

Pay Policy 2025-2026

Create Learning Trust



Approved by	Date	Review Schedule	Date of Review
	September 2025	1 year	September 2026

Introduction

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

The School Teachers' Review Body (STRB) recommendations for the pay award for 2025-2026 have been accepted in full by the Government. These recommendations, which relate to the national pay ranges are as follows:

- In line with the recommendations in the STRB's 35th Report, from 1 September 2025 a 4% increase will be applied to all pay and allowance ranges and advisory points. All pay uplifts will be back dated to 1 September 2025 (Appendix F).
- From **1st September 2025**, relevant Bodies, may now determine the value of any existing or new TLR1 and TLR2 payment based on the proportion of the TLR responsibility, the teacher is undertaking, rather than on the pro rata principle. For example, where a part-time teacher is undertaking a TLR1 or TLR 2, relevant bodies are no longer mandated to apply the pro-rata principle, so a 0.5FTE Teacher only receives a 0.5FTE of the TLR value. For the avoidance of doubt, relevant bodies must act fairly and appropriately when determining the value of a TLR1 or TLR2 payment. TLR 3 remains unaffected as the pro rata principle does not apply regardless.
- With effect from **1st September 2026**, relevant bodies are required to determine the value of any existing or new TLR1 and TLR2 payment based on the proportion of the TLR responsibility, the teacher is undertaking, rather than on the pro rata principle.
- Additional guidance in respect of supporting flexible working in education has also been included and notes the following. All employees, including teachers, have the statutory right to make a request for flexible working from the first day of employment. Schools are expected to have a clear flexible working policy in place, which responds to the needs of both staff and the employer, and promotes a strategic approach to flexible working within the school. Having a flexible working policy supports consistency and helps ensure schools are complying with their responsibilities under flexible working legislation. To support schools to implement effective flexible working arrangements, a non-statutory guidance note and toolkit, which includes practical resources to help school leaders implement flexible working, has been published.

Purpose

In adopting this pay policy the aim is to:

- Maximise the quality of teaching and learning at the school, by ensuring that the implementation of the policy takes full account of the school's plans for improvement and development.
- Have proper regard for the work/life balance of staff at the school under our 'duty of care' by eliminating unnecessary bureaucracy for all concerned.
- Support the recruitment, retention and wellbeing of a high-quality workforce.
- Enable the school to recognise and reward staff appropriately for their contribution to the school.
- Help to ensure that decisions on pay are managed in a fair, just and transparent way and in line with the Equality Act 2010.
- Be consistent with the school's appraisal policies.

The trust board has established a Pay Panel/Committee (Business, Risk & Audit Committee) with fully delegated authority to make pay decisions based on the recommendations of the Headteacher.

Basic Principles

All support staff and teaching posts within the structure have detailed job descriptions which are periodically reviewed, and which are written with due regard to enabling staff to maintain a reasonable work/life balance.

The trust board has determined the range and grade of each post in accordance with the STPCD or NJC job evaluation scheme, considering the duties and responsibilities of each post.

The trust board is committed to the operation of an appraisal process for teachers in line with the statutory requirements of the STPCD, or NJC job evaluation scheme, with the objective of maximising the professional development of staff, reducing bureaucracy and workload, alongside the progress of pupils. The trust board will ensure that all staff in school have fair access to advice, training and development opportunities appropriate to their needs and role.

Equality Act 2010

The will give due regard to equality considerations in adopting this policy and is satisfied that its application will not impact adversely on members of staff who have a protected characteristic as defined by the Equality Act 2010.

All pay-related decisions will be made taking full account of the school's improvement plans and in compliance with the Equality Act 2010, which replaces and consolidates all the previous anti-discrimination laws (Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995, Employment Equality (Religion or Belief) Regulations 2003, Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006).

We will monitor the outcomes and impact of this policy annually including trends in progression across specific groups of staff to assess its effect and the trust's continued compliance with equalities legislation.

Equality Impact Assessment

The Trust board 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 the Equality Act 2010.

Pay Appeals Procedure:

A member of staff may seek a review of any determination in relation to their pay or any other decision taken by the trust board (or committee or individual acting with delegated authority) that affects their pay. The procedures to be followed for Teaching and Support staff are set out later in this document.

