by:

The [Employment Relations Act 1999](#), which establishes a number of statutory work rights

The [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly

The [Equality Act 2010](#), which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it

The [Seven Principles of Public Life](#), which require those conducting the procedures to be objective, open and accountable

[The Data Protection Act 2018](#), which sets out requirements on how we handle personal data

Our procedures for addressing grievances in relation to pay are based on the Acas grievance [code of practice](#) and are set out in our staff grievance procedures.

Our procedures for assessing early career teachers' performance and progress comply with the DfE's statutory guidance on [Induction for Early Career Teachers \(England\)](#).

3. Definitions

Teacher includes all staff qualified and appointed to teach at the school. This includes the leadership team and the headteacher, unless otherwise stated

Teaching and learning responsibility is a payment awarded 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

Main and upper pay ranges are the ranges on which a classroom teacher's salary will be set

Unqualified teacher pay range is the range on which an unqualified teacher's salary will be set

Leadership group comprises the headteacher, deputy headteacher and assistant headteacher(s)

4. Roles and responsibilities

Line managers will make recommendations on a teacher's pay following the teacher's appraisal.

Final pay decisions are made by the governing board.

Responsibility for making pay decisions is delegated to the pay committee of the governing board and ratified by the full governing board.

5. How we will decide pay on appointment

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

To determine the salary, the governing board will take into account a range of factors, including:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

5.1 Unqualified teachers

Unqualified teachers will be paid on the unqualified teacher pay range in accordance with the STPCD. Where an unqualified teacher gains qualified teacher status (QTS) while in post, they will be transferred to a salary on the main pay range for teachers, which will be equal to or higher than their previous unqualified teacher salary and any other payable allowances.

In cases where an unqualified teacher gains QTS retrospectively, they will be paid a lump sum calculated as the difference (if any) between their unqualified teacher salary and the salary they would have been paid as a qualified teacher for the same period (not including any allowances). The lump sum will cover the period from which they obtained QTS to the date the lump sum is paid.

5.2 Support Staff

The Governing Body will determine annually how any performance related uplift to Kent Scheme salaries will be applied in this school.

The pay of eligible members of support staff will be reviewed annually.

All employees who are in post at the assessment date will be eligible for a pay review. In this school the assessment date is 31st March.

Any pay determination will take effect from 1st April.

6. How we will decide on pay progression

Our school does not link pay progression to teacher performance. Teachers should expect to receive annual pay progression within their pay range, and we will only withhold pay progression if the teacher is subject to capability proceedings.

6.1 Annual reviews

The governing board will ensure that:

Each teacher's salary is reviewed annually, with effect from between 1 September and no later than 31 October each year

All teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled

6.2 Mid-year reviews

Reviews may take place at other times of the year if an individual's role or job description changes. Changes include going part-time and taking on or removing additional roles and responsibilities.

A written statement will be given after any review and, where applicable, we will give information about why it was carried out.

6.3 Early career teachers

Early career teachers (ECTs) are not subject to annual appraisal and pay review cycles during their induction period, as set out in the [statutory induction process for ECTs](#).

ECTs may be awarded pay progression at the end of the first year of their induction, and/or after they have completed their induction. However, this is not automatic or guaranteed.

6.4 Part-time teachers

Part-time teachers are teachers who are employed on an ongoing basis at the school but who work less than a full working week.

Our governing board will give part-time teachers 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.

6.5 Short-notice/supply teachers

Teachers who are 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 consists of 195 days. Periods of employment for less than a day will be calculated pro-rata.

7. Moving to the upper pay range

7.1 Making applications

All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy. It is up to each teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications can be made at least once a year. Teachers should submit their application in writing to Karen Dodd, Head Teacher, by 30th June.

When submitting an application, please include:

Results of appraisals under [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), including recommendations on pay

- Where this information is not applicable or available, include a statement and summary of evidence to demonstrate that you have met the assessment criteria

Evidence from the last two years of teaching should be provided

Teachers who are simultaneously employed at another school(s) should submit separate applications if applying to be paid on the upper pay range in that school or schools. We will not be bound by pay decisions made by another school.

All applications will be reviewed by line managers and a senior leader.

We will treat all applications fairly and impartially.

In the case of Teachers paid on the upper pay range pay progression will usually be awarded every 2 years subject to meeting and sustaining the performance expectations for pay progression.

7.2 Assessment

In order to be eligible to be paid on the upper pay range, the governing board must be satisfied that:

The teacher is highly competent in all elements of the Teachers Standards; and

The teacher's achievements and contributions are substantial and sustained

For the purpose of this policy:

'Highly competent' means:

Performance which is good enough to provide coaching, mentoring and advice to other teachers, and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

'Substantial' means:

The teacher's contributions are of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

'Sustained' means:

The teacher's contributions have been maintained for at least three years

Applications will be assessed robustly, transparently and equitably by senior leaders.

