



Model Pay Policy

Signed by headteacher:

Signed by Chair of Governors:

Date of Approval: October 2025

Date for review: October 2026



Model Policy for Determining Teachers' Pay 2025/26

The relevant Body of Bitterne Manor Primary School adopted this policy on

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) and has been consulted on with staff and/or the recognised trade unions. A copy of this document will be made available to staff at the school.

In accordance with the School Teachers Pay and Conditions 2024, published by the Department for Education, performance related pay is no longer a requirement for Schools and Local Authorities. Southampton City Council anticipates that most schools will have discontinued performance related pay but acknowledges that some schools may wish to retain it. Schools wishing to retain Performance Related Pay should mitigate any workload impacts of retaining it.

In adopting this pay policy the aim is to:

- assure the quality of teaching and learning at the school
- 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 whilst eliminating unnecessary bureaucracy for all concerned.

Pay decisions at this school are made by the resources committee. The resources committee will be responsible for the review of the Pay Policy. The Head Teacher will be responsible for advising the resources committee on its decisions.

The mandatory cost of living pay rise will be applied in accordance with the current STPCD.

PAY REVIEWS

The resources committee will ensure that each teacher's salary is reviewed annually with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of teachers with a protected characteristic under the Equality Act 2010 (Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation) or TU membership. Pay determinations must comply with all the requirements of discrimination legislation – Employment Rights Act 1999, Equality Act 2010, Part time workers (Prevention of

less Favourable Treatment) Regulations 2002 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

Where a pay determination leads or may lead to the start of a period of safeguarding, the resources committee will give the required notification as soon as possible and no later than one month after the date of the determination in accordance with the current STPCD.

BASIC PAY DETERMINATION ON APPOINTMENT

The resources committee undertakes that it will not restrict the pay range advertised or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

In making such salary pay range determinations for advertised posts, the resources committee should take into account a range of factors, including:

- the level of the post
- the level of qualifications, skills and experience required
- recruitment incentives for difficult to recruit to posts

The salary range will be made clear by the school in any recruitment advertising and throughout the selection process. E.g. Unqualified Teacher Range, Main Pay Range to Upper Pay Range and any TLR if applicable, Leading Practitioner Range or the Leadership Range, including any recruitment incentives.

In determining the starting salary for a teacher, including unqualified and unattached teachers, the resources committee will determine the salary to be offered on the following basis:

- The resources committee will apply the principle of pay portability, subject to the appropriate area or group pay range, in making pay determinations for all new appointees to the school
- Consider the starting salary for unattached teachers in accordance with the STPCD.
- The level of relevant qualifications, skills and experience in line with the following:
- One point for each year of service as a qualified teacher in a school, higher education or further education, including sixth form colleges in England or Wales, or in countries outside England and Wales in the maintained sector of the country concerned.
- One point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the position applied for.
- Current qualified teachers applying will be appointed to the appropriate pay range either the Main Pay Range, the Upper Pay Range, leadership or leading practitioner pay range as appropriate.

PAY PROGRESSION

In Bitterne Manor Primary School all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to an annual appraisal process that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's / local authority's appraisal policy.

The criteria this school will use when making decisions on pay progressions are:

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

ABSENCE DURING THE APPRAISAL CYCLE

Employees going on maternity, adoption or shared parental leave should have an appraisal completed prior to the beginning of the leave wherever possible.

To ensure that employees are not disadvantaged due to absence (for example maternity/ adoption leave, shared parental leave or long-term sickness etc.) a person has completed a year of service if they have completed periods of employment amounting to at least 26 weeks in aggregate in the previous school year / previous 12 months. Where a person is absent from work due to pregnancy, maternity leave, adoption leave, shared parental leave, unpaid parental leave or paternity leave, the period of absence counts towards the 26 weeks referred to above.

For absences other than those detailed above, the relevant body may determine that the period of absence counts as if the person was at work.

UNQUALIFIED TEACHERS PAY RANGE

The pay range for an unqualified teacher at Bitterne Manor Primary School has been agreed by the resources committee and is shown in the table below.

Pay progression to the main pay range for unqualified teachers at Bitterne Manor Primary School will be determined in accordance with the criteria set out in the School Teachers Pay and Conditions Document.

Pay Range for Unqualified Teachers (UTR) 2025

Scale point	Annual Salary England (excluding the London Area)
1	£22,600
2	£25,193
3	£27,785
4	£30,071
5	£32,666
6	£35,258

An additional allowance may be paid to an unqualified Teacher in accordance with the current STPCD document.

An unqualified teacher, on obtaining qualified teaching status, must transfer to the pay range for teachers in accordance with the provisions in the current STPCD document.