SUPPORT STAFF:

The trust board recognises and values the contribution made to the school by our support staff colleagues.

Conditions of Service

The pay and conditions for support staff are determined through the National Joint Council (NJC) for Local Government Services as adopted by Cheshire West and Chester Council and the School. This group of staff includes all staff at the school that are not subject to teachers' pay and conditions.

Pay Spine

The trust board has adopted the CW&C Council pay spine for support staff, which is issued annually. A copy is available from the trust central office or by contacting hrcontracts@createlearning.co.uk via email.

CW&C Living Wage

The trust board has adopted the CW&C Living Wage, and this will mean that all staff will receive a minimum of **£12.60** per hour. This rate will be reviewed annually each April.

Job Descriptions and Job Evaluation

The trust board has determined the range and grade of each post in accordance with the NJC job evaluation scheme, taking into account the duties and responsibilities of each post.

Salary on Appointment

It is expected that on appointment an individual will normally be placed at the first point of the relevant grade. Where an individual was employed under the conditions of service of the NJC for Local Government Services immediately prior to appointment at the school, their starting pay should not be less than their previous salary, as far as this may be accommodated within the overall grade of the post. Consideration may also be given to appointment above the first point of the scale in recognition of experience and/or qualifications and where there is a justifiable business case for doing so.

The Headteacher may offer an appointment on less than the full grading range where the employee will not be undertaking, initially, the full duties and responsibilities of the job. If such an arrangement is agreed with the successful applicant, the written notification will specify clearly the reasons why the full range is not being applied and the date when the situation will be reviewed, with a view to the full grading being applied e.g. this is normally linked to where an employee is due to obtain a required qualification.

Incremental Progression

In accordance with the incremental progression procedure adopted by the trust board, support staff are eligible to move one point on their pay grade on [either 1st April each year or the anniversary of their start date] until the top of the range for the grade is reached. In all cases, there will be no incremental progression beyond the evaluated grade of the post.

An incremental progression point may be withheld in exceptional circumstances if the staff member is subject to capability procedures. The trust board may choose to award the incremental point at a later date when the staff member's performance has returned to satisfactory.

Pay Appeals

Any member of support staff may seek a review of their grade where they are able to demonstrate a substantial increase in their duties and responsibilities. The staff member should write to their headteacher setting out the grounds for a review. Where a case for review is made, the headteacher will arrange for the job details to be re-evaluated in accordance with the NJC Job Evaluation Scheme as adopted by Cheshire West and Chester Council and Create Learning Trust.

If the member of staff remains dissatisfied, they will have a right of appeal in accordance with the Job Evaluation Procedure. The member of staff will be given the opportunity to make representations as part of this process.

Salary on Promotion or Re-grading

On appointment to a new role, or on re-grading of an existing role to a grade with a higher maximum salary, an employee will be paid a salary on the new grade which is at least one increment above the salary that they would have received in the former grade on the date of grading change. An increase of more than one increment may be justified in the case of a promotion but will be exceptional where the job is re-graded. The level of the starting salary is at the discretion of the Headteacher and ultimately the trust board.

Acting Allowance

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

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

Recognition Award Scheme

Recognition awards to individual employees will be given for exceptional performance, normally something additional and something that requires greater skills or carries greater responsibilities. They are not given for doing the job the employee is appointed to do well.

The maximum payment will not exceed 7.5% of basic annual salary and the payment of anything in excess of 5% of basic annual salary will be exceptional.

Awards will be linked to Staff Appraisal and key tasks but there will be justification in some circumstances for recognition outside this process.

Retirement Awards

Eligibility

An employee who has 10 years' service in the Trust will be eligible for a long service award. The continuous service date for those employees who worked for Cheshire West and Chester prior to conversion, will be taken into account.

Policy

On retirement or resignation an employee with 10 or more years' service will qualify for an award of £20 per year of service e.g. 10 years' service equates to a £200 award. This will be paid in the employee's final salary.