7.3 The decision

The assessment will be made and the applicant notified within three working weeks (15 days) of submitting their request.

The decision will be made by the governing board who will also determine where the teacher will be placed on the upper pay range. Considerations will include the nature of the post, the responsibilities it entails, and the qualifications, experience and skills of the teacher.

If successful, applicants will move to the minimum value of the upper pay range from the start of a new long term (not backdated).

If unsuccessful, feedback will be provided by line managers in a 1-to-1 meeting, within 10 working days of the decision notification. The line manager will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future.

Decisions will also be communicated in writing. Any appeals against a decision not to move a teacher to the upper pay range are covered by section 12 below.

8. Additional allowances

Teaching and learning responsibility (TLR) payments - the value of existing or new TLR1 and TLR2 payments will be based on the proportion of the full-time equivalent responsibility the teacher is undertaking

Special educational needs (SEN) allowances

Where unqualified teachers take on a sustained additional responsibility or have qualifications and experiences which bring added value to the work being undertaken

Where a teacher is 'acting up' and is assigned the duties of a school leader but is not appointed as a school leader

Where a teacher is seconded

Where a teacher takes on residential duties

Recruitment and retention incentives and benefits, offered to attract new teachers to a school and encourage existing teachers to remain, especially in hard-to-fill positions

Any payments that you make for CPD, initial teacher training activities, and/or out-of-school hours work these allowances will be awarded in line with the STPCD.

9. Leadership pay

Crockenhill Primary is a group 2 school. Leadership pay is set out in the STPCD.

10. Salary safeguarding arrangements

We will abide by the STPCD and safeguard teacher salaries if the post is revised or removed as a result of:

- Closure of the school or education establishment

- Organisational restructuring

Circumstances where higher pay is safeguarded include a removed or reduced:

- Teaching and learning responsibility (TLR) payment: TLR1 or TLR2

- Special educational needs (SEN) allowance

- Unqualified teacher's allowance

- Leadership pay range or leading practitioner pay range

We will follow the STPCD when applying and managing salary safeguarding.

11. Information to be included in pay statements

When pay is changed, teachers will receive a written statement confirming this as soon as possible and not later than 4 weeks after the decision.

The statement will be issued by the governing board.

For all teachers, statements will include:

- Payments or other financial benefits awarded

- Any safeguarded sums

- Information on where the teacher can access a copy of the school's staffing structure and pay policy

Statements for members of the leadership group and teachers paid as leading practitioners will also include:

- The basis on which the salary has been determined

- The criteria on which their salary will be reviewed in future

Statements for teachers appointed to the leadership group or paid as a leading practitioner for a fixed period or under a fixed-term contract will also include:

The date that the fixed period or the contract will end, or the circumstances that will lead to the contract ending
Statements for classroom teachers or unqualified teachers who are paid and eligible for allowances as a qualified teacher will also include:

- The teacher's position within the pay ranges

- The nature and value of any allowance received

- The value of any teaching and learning responsibility (TLR) payment awarded and details of what it was awarded for

- Where a TLR was awarded to cover a teacher's absence: the end date, or the circumstances in which it will end

- For TLR3s: a statement that the payment will not be safeguarded

Statements for unqualified teachers will also include:

- The teacher's position within the unqualified teachers' pay range

- The value of any unqualified teacher's allowance awarded and the additional responsibility, qualifications or experience in respect of which the allowance was awarded

12. Appealing a decision on pay progression

Where any teacher feels that a decision that affects their pay is unfair, they have the right to appeal.

Teachers should attempt to resolve the matter informally at first, by speaking to the headteacher.

If, after an informal discussion with the headteacher, the teacher still feels that the decision that affects their pay is unfair, they should set out their reasons for appealing in a letter to the governing board within 10 working days of the pay statement being issued.

Reasons may include:

- The pay policy was incorrectly applied

- The decision contravenes the STPCD the teacher is employed under

- The decision contravenes equality legislation

- Relevant evidence was not taken into account

- The decision was biased

If the appeal is upheld, we will re-issue the pay statement with the correct information.

Appeal decisions do not affect the teacher's statutory employment rights.

13. Monitoring arrangements

This policy will be reviewed and approved annually by the full governing board.

The governing board will monitor the outcomes and impact of the policy on a regular basis, including trends in progression across specific groups of teachers, to assess its effect and the school's continued compliance with equalities legislation.