TEACHERS PAY RANGE

The pay range for classroom teachers in Bitterne Manor Primary School has been agreed by the resources committee and is shown in the table below.

Pay Range for Teachers (Main scale) 2025

Scale point	Annual Salary England and Wales (excluding the London Area)
1	£32,916
2	£34,822
3	£37,101
4	£39,555
5	£42,057
6	£45,351

Upper Pay Range for Post-Threshold Teachers 2025

Scale point	Annual Salary England (excluding the London Area)
U1	£47,472
U2	£49,232
U3	£51,047

Upper Pay Range – teachers must be paid on the UPR if:

- a) They are employed as a post threshold teacher for as long as they are employed at that school without a break in continuous service.
- b) They applied to be paid on the UPR and were successful in applying at that school and there has been no break in continuous service
- c) They were a teacher employed as a member of the leadership group in that school, continues to be employed at that school with no break in continuous service and was first appointed as such on or after 1/9/2000 and occupied such a post or posts for an aggregate period of 1 year or more.

And the teacher in a – c above will not be paid on the pay range for leading practitioners or as a member of the leadership group.

UPR – teachers may be paid on the UPR if:

- a) The teacher is defined as a post-threshold teacher (PTT) but was not employed as a PTT in that school or was employed as a PTT in that school prior to a break in the continuity of employment.
- b) The teacher applied to another educational setting to be paid on the UPR in accordance with the current STPCD document and that application was successful. or
- c) The teacher was formerly paid on the pay range for leading practitioners.
- d) In the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range (either to an educational setting or to an authority) and that application was successful.

It is recommended that pay progression is in line with the salary reference points within the relevant grade e.g. UPI-3.

Teachers should not be required to take on additional management responsibilities as part of progression to UPR if such duties would under normal circumstances be remunerated by way of a TLR payment or through leadership pay.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix Two) which should be submitted by the teacher to the appraiser in advance of the appraisal meeting. The teacher's application will be appended to their appraisal documentation. They can submit additional supporting evidence if they wish. NB. If a teacher decides not to submit additional evidence it will not be viewed negatively.

Applications should be made to the Head Teacher by the end of September of each academic year.

If a teacher is simultaneously employed at another school(s) / local authority, they must submit separate applications if they wish to apply to be paid on the upper pay range in that school / local authority or schools. This school / local authority will not be bound by any pay decision made by another school / local authority.

All applications should include the results of reviews and appraisals, under the 2011 or 2012 regulations (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the last two annual appraisals undertaken ensuring that teachers who have had breaks in service are treated equitably, also include information about how and to whom (e.g. line manager/ subject leader/ head of school/ head teacher) applications should be made.

The Assessment

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

- (a) the teacher is **highly competent** in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution to an educational setting or settings are **substantial** and **sustained**.

For the purposes of this pay policy:

- 'Highly competent' means for example: Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, where appropriate, giving constructive advice and feedback and are a role model for teaching and learning and demonstrate effective teaching practice, in order to help them meet the relevant standards and develop their teaching practice. For clarity this does not necessarily mean demonstrating experience of coaching and mentoring but to be of a standard where this would be appropriate. Keep up to date with teaching practice.
- 'Substantial' means: Of real significance, validity or value to the school; they play an important role in the life of the school in achieving its objectives and make a distinctive contribution to improving pupil outcomes.
- 'Sustained' means: Maintained continuously and consistently over a long period e.g. 2 years.

See Appendix Three for suggested progression criteria.

The application will be assessed initially by the Head Teacher. The Head Teacher will then make a recommendation to the Governing Body. If the Head Teacher decides that the application is not successful then the teacher will be given this in a written letter stating the reasons for the decision and areas to improve and develop for the application to be successful. The teacher will be given the opportunity to appeal against the decision of the Governing Body.

Processes and procedures

The assessment will be made within 20 working days* before the applicant will receive a response to their application, or if there is a single deadline for applications, whether there will be a single date for applicants to be informed of the outcome.

If successful, applicants will move to the upper pay range from the start of the academic year in which they applied. The resources committee will decide where on the upper pay range a successful teacher is placed, and, if the teacher can start further up the range, depending on their skills and the impact they have demonstrated in school. This is based on considerations including:

- the nature of the post and the responsibilities it entails
- the level of relevant qualifications, skills and experience of the teacher

If unsuccessful, feedback will be provided by the Head Teacher in written form as well as verbal feedback. who will provide the feedback. It will also include the reasons why the teacher was unsuccessful as well as the areas to improve and develop in order for the application to be successful next time. This will be given within 20 days of the application being received.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the appeal arrangements set out in this document.