Premium Payments

In some circumstances voluntary overtime may be offered to staff to cover specific duties. In all cases, voluntary overtime must be agreed in advance of any work undertaken and a record should be made. In Aided and Foundation schools, the rate of pay for voluntary overtime will be time and a half for all hours worked in excess of 37 hours per week for grades 1 to 6. In Community and Controlled, the rate of pay for voluntary overtime will be time and half for all hours worked over 37 hours, for Grades 1 – 7. Other premium payments will be in accordance with the provisions detailed on the eCWIP website via the 'West Pay Rules' document. Details can be provided on request from the school office.

TEACHING STAFF:

The trust board recognises and values the contribution made to the school by teaching staff colleagues. This group includes all staff at the school that are subject to School Teachers Pay & Conditions, including Unqualified Teachers, Early Career Teachers and Leaders.

Conditions of Service

Pay and conditions for teaching staff are negotiated nationally and the statutory requirements are set out in the School Teachers' Pay and Conditions Document (STPCD) issued annually and the Conditions of Service for School Teachers in England and Wales (known as the Burgundy Book).

Pay Ranges

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy of the STPCD 2025 may be viewed online via [School teachers' pay and conditions guidance 2025](#).

Pay on Appointment

The headteacher/trust central team will review and determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, a range of factors may be considered, including but not limited to:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context and any development or improvement plans

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

Pay Range for Head Teachers/Head of School

The trust board has a statutory duty to assign a school group size and a pay range for the head teacher. The trust board will review and calculate the head teacher group size each September in accordance with the current STPCD. The trust board will assign or review a pay range when planning a new appointment, when the

school group changes or where there is a change in the school's circumstances that leads to a significant change in the responsibilities of the post.

The trust board will ensure that the process of determining the remuneration of the head teacher is fair and transparent. There will be a proper record made of the reasoning behind the determination of the pay range and the ratification of decisions made in this respect.

The headteacher pay range for the academic year 2025 to 2026 has been determined at **£61,534 to £95,735** per annum, which is Leadership Point 8 to 26 on the agreed pay spine (Appendix F).

Pay Range for Deputy & Assistant Head Teachers

The trust board has determined that four deputy head teacher posts and zero assistant head teacher posts are to be included in the school's staffing structure. Where there is more than one deputy head teacher or more than one assistant head teacher, the trust board have the discretion to determine different pay ranges for each post.

The professional duties of deputy and assistant head teachers are set out in the STPCD.

The trust board will determine a pay range for deputy and assistant head teachers. The trust board will ensure that the pay range for deputy and assistant head teachers is determined in accordance with the STPCD with due regard to pay rates for other teaching posts and the head teacher.

The pay range for deputy head teachers for the academic year 2025 to 2026 is as follows:

Leadership	Value
L5	£57,137
L6	£58,569
L7	£60,145
L8	£61,534
L9	£63,070
L10	£64,691
L11	£66,368

Pay Ranges for Other Classroom Teachers

Main Pay Range

Qualified teachers who are not entitled to be paid on any other pay range will be paid in accordance with the school's main pay range. These are based on the advisory pay points detailed in the STPCD.

Scale Point	Value
1	£32,916
2	£34,823
3	£37,101
4	£39,556
5	£42,057
6	£45,352

Upper Pay Range

Qualified teachers who have been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with the school's upper pay range. These are based on the advisory pay points detailed in the STPCD.

Scale Point	Value
Minimum – UPS1	£47,472
UPS2	[£49,232]
Maximum – UPS3	£51,048

Unqualified Teacher Pay Range

The school's pay range for an unqualified teacher is:

Scale Point	Value
1	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,667
6	£35,259

* Any pay points awarded to unqualified teachers are permanent, while the teacher remains employed at this school. *

Unqualified teachers are not eligible for teaching and learning responsibility or special educational needs allowances. The trust board will not under any circumstances determine a salary for an unqualified teacher outside of the unqualified teacher pay spine.

Teaching and Learning Responsibility Payments

TLRs are awarded at the discretion of the trust board. TLR payments [1 or 2] will be awarded to the holders of the posts indicated in the attached staffing structure. A TLR 1 or 2 payment when assigned will last for the duration of the post and changes to the staff structure will be subject to consultation. Teachers will not be expected to undertake relevant permanent additional responsibilities without award of a TLR payment.