14. Links with other policies

This policy links with our policies on:

- Staff grievance procedures

- Early career teacher (ECT) induction

Appendix 1: Terms of Reference

Governing Body

It is the role of the Governing Body to:

- establish the School's pay policy, including the criteria and framework for pay decisions and review these provisions annually
- determine the annual budget for pay and any uplift to be applied to the School's pay scales for Teachers and support staff
- determine which functions are to be delegated to the Pay Committee / Headteacher
- monitor the application and effectiveness of the policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively
- to ensure the School meets its statutory and contractual obligations with regards to pay

Pay Committee *(or Headteacher where the authority to make pay decisions has been delegated)*

It is the role of the Pay Committee to:

- determine the pay progression to be awarded to individual Employees
- apply the criteria set out in the School's Pay Policy and consider fully the recommendations made by the Headteacher *[Line Manager where pay decisions have been delegated to the Headteacher]* regarding an individual's pay
- ensure all Employees are made aware of the outcome of their individual pay review in writing
- record the reasons for the pay decisions taken
- report summary information regarding pay decisions to the full Governing Body as required

Where pay decisions are made by a pay committee – the Headteacher may provide professional advice and guidance to the panel to assist with decision making.

Headteacher *(or line manager/ appraiser where the authority to make pay recommendations has been delegated)*

It is the role of the Headteacher to:

- ensure Employees are appraised in accordance with School policy
- make written recommendation to the Pay Committee *[Headteacher where pay recommendations have been delegated to the line manager / appraiser]* regarding an individual's pay with reference to the criteria for pay progression within the School
- ensure that appropriate written records are kept of appraisal discussions – including targets set and any progress / review meetings
- undertake moderation of pay recommendations to ensure consistency and fairness across staff groups

In the case of the Headteacher, where pay decisions are made by a Pay Committee – to provide professional advice and guidance to assist with decision making.

Appendix 2: Pay Framework for Teachers and Leadership Teachers

This School has adopted a reference point approach to teachers' pay and will follow the advisory pay points published annually in the STPCD.

From 1st September 2020 Teachers and Leadership Teachers will be paid in accordance with the following framework:

Main Pay Range Reference Points Fringe

There are 6 reference points in the Main Pay Range:	1 Sept 2024 to 31 Aug 2025	1 September 2025 to 31 August 2026
M 1 (Minimum)	33,075	34,398
M 2	34,974	36,373
M 3	37,141	38,627
M 4	39,495	41,075
M 5	41,870	43,545
M 6 (Maximum)	45,037	46,893

Upper Pay Range Reference Points

There are 3 reference points in the Upper Pay Range:

	1 Sept 2024 to 31 Aug 2025	1 September 2025 to 31 August 2026
Reference point 1	47,031	48,913
Reference point 2	48,719	50,668
Reference point 3	50,471	52,490

Leadership Teachers

The Headteacher is appointed within the range of a group 2 School. *School to identify ranges appropriate to the group size of the School*

School Group Size:

Reference Point	Fringe Area *
2	£62,962-85,287 (this will be changed accordingly every September when new pay ranges are disclosed)

The Headteacher will be paid within an 8-point range

	Fringe 1 st September 2024 to 31 st August 2025	Fringe 1 st September 2025 to 31 st August 2026
Reference point 1 14	69,963	62,962
Reference point 2 15	71,664	66,151
Reference point 3 16	73,539	69,340
Reference point 4 17	75,206	72,529

Reference point 5 18	77,051	75,718
Reference point 6 19	78,926	78,907
Reference point 7 20	80,856	82,069
Reference point 8 21	82,006	85,287

Governors will pay beyond this pay range when circumstances are required in up to 1% increases from reference point 8 up to a maximum of 25%

The Deputy Headteacher will be paid within a 5-point range

	Fringe Area 1 st September 2024 – 31 st August 2025	Fringe Area 1 st September 2025 – 31 st August 2026
Reference point 1 L5	56,320	58,573
Reference point 2 L6	57,693	60,001
Reference point 3 L7	59,213	61,582
Reference point 4 L8	60,540	62,962
Reference point 5 L9	62,019	64,500

Governors will pay beyond this pay range when circumstances are required in up to 1% increases from reference point 8 up to a maximum of 25%

TLR

	<i>Minimum</i>	<i>Maximum</i>
TLR1 Range	10,174	17,216
TLR2 Range	3,527	8,611
TLR3 (fixed term) Range	702	3,478

SEN Allowance

	Minimum	Maximum
Range	2,787	5,497

Pay Progression

The School will review the value of the reference points in the framework with effect from 1st September annually to reflect the provisions of the STPCD.

The School will increase the minimum and maximum pay values of each pay range in line with any uplift of the values stated in the STPCD.

The School will consider annually the increase to be applied to the other reference points in the range.

Any increase will be consistent with the percentage increase applied to the minimum / maximum of the pay ranges as set out in the STPCD.

Where the teacher is eligible for a pay review, they will progress by 1 reference point on their respective pay range.

TLR / SEN Allowances – the School will consider annually the increase to be applied to any allowances in payment.