* These timescales may be amended by mutual agreement.

LEAD PRACTITIONER POSTS

This applies to the pay range of qualified teachers who are employed in posts where the primary purpose is the modelling and leading improvement of teaching skills and are paid above the maximum of the upper pay range.

The policy of Bitterne Manor Primary School will be to appoint any Lead Practitioner onto the bottom point of the determined salary range and progression will be reviewed on an annual basis.

The governing body must also determine the individual pay range for each lead practitioner post within the school, taking into account the challenge and demands of the role, as well as the skills and competencies of the teacher.

Lead Practitioners will not be eligible for TLRs or special educational needs allowances.

Pay Range for Lead Practitioners 2025

Minimum	£52,026
Maximum	£79,092

LEADERSHIP TEACHER POSTS (HEAD TEACHER, DEPUTY AND ASSISTANT HEAD TEACHERS)

The pay range for the Head Teacher, Deputy Head Teacher and Assistant Head Teacher at Bitterne Manor Primary School will be determined in accordance with the criteria set out in the School Teachers Pay and Conditions Document.

The pay range for those in post will only need to be reviewed when there are significant changes in responsibilities on or after September 2014 or in order to maintain consistency with new appointees or other leader(s) whose role has had a significant change in responsibilities.

Headteachers may only be awarded reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Headteacher must be taken into account when determining the headteacher's salary range.

Leadership Group Pay Ranges 2025

Group	Annual Salary England and Wales (excluding the London Area)
1. L6 – L18*	£58,569 - £77,922
2. L8 – L21*	£61,534 – £83,860
3. L11 – L24*	£66,368 – £86,095
4. L14 – L27*	£71,330 – £97,136
5. L18 – L31*	£78,701 – £107,131
6. L21 – L35*	£84,699 – £118,169
7. L24 – L39*	£91,158 – £130,274
8. L28 – L43 *	£100,540 – £143,796

Note:

The 2015 document provided for a 1% uplift to the minima of the eight headteacher pay group ranges but no uplift to the maxima value of the ranges. The 2016 document provided for a 1% uplift across the minima and maxima of all pay ranges and allowances. Because (insert name of school) has opted to retain defined leadership group spine points, this has resulted in differing values for range points L18, 21, 24, 27, 31, 35, 39 and 43 within an individual head teacher's pay range, dependent on whether the points fall within or at the top of the allocated headteacher pay group range. The Leadership Group Pay Spine adopted by the school is shown in Appendix Four.

The leadership group pay range for **Bitterne Manor Primary School is 2.**

Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range, and any additional payments made does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.

Under the current STPCD document there is no longer a statutory requirement for Schools to set an individual school's range (ISR) for its Head/Deputy/Assistant Head. However, to ensure equality and maintain pay scales that are fair and equitable across the city, it is recommended that Southampton

Schools continue to determine an individual school range (ISR) that is seven points (for Heads) and five points (for Deputies/Assistants).

The resources committee of Bitterne Manor Primary School have established the following pay ranges for the Head Teacher and Assistant Head Teacher.

For the Head Teacher the pay range is between L14 (£71,330) to L21 (£84,699)

For the Assistant Headteacher the pay range is L5 (£57,137) to L6 (£58,569)

For Headteachers undertaking an additional acting headship on a temporary basis for a maximum duration of no longer than two years an adjustment to their pay is temporary and safeguarding provisions will not apply when the arrangements cease, in accordance with the STPCD.

PART-TIME TEACHERS

Teachers employed on an ongoing basis at Bitterne Manor Primary School but who work less than a full working week are deemed to be part-time. The governing body 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.

From 1st September 2025, relevant bodies may determine the value of any existing or new TLR1 and TLR2 payment, based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility.

Where a part-time teacher is taking on the responsibilities associated with a TLR1 or TLR 2, relevant bodies are no longer mandated to utilise the pro-rata principle when determining the value of the TLR1 or TLR 2 payment. Equally, a part-time TLR may be awarded to a full-time teacher where the responsibilities are being shared with another teacher. For the avoidance of doubt, relevant bodies must act fairly and appropriately when determining the value of a TLR1 or TLR2 payment.

From 1st September 2026, it will become a requirement that the governing body determine the value of all existing and new TLR1 and TLR 2 payments based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility.

The pro-rata principle does not apply to any TLR3 award

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 consists of 195 days: periods of employment for less than a day being calculated on a pro-rata basis.

Teachers who are employed by the same authority throughout a period of 12 months beginning August or September must not be paid more, by way of remuneration, in respect of that period than would have been paid had the teacher been in regular employment throughout the period, in accordance with the current STPCD.

PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

All teachers are paid in accordance with the mandatory, statutory provisions of the STPCD Document as updated annually.

ALLOWANCES AND PAYMENTS

Teaching and Learning Responsibility Payments (TLR)

The Governing Body may award TLR payments in accordance with the School Teachers Pay and Conditions document. The criteria for determining the level of TLR 1 or 2 applicable to any post is set out within the STPCD.

- a) The annual value of a TLR1 must be no less than £10,173 and no greater than £17,215.
- b) The annual value of a TLR2 must be no less than £3,527 and no greater than £8,610.

Before awarding a TLR 1 or 2 the governing body must be satisfied that the teacher's duties include a sustained additional responsibility which is included in the job description of their role or the role they are covering and in accordance with the STPCD.

The Governing Body may consider the award of a TLR 3 payment where such additional duties are clearly time-limited school improvement projects, or one-off externally driven responsibilities and in accordance with the current STPCD document. The duration of the fixed term TLR payment must be established at the outset and payment will be made on a monthly basis for the duration of the established fixed term.

- c) The annual value of an individual TLR3 must be no less than £702 and no greater than £3,478.

A teacher cannot hold a TLR 1 and TLR 2 concurrently, a teacher in receipt of either a TLR 1 or TLR 2 may also hold a concurrent TLR3.

Equal pay legislation must be complied with in the award of TLRs and it is strongly recommended that an annual Equality Impact Assessment is completed.

Unqualified teachers may not be awarded TLRs.
TLR3 payments are not subject to safeguarding.

Special Educational Needs (SEN) Allowances

The relevant Body will award SEN allowances in accordance with the provisions of the STPCD. Any SEN allowance will be no less than £2,786 pa and no more than £5,496 pa.

Where a SEN allowance is to be paid, the value awarded will take into account:

- 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.

Performance Payments to Seconded Teachers, Acting Allowances, Residential Duties, Allowances to Unqualified Teachers, Continuing Professional Development or Additional Payments

Any of these allowances/payments will be considered and awarded in line with the provisions of the STPCD.

Honoraria

There is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances. The relevant Body will not therefore pay any honoraria to a member of teaching staff for carrying out their professional duties as a teacher.

Recruitment and retention incentives and benefits

The Governing Body may consider the payment of recruitment incentive payments in accordance with the current STPCD document for a period of (insert) to applicants recruited to posts that are considered to be hard to recruit to.

The decision to make a recruitment incentive payment will be made before the post is advertised and details will be included within any advertisement. Payments will only be made for recruitment and retention purposes and not for any other reasons relating to responsibilities. Any such payments will be reviewed on an annual basis after which they may be withdrawn. The relevant body will make clear at the outset the expected duration of any such incentives and the review date after which they may be withdrawn.

Such payments will not normally exceed a 1 year period.

SALARY SACRIFICE

Where the employer operates a salary sacrifice arrangement. The Governing Body will operate salary sacrifice arrangements in line with the provisions of the current STPCD.

SALARY SAFEGUARDING

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the current STPCD.

APPEALS AGAINST PAY DECISIONS

The pay hearings and the appeal procedure perform the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures.

A Teacher may seek a review of any determination in relation to their pay or any other decision affecting their pay taken by the relevant Body or any person acting under delegated authority on behalf of the relevant Body.

A review may be sought on the following grounds: -

- a) Where they can evidence that the correct policy or process has not been followed
- b) Where they have been treated unfairly
- c) Where there is new evidence to consider

The Teacher has 10 working days from receiving the written pay determination in which to register an appeal against their pay determination. The appeal must be in writing and sent to the decision maker and should set out in sufficient detail the grounds for the appeal. The decision maker will arrange to meet with the teacher to discuss the appeal. The recommender of the pay decision (if different from the decision maker) for that teacher may also be invited to the meeting.

Following the meeting, the decision maker will review all evidence presented and write to the teacher to notify them of the outcome. The letter will set out the further right of an appeal hearing.

If a teacher is still dissatisfied at this stage, they should write to the Clerk of the Governing Body. An appeal hearing will be arranged within 10 working days. The Appeal Committee will consist of three Governors, none of whom have been previously involved in the pay determination for that teacher. Both the "recommender" and "decision maker" will attend the appeal hearing.

The Teacher has the right to be accompanied to the appeal hearing by either a trade union representative or a work colleague.

Following the appeal hearing, the appeals committee will adjourn to confer in private to reach a decision.

The decision of the appeals panel will be given in writing and, if rejected, reasons will be given together with the evidence considered. The decision of the appeal panel will be final and there is no further right of appeal.