The trust board will award Fixed Term Teaching and Learning Responsibility payments (TLR 3) to a classroom teacher who is required to undertake a clearly defined and time-limited school improvement project or one-off externally driven responsibility. The duration of the fixed term will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. A TLR3 payment is not subject to salary safeguarding.

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; the pro-rata principle does not apply to TLR3's.

TLR3 payments will not be used to replace or otherwise limit progression on the Main, Upper or Leading Practitioner pay ranges.

The annual values of a TLR payment for the academic year 2025-2026 must fall within the following ranges in accordance with the current STPCD:

- the annual value of a TLR1 must be no less than £10,174 and no greater than £17,216;
- the annual value of a TLR2 must be no less than £3,527 and no greater than £8,611 and
- the annual value of a TLR3 must be no less than £702 and no greater than £3,478.

The values of TLRs to be awarded at Create Learning Trust are set out below:

TLR3 payments will be determined on a case-by-case basis taking account of the additional responsibilities required of the teacher. The range for TLR3's refers to the annual value of such an award. Where a TLR3 is awarded with a fixed term of less than one year, then the total value should be determined proportionately to the annual value.

TLR1 and 2 will only be awarded if the trust board is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers and that:

- is focused on teaching and learning,
- requires the exercise of a teacher's professional skills and judgement,
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage

pupil development across the curriculum,

- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils, and
- e) involves leading developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the trust board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

When advertising a TLR1 or TLR2 these will be open to all relevant staff, irrespective of working pattern, and school will be open-minded to practical ways that TLR duties can be split and reduced to support their being carried out on a part time basis.

Where a Teacher is part time, the duties agreed should be capable of being undertaken within the normal hours of the teacher concerned. The appropriate level of allowance payment and duties should be agreed between the individual teacher and the employer.

A teacher may not hold more than one TLR 1 or 2 of any value concurrently. A TLR is a payment integral to a post in the school's staffing structure and may therefore only be held by two or more people when job-sharing that post.

Holders of a TLR1 or 2 will also be eligible to receive a TLR3.

Special Educational Needs Allowance

The trust board will award an SEN Allowance to a classroom teacher in accordance with Schools Teachers Pay and Conditions.

A SEN allowance must be awarded to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN
- in a special school
- who teaches pupils in one or more designated special classes or units in a school
- in any non-designated setting (including any PRU), where the post:
 - involves a substantial element of working directly with children with special educational needs
 - requires a teacher's professional skills and judgment in the teaching of children with special educational needs, and
 - has a greater level of involvement in teaching children with special educational needs than is the normal requirement of teachers in the school, or for unattached teachers, the unit or service

The SEN allowance is determined as a spot value, taking into account the structure of the school's SEN provision and:

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

SEN allowances will be paid to the holders of the posts of SENDCo all trust schools. The values of the SEN allowances to be awarded are set out below:

SEN £2,787 to £5,497

Where a teacher is already in receipt of a SEN allowance, the Trust board must determine whether the teacher remains entitled to the allowance. If so, it must determine the amount of the allowance with effect from 1st September 2025.

Additional Allowances

Acting allowance

Where a teacher is assigned and carries out duties of a head teacher, deputy head teacher, or assistant head

teacher, but has not been appointed as an acting head teacher, deputy head teacher or assistant head teacher, the trust board will, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an 'acting allowance' must be paid in accordance with the following provisions.

Where the trust board determines that an acting allowance will not be paid but the relevant duties continue, then the trust board may review this decision and make a further determination at a future date as to whether or not an acting allowance may be paid.

If paid, the acting allowance will be of such value as to ensure that the teacher receives remuneration of equivalent value to such point on the leadership pay spine as the trust board has determined applies to the head teacher, deputy head teacher or assistant head teacher (as set out in this policy).

For as long as an acting allowance is being paid, the teacher will be expected to undertake the professional responsibilities applicable to a head teacher, deputy head teacher or assistant head teacher and work to the relevant teachers' standards.

Participation in out of school hours learning activity agreed between the teacher and the trust board.

Teachers, including the head teacher, who agree to provide learning activities outside of normal school hours and whose salary range does not take account such activity will be entitled to claim for additional hours at their usual hourly rate. This should be in agreement with the head teacher or relevant manager.