Any increase will be consistent with the percentage increase applied to the minimum / maximum of the pay ranges as set out in the STPCD

Appendix 3: Pay Progression Criteria for Teachers

Main Pay Range

In this School a Teacher paid on the Main Pay Range will be awarded 1-point increase unless they are subject to capability; This continues until M6

Upper Pay Range

In this School the Teachers at M6 can apply for Upper Pay Range:

- *The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment practice throughout the assessment period with increasing aspects of outstanding practice*
- *The Teacher must be able to evidence that they are highly competent in the Teachers Standards throughout the assessment period – demonstrating an increasing breadth and depth of knowledge, skill, understanding and application*
- *The Teacher must demonstrate evidence that they have continued to meet the criteria for moving to the Upper Pay Range and they have further developed their practice*
- *The Teacher must be able to demonstrate that they are continuously developing as a practitioner and are supporting colleagues in developing their practice*

Unqualified Pay Range

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher on the Unqualified Pay Range:

- *Development of the effectiveness and impact of their teaching practice*
- *An increasing positive impact on outcomes for students*
- *An increasing contribution to the work of the school*

Sources of Evidence

Schools may wish to set out examples of the range of evidence which may be considered

- Assessment against Teachers Standards
- Classroom Observations
- Self-Assessment & Peer Review
- Relevant Pupil Progress Data

Appendix 4: Pay Progression Criteria for Leadership Teachers

Headteacher

In this School the following criteria will be considered when assessing whether pay progression should be awarded to the Headteacher:

- *The Headteacher must have met or made good progress towards their appraisal objectives*
- *The Headteacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities*
- *The Headteacher must be able to demonstrate sustained high-quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole School standards, pupil progress and outcomes.*

Leadership Teachers

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Leadership teacher, other than the Headteacher:

- *The Leadership Teacher must have met or made good progress towards their appraisal objectives*
- *The Leadership Teacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities*
- *The Leadership Teacher must be able to demonstrate sustained high-quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole School standards, pupil progress and outcomes or operational areas in the school for which they have responsibility.*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf;

Sources of Evidence

Schools may wish to set out examples of the range of evidence which may be considered

- Assessment against Appraisal Objectives
- Assessment against relevant standards – e.g. Ofsted Inspections
- SIP / SEF
- Classroom Observations (where relevant)
- Relevant Pupil Progress Data
- Self-Assessment

Appendix 5: Pay Framework for Support Staff

From the next available review date, where a member of support staff is eligible for a pay review and evidence of performance meets the school's criteria for pay progression as set out in this policy; the Employee will progress as follows:

Pay progression for support staff engaged on Kent Scheme conditions of service is determined by an assessment of their Total Contribution to the School / Academy in 5 areas:

- Performance against the accountabilities of the job role and individual appraisal objectives
- Values & behaviours demonstrated
- Their wider contribution to the School*
- The application & impact of any personal development undertaken
- Working better – evidence of the actions the Employee takes which leads to continuous improvement

**Employees on grade KR7 and above only*

An Employee's performance is assessed against one of 4 contribution levels:

- Outstanding: Performance exceeds expectations most of the time
- Excellent: Performance exceeds expectations some of the time
- Successful: Performance meets expectations all the time
- Performance Improvement Required: Performance does not meet expectations all the time.

Where a School / Academy follows Kent Scheme conditions of employment it is expected that performance will be assessed with reference to these levels.

KCC has developed descriptors for each of the contribution levels which are set out below. However, Schools / Academies have discretion to refine these to reflect the performance expectations and needs of the School. Schools / Academies are strongly advised to consider

2025-26 Kent Scheme Pay Scale

GRADE	ENTRY	TEMPORARY TRANSITION POINT 1	MIDDLE 1	MIDDLE 2	TEMPORARY TRANSITION POINT 2	TOP
KS R	217,528	222,449	227,370	237,213	242,134	247,055
KS Q	168,222	175,205	182,188	196,154	203,137	210,120
KS P	136,839	141,006	145,173	153,508	157,675	161,842
KS O	109,856	113,135	116,414	122,972	126,251	129,530
KS N	89,579	92,868	96,156	102,732	106,021	109,309
KS M	77,348	79,671	81,994		84,317	86,639
KS L	68,295	70,292	72,288		74,284	76,280
KS K	60,800	62,461	64,122		65,783	67,444
KS J	52,716	54,599	56,481		58,364	60,246
KS I	45,672	47,127	48,581		50,035	51,489
KS H	39,355	40,742	42,128		43,514	44,900
KS G	34,421	35,392	36,363		37,334	38,304
KS F	30,404	32,078				33,752
KS E	27,852	28,784				29,716
KS D	26,393	27,053				27,713
KS C	25,252	25,757				26,262
KS B						25,126
KS A						24,513