These timescales may be extended by mutual agreement.

THE MODIFIED PROCEDURE

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school before any appeal hearing is held, the following steps will be observed.

1. The teacher must have set out details of their appeal in writing.
2. The teacher must have sent a copy of their appeal to the Chair of the relevant Body.
3. The Chair of the relevant Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

This decision is final and there is not right of appeal.

MONITORING THE IMPACT OF THE POLICY

The Governing Body or other appropriate body will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation and also for audit purposes to show the basis on which decisions have been made. It is recommended that this is done in the form of an Equality Impact Assessment ensuring compliance with the nine protected characteristics: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation or TU membership.

APPENDIX ONE

REMIT FOR THE PAY COMMITTEE OF THE GOVERNING BODY

The Resources Committee will comprise 4 Governors. All Governors will be eligible for membership of the pay committee, with the exception of staff Governors, and will be able to take part in any discussions relating to pay.

The Resources Committee is responsible for establishing the school pay policy, in consultation with the head teacher, staff and trade union representatives and submitting it to the relevant Body for approval.

The Resources Committee is responsible for reviewing the pay policy on an annual basis and reviewing the impact of pay decisions taken within the school to ensure no particular group or individual is unfairly disadvantaged. The Resources Committee will report to the Governing Body following its annual review process. It is recommended that this is done in the form of an Equality Impact Assessment ensuring compliance with the nine protected characteristics: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation or TU membership. Pay determinations must comply with all the requirements of discrimination legislation – Employment Rights Act 1999, Equality Act 2010, Part time workers (Prevention of less Favourable Treatment) Regulations 2002 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

APPENDIX TWO

Upper Pay Range Application Form

Teachers Details:

Name:

Post _____

Appraisal Details:

Years covered by planning / review statements

School(s) covered by planning / review statements

I am also submitting this additional evidence in support of my application (Optional):

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria, and I submit appraisal planning and review statements covering the relevant 2-year period (this may be longer due to maternity/adoption, shared parental leave etc.).

Applicant's signature _____ Date _____

APPENDIX THREE

UPPER PAY RANGE PROGRESSION CRITERIA

1) Professional Attributes

They play a key role in the achievement of the school / local authority objectives

They are a role model for teaching and learning, making a distinct contribution to enabling learners to reach their potential.

Their performance has been maintained continuously and consistently over a long period of time e.g. 2 years.

2) Professional knowledge and understanding

They keep up to date with teaching practice which they apply, and which has resulted in improved teaching practice within the school / local authority.

They take advantage of appropriate continuous professional development and use the outcomes to improve pupil outcomes.

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies that they role model.

Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach e.g. those related to public examinations and qualifications or their specialism in a local authority.

Maintain an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learner's needs.

3) Professional skills

They promote collaboration and work effectively as a team member.

They contribute to the professional development of colleagues, for example through coaching and mentoring, demonstrating effective practice and providing constructive advice and feedback.

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners, which integrate recent developments, including those that relate to subject/curriculum knowledge.

APPENDIX FOUR - Pay spine for the leadership group – 1 September 2024 & 1 September 2025

Spine	Sep 2024 (£)	Sep 2025 (£)
L1	49,781	51,773
L2	51,027	53,069
L3	52,301	54,394
L4	53,602	55,747
L5	54,939	57,137
L6	56,316	58,569
L7	57,831	60,145
L8	59,167	61,534
L9	60,644	63,070
L10	62,202	64,691
L11	63,815	66,368
L12	65,286	67,898
L13	66,919	69,596
L14	68,586	71,330
L15	70,293	73,105
L16	72,162	75,049
L17	73,819	76,772
L18*	74,925	77,922
L18	75,674	78,701
L19	77,552	80,655
L20	79,475	82,654
L21*	80,634	83,860
L21	81,441	84,699
L22	83,464	86,803
L23	85,529	88,951
L24*	82,783	86,095
L24	87,651	91,158
L25	89,829	93,423
L26	92,052	95,735
L27*	93,400	97,136
L27	94,332	98,106
L28	96,673	100,540
L29	99,067	103,030
L30	101,533	105,595
L31*	103,010	107,131
L31	104,040	108,202
L32	106,626	110,891
L33	109,275	113,646
L34	111,976	116,455
L35*	113,624	118,169
L35	114,759	119,350
L36	117,601	122,305
L37	120,524	125,345
L38	123,506	128,447
L39*	125,263	130,274
L39	126,517	131,578

L40	129,673	134,860
L41	132,912	138,229
L42	136,243	141,693
L43	138,265	143,796