Recruitment and retention incentives and benefits

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

No recruitment or retention payment will be made to the head teacher other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to the headteacher will be taken account of through determination of the headteacher's pay range.

In the case of retention, a recommendation to offer incentives or benefits would be made by the head teacher to the trust board.

In the case of recruitment difficulties, a decision to offer incentives or benefits may be made by the selection panel where authority in respect of this function has been delegated to the selection panel itself.

In either case, before a recruitment and retention incentive or benefit is agreed, a business case with supporting evidence should be constructed by the head teacher, or the selection panel, for consideration by the trust board. Recommendations and authorisations must be recorded.

Salary Sacrifice

The trust board supports the following salary sacrifice arrangements:

- Childcare voucher salary sacrifice schemes
- Cycle to work salary sacrifice schemes

Arrangements will be made to enable staff to participate in this employee benefit/salary sacrifice schemes should they wish to do so.

*Please note that in accordance with the STPCD, all staff paid on teaching terms and conditions may only enter into salary sacrifice arrangements pertaining to the provision of bicycles and childcare vouchers. Support Staff may access any scheme offered, subject to trust board agreement.

Bonuses/Honoraria

There is no provision within the STPCD, for the payment of bonuses or honoraria in any circumstances and that any such awards made to a teacher for their teaching work would be unlawful. The trust board will not therefore pay any bonus or honorarium to any member of the teaching staff for carrying out their professional

duties as a teacher.

Part-time Teachers

Teachers employed on an ongoing basis at the school who work less than a full working week are deemed to be part time. The trust board will ensure that part time teachers are given a written statement detailing their working time obligations (within and beyond the school day) and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison to the school's timetabled teaching week for a full-time teacher in an equivalent post.

Part time teachers will be paid a pro-rata percentage of the appropriate full time equivalent salary and the same percentages will be applied to any allowances (except TLR's) awarded to a part time teacher as set out in the STPCD.

Short Notice/Supply Teachers

Teachers employed on a day to day or other short notice basis will be paid at Main Pay Scale 5. Teachers employed on a day to day or other short notice basis must be paid in accordance with the STPCD.

Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual amount by 1,265 to give an hourly rate.

A short notice teacher who is employed by the school or another school in the authority throughout a period of 12 months (beginning August or September) will not be paid more in respect of that period than s/he would have if s/he had been in regular employment throughout the period.

Agency staff

Staff employed through a supply agency for 12 weeks must be paid the equivalent rate for the post as permanent employees in line with the Agency Worker Regulations 2016.

It is the responsibility of the school (the hirer/contractor) to ensure that staff employed through a supply agency are paid the appropriate rate after 12 weeks.

Pay Reviews

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

There are two pay related determinations that the Trust board will make annually for Teachers:

One is to ratify the application of the annual pay award as per the national pay framework to any locally agreed and adopted pay points and allowances.

The second is in relation to incremental progression of a teacher's salary within the defined ranges of the appropriate pay spine, as set out in this policy.

Reviews may take place at other times of the year to reflect any significant 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.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust board will give the required notification as soon as possible and no later than one month after the date of the determination.

Where a teacher is/will be absent because of maternity/shared parental leave at the time of the appraisal review and subsequent pay determination, the appraiser will conduct a review either prior to leave starting or as soon as reasonably practical upon their return. *Their pay recommendation can be made regardless of their absence and should be submitted to the pay panel/BRA committee in line with agreed timescales.*

Where a teacher is absent due to long term sickness at the time of the appraisal review and subsequent pay determination, or has had a significant long-term sickness absence during the review period, the appraiser will conduct a review as soon as reasonably practical upon their return and due consideration should be taken of any impact of absence and advice should be sought from your HR provider if required. *Their pay recommendation can still be made and should be submitted to the governor pay panel in line with agreed

timescales.*

Pay Progression & Appraisal

At Create Learning Trust all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice and personal goals.

In order to support the focused move towards CPD and driving a high-performance culture, objectives and performance management/appraisal discussions will not be based on teacher generated data and/or predictions, nor solely on the assessment data for a single group of pupils. The full arrangements for teacher appraisal are set out in the school's appraisal policy.

Increments when awarded, will be applied effective from 1st September.

The criteria the trust will use when making decisions on annual incremental pay progression, following appraisal are:

Normal Pay Progression (Excluding ECT's)

Following an individual teacher's annual appraisal and a recommendation made by the Headteacher (or in the case of a Headteacher the external/independent advisor), subject to the provisions of the published pay policy, they should expect to receive pay progression of one increment, within the maximum of their pay range, unless they are subject to the capability procedure.

Progression to the Upper Pay Range (UPR)

A qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy and guidance documents. In order to be eligible to be assessed, teachers must have Qualified Teacher Status (QTS). There are no barriers to movement onto the UPR that are connected with length of service and no requirement to be at the top of the main pay range.

It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range and they must notify the school promptly of their request. They should notify their appraiser at the start of the appraisal year (or as soon as reasonably practical where such circumstances as a period of long-term absence/maternity has infringed on this process) to ensure they are supported and signposted to guidance accordingly.

An application from a suitably qualified teacher will be deemed successful where the Trust board are satisfied that:

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

For the purposes of this pay policy:

- 'highly competent' means: practice which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them 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 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

And

- 'sustained' means maintained continuously over a significant period

Applications should be submitted to the headteacher, using the attached form (Appendix E), in advance of their annual appraisal review and a recommendation will be made by 31 October for consideration by the Trust board/BRA committee and if successful, pay progression to the UPR will take effect from 1st September.

The application will be considered by the trust board who will also be provided with a copy of the teacher's Appraisal Review Statement, and also includes the Appraiser's recommendation on progression.

This will ensure that applications are assessed robustly, transparently and equitably, by the Trust board/BRA committee in making the final determination. The decision as to where on the UPR a teacher is placed on the range, if successful, will be agreed between the Trust board/BRA committee and the Headteacher, taking into account the following factors: -

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

Where the application is unsuccessful, feedback will be provided by the Trust board/BRA committee as the decision makers supported by the Headteacher, within 20 working days of the determination. Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's normal Pay Appeals arrangements as documented within this policy.

Incremental points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school or (in the case of unattached/centrally employed teachers) the same local authority.

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

Early Career Teachers

Decisions on pay progression for Early Career teachers subject to statutory induction arrangements will be taken by 31 October each year to take effect on 1 September that year and will be based on a recommendation from the headteacher which takes account of the teacher's assessment under the induction arrangements and against the Teachers' Standards.

The Early Career Teachers (ECT) standard length of induction is two school years.

Year 1 (ECTs) must not teach more than 90% of a normal teaching timetable and are also entitled to PPA time of 10%. Year 2 ECTs will not teach more than 95% of a normal teaching timetable and are also entitled to PPA time of 10%.

In most cases ECT's join the main pay scale at M1. However, discretionary points and recruitment and retention incentives may be awarded.

In the case of early career teachers (ECT's), the relevant body must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Statutory Induction Guidance. The relevant body must also ensure that ECT's are not negatively affected by the extension of the induction period from one to two years.

The school should consider the progress that has been made towards meeting the outcomes of the ECF and award a pay increase in line with the expectations of the Appraisal Policy.

On successful completion of ECT Induction the Trust board will determine the appropriate pay point for the teacher, in line with the statutory induction process/appraisal policy.

In cases where ECTs working part-time can demonstrate that they have met the Teachers Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.

Teaching Staff Pay Appeals Procedure:

A teacher may seek a review of any determination in relation to their pay or any other decision taken by the trust board (or committee or individual acting with delegated authority) that affects their pay.

Appeals may be made on the grounds that the person or committee by whom the decision was made has:

- a) incorrectly applied any statutory provision
- b) failed to have proper regard for statutory guidance
- c) failed to follow the school's own policies properly
- d) failed to take proper account of relevant evidence
- e) took account of irrelevant or inaccurate evidence
- f) was biased, and/or
- g) otherwise unlawfully discriminated against the individual concerned.

This list is not prescriptive nor exhaustive.

The procedure for considering appeals is as follows:

Informal stage

As conclusion to the Appraisal process, each teacher will be made aware of any pay recommendation before it is reported for final consideration.

Where a teacher is dissatisfied with a pay recommendation, they should (within five working days) request a meeting with their headteacher. The headteacher will, within a further five working days, arrange a meeting (at which the appraiser should be present) to enable the teacher to present their case and any additional information they feel has not been taken into account.

This meeting should take place prior to the meeting of trust board and the teacher will also be advised before that meeting whether the pay recommendation is to be changed on the basis of the informal stage process.

Where the headteacher is the appraiser, the teacher will have the right to submit a written representation which will be included in the paperwork submitted to the trust board.

Following the meeting of the Pay Panel teachers will receive written confirmation of their pay determination and the basis upon which the decision was made.

Formal stages

Stage 1- Pay Hearing

Where a teacher is dissatisfied with a pay decision, they should set down in writing their reasons in sufficient detail for a response to be prepared and send it to the Chair of the Local Governance Committee, within ten working days of the notification of the pay decision.

The Chair of the Governors' will arrange a hearing within ten working days of receipt of the written appeal, at which they will consider the case and give the staff member an opportunity to make representations in person, accompanied by a representative of a Trade Union if requested.

Following the hearing the employee should be informed in writing of the decision and any right to appeal. The deadline for any appeal will be ten working days from receipt of written confirmation of the Stage 1 decision.

Stage 2 – Appeal

Any pay appeal will be heard by a panel of three Local Governance Committee Members who were not involved in the original determination, normally within twenty working days of the receipt of the written notification of appeal.

The member of staff will be given the opportunity to make representations in person accompanied by a representative of a Trade Union if requested.

The decision of the appeal panel will be given in writing and where the appeal has been rejected this will include a note of any evidence considered and the reasons for the decision. The decision of the Local Governance Committee Members at this hearing will be final.

Representation

At all hearings under formal procedures the staff member is entitled to be accompanied by a trade union representative or work colleague. Where possible the trade union representative or work colleague will be consulted on the proposed date of a hearing. If a date is set at which the colleague or trade union representative is unable to attend, the teacher may suggest an alternative date and time provided it is reasonable and is not more than five working days after the original date.

Appendix A – Trust board Terms of Reference

TRUST BOARD PAY PANEL: - TERMS OF REFERENCE MEMBERSHIP

- The Pay Panel will comprise of at least three trustees.

PAY POLICY

The Pay Panel is responsible for:

- Establishing the school's pay policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to the trust board for approval.
- Reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives, and submitting it to the trust board for approval.

The Trust board is responsible for:

- Formal approval of the policy
- Considering an annual report, including statistical information, on decisions taken in accordance with the policy.

PAY DECISIONS

The headteacher is responsible for:

- Ensuring that pay recommendations for the deputy and assistant headteacher(s), classroom teachers and support staff are made and submitted to the Pay Panel.
- Advising the Pay Panel on the reasons for the recommendations, and
- Ensuring that staff are informed of the decisions of the Pay Panel and of their right of appeal.

The Pay Panel (Trust Board) is responsible for:

- Taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following the consideration of the recommendations of the head teacher.
- Taking decisions on the pay of the headteacher following consideration of the recommendations of the governors responsible for the head teacher's appraisal review.
- Ensuring that the head teacher is informed of the outcome of the decision of the Pay panel and the right of appeal.

The Pay Appeals Panel of the Trust board is responsible for:

- Taking decisions on appeals against the decision of the Pay Panel in accordance with the terms of the pay appeals procedure set out in the Pay Policy.

Appendix B – Trust Staffing Structure 2025-2026

Operational Structure:
Chief Executive Officer: Mrs Susan Walters
Deputy CEO: Mrs Sarah Woodward
Chief Finance Officer: Mrs Jenni Goodwin
Director of Operations: Mr Kier Glover

Head Teachers:
Mrs Beth Hacking (Executive Headteacher of Cuddington and Little Leigh Primary School)
Mrs Rebecca Challinor (Head of School of Little Leigh Primary School)
Mrs Debbie Bertram (Sandiway Primary School)
Ms Mair Fairweather (Hartford Primary School)

Appendix C – Relevant Links/Guidance

[teachers-standards](#)
[government/publications/equality-act-2010-advice-for-schools](#)
[guidance/reducing-workload-in-your-school](#)
[Managing Teachers and Leaders Pay - July 2024.pdf](#)
[School teachers' pay and conditions guidance 2025](#)

Appendix D – Conduct of Pay Hearings

The procedure at the hearing will normally be as follows:

1. A hearing will be conducted by either the Pay Panel or Pay Appeal Panel of the Trust board as appropriate.
2. The Panel are advised/supported by a Snr HR Adviser/Lead.
3. The Chair of the Panel will satisfy themselves that all those present understand the purpose of the hearing.
4. The employee or their representative will be invited to present their case.
5. The management representative will be given the opportunity to question the employee or their representative.
6. The management representative will be invited to respond to the employee's case.
7. The employee and/or representative will be given the opportunity to question the management representative.
8. At any stage during the hearing any member of the Panel and any adviser(s) may ask questions of the employee, their representative or the management representative, as they may consider appropriate in order to ascertain the facts of the case.
9. The employee or their representative will then be invited to make a closing statement not introducing any new material.
10. The management representative will be given the opportunity to make a closing statement also without introducing any new material.
12. Both parties will withdraw to allow the Panel/Pay Appeal Panel to review and consider the evidence and arguments in conjunction with any advisers.
13. The Panel/ Pay Appeal Panel will then recall both parties to inform them of their decision. The decision will normally be announced personally to the parties as soon as it is possible on the day of the hearing. If it is not possible to make a decision immediately the parties will be informed of this. The decision will be confirmed in writing and delivered to the employee either by hand or electronically with a copy to the trade union representative (sent electronically) or work colleague and the management representative.

Appendix E – Model Application Form to be Paid on the UPR

FOR PROGRESSION TO THE UPPER PAY RANGE

NAME.....

POST.....

This form should be used by teachers who wish to apply to progress to the Upper Pay Range and it is noted any decision is effective from 1st September of the next cycle.

1. HIGHLY COMPETENT IN ALL ELEMENTS OF THE TEACHERS' STANDARDS.

The trust board/BRA committee will consider your assessment against the teachers' standards relevant to your career stage as contained in your Appraisal Review Statement. Please attach a copy of your Appraisal Report.

2. ACHIEVEMENTS AND CONTRIBUTION

Please set out below a supporting statement of no more than two sides of A4 describing in your own words and giving examples and supporting evidence of: -

- **your achievements over the prior two years**
- **how you have developed professionally, and**
- **your substantial and sustained contribution to wider school life**

The following definitions may assist you to complete this form:

- 'highly competent' means –
 1. practice which is not only good but also good enough to provide coaching and mentoring to other teachers,
 2. give advice to them and demonstrate to them effective teaching practice and
 3. 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 –
 1. of real importance, validity or value to the school;
 2. play a critical role in the life of the school;
 3. provide a role model for teaching and learning;
 4. make a distinctive contribution to the raising of pupil standards;
 5. take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning);
- 'sustained' means - maintained continuously over a significant period of time.

Contact details

Chief Executive Officer	Susan Walters ceo@createlearning.co.uk 01270 360030
Deputy CEO	Sarah Woodward swoodward@createlearning.co.uk 01270 360030
Chair of the Trust	Mark Butcher mbutcher@createlearning.co.uk 01270 360030
Chief Finance Officer	Jenni Goodwin cfo@createlearning.co.uk 01270 360030
Director of Operations	Kier Glover operations@createlearning.co.uk 01270 360030
Trust Solicitor	Cook Lawyers www.cooklawyers.co.uk / 01625 725 000
Clerk to governance	Julie White (Second2None)
Chair of Sandiway LGC	Emma Zouhbi ezouhbi@sandiway.cheshire.sch.uk Sandiway Primary School, 84 Weaverham Road, Sandiway CW8 2ND
Headteacher at Sandiway Primary School	Deborah Bertram head@sandiway.cheshire.sch.uk
Chair of Cuddington LGC	Caroline Percy cwathen@cuddington.cheshire.sch.uk Cuddington Primary School, Ash Road, Cuddington CW8 2NY
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Headteacher at Hartford Primary School	Mair Fairweather head@hartfordprimary.cheshire.sch.uk
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