Department for Education

# School teachers' pay and conditions document 2025 and guidance on school teachers' pay and conditions

**Dated 16 July 2025**

**Valid from 1 September 2025**

# Contents

**Contents** 2

**Tables** 5

**Section 1: Introductory** 6

Introduction 6
Summary of changes to pay and conditions since 2024 6
Other information 7

**Section 2: School Teachers' Pay and Conditions Document 2025** 8

**Part 1: Pay – general** 9

September 2025 pay award 9
1. Entitlement to salary and allowances 9
2. Pay policy and grievance procedures 9
3. Timing of salary determination and notification 10

**Part 2: Leadership group pay** 12

4. Introduction 12
5. Determination of the school's headteacher group 13
6. Unit totals and headteacher groups: ordinary schools 14
7. Unit totals and headteacher groups: special schools 15
8. Unit totals and headteacher groups: particular cases 18
9. Determination of leadership pay ranges 18
10. Determination of temporary payments to headteachers 19
11. Pay progression for leadership group members 20

**Part 3: Other teachers' pay ranges from 1 September 2025** 21

12. Introduction 21
13. The main pay range from 1 September 2025 21
14. The upper pay range from 1 September 2025 22
15. Application to be paid on the upper pay range 23
16. The leading practitioner pay range from 1 September 2025 23
17. The unqualified teacher pay range from 1 September 2025 24
18. An unqualified teacher who becomes qualified 24
19. Pay progression 25

**Part 4: Allowances and other payments** 27

20. Teaching and learning responsibility (TLR) payments 27
21. Special educational needs (SEN) allowances 28
22. Allowance payable to unqualified teachers 29
23. Acting allowance 29
24. Performance payments to seconded teachers 30

25. Residential duties 31
26. Additional payments 31
27. Recruitment and retention incentives and benefits 31
28. Salary sacrifice arrangements 32

**Part 5: Safeguarding 33**

General safeguarding 33
29. General circumstances in which safeguarding applies 33
30. Entitlement to a safeguarded sum 34
31. Notification of safeguarding 35
32. The safeguarding period 35
33. Calculating relevant dates 37
34. Suspension and partial reduction of the safeguarded sum 37
35. Additional duties 37
36. Miscellaneous 38
37. Other safeguarding: teachers taking up post on or before 31 December 2005 38

**Part 6: Supplementary 42**

38. Determination of applicable pay range 42
39. Unattached teachers 42
40. Part-time teachers: interpretation 43
41. Determination of remuneration of part-time teachers 43
42. Teachers employed on a short notice basis 43

**Part 7: Contractual framework for teachers 45**

43. Introduction 45
44. Headteachers: overriding requirements 45
45. Delegation 45
46. Professional responsibilities 46
47. Rights conferred 47
Teachers: professional responsibilities 48
48. Deputy headteachers and assistant headteachers 48
49. Teachers on the leading practitioner pay range 48
50. Teachers other than a headteacher 48
51. Working time 50
Rights conferred: all teachers 52
52. Overarching rights 52

**Annex 1: Teachers' Standards 54**

Introduction 54
Teachers' Standards 54

**Annex 2: Interpretation 58**

**Annex 3: September 2025 advisory pay point structure for the main pay range (MPR) and upper pay range (UPR) 65**

**Annex 4: September 2025 advisory pay point structure for the unqualified teacher pay range (UR) 66**

**Annex 5 - Administrative tasks 67**

Defining administrative tasks 67
List of administrative that teachers should not be expected to undertake 68

**Section 3 – Guidance for Local Authorities, School Leaders, School Teachers and Governing Bodies of Maintained Schools 70**

Pay policy (paragraph 2) 70
Leadership group pay (paragraphs 4-11) 71
Movement to the upper pay range (paragraph 15) 75
Teachers paid on the pay range for leading practitioners (paragraph 16) 76
Unattached teachers (paragraph 39) 77
Part-time teachers' remuneration (paragraphs 40-41) 77
Allowances and other payments 79
SEN allowance (paragraph 21) 82
Additional payments (paragraph 26) 83
Safeguarding (paragraphs 29-37) 87
Working time (paragraph 51) 88

**Further sources of information 91**

Useful resources and external organisations 91
Other departmental resources 91

# Tables

Table 1: Leadership group pay range 2025 – Annual salary....12

Table 2: Annual pay ranges for headteacher groups 2025....13

Table 3: Unit totals and headteacher groups – ordinary schools....14

Table 4: Total unit score – ordinary schools....14

Table 5: Unit totals and headteacher groups – special schools....15

Table 6: Staff-pupil ratio modifier....16

Table 7: School's total unit score – special schools....17

Table 8: Main Pay Range 2025 – Annual Salary....21

Table 9: Upper Pay Range 2025 – Annual Salary....22

Table 10: Leading Practitioner Pay Range 2025 – Annual Salary....24

Table 11: Unqualified Teacher Pay Range 2025 – Annual Salary....24

Table 12: Advisory pay point structure – MPR & UPR....65

Table 13: Advisory pay point structure – Unqualified teacher (UR)....66

Table 14: Part-time teachers renumeration (example 1)....78

Table 15: Part-time teachers renumeration (example 2)....79

# Section 1: Introductory

Note: This introductory section does not form part of either the statute (the School Teachers' Pay and Conditions Document in Section 2 of this publication) or the statutory guidance (in Section 3 of this publication).

## Introduction

1. From 2003 to 2019 this publication provided the framework for teachers' pay in England and Wales, comprising the School Teachers' Pay and Conditions Document (the Document) and statutory guidance. On 30th September 2018 the power to prescribe teachers' pay and conditions for teachers in Wales was transferred from the Secretary of State to The Welsh Ministers by the Welsh Ministers (Transfer of Functions Order) 2018. Therefore, the devolution of teachers' pay and conditions to the Welsh Government means that the 2018 Document was the last Document to apply to teachers in Wales as well as England. From the 2019 Document onwards, the Document is applicable to England only. The Document (Section 2) and the statutory guidance (Section 3) should be read together to provide a complete picture of pay and conditions for teachers in England.

2. The statutory requirements for teachers' pay and conditions for maintained schools in England are set out in the Document, and schools and local authorities (LAs) must abide by these. The Education Act 2002 (the Act) gives the Secretary of State power to issue guidance on pay and conditions matters, to which those concerned must have regard. LAs and governing bodies are required to have regard to the statutory guidance, and in respect of guidance on procedural matters a court or tribunal may take any failure to do so into account in any proceedings. Broadly speaking, this means that any party not following this guidance would need to have good reason not to do so and would need to be able to justify any departure from it.

3. The Document and statutory guidance have been amended in response to the recommendations in the thirty-fifth report of the School Teachers' Review Body (the STRB), published on 22 May 2025.

4. The Document and statutory guidance were subject to consultation with the teacher unions, employers and other relevant interested parties as part of the usual statutory consultation process, where required.

## Summary of changes to pay and conditions since 2024

5. The changes in this version of the Document relate to the 2025 pay award, a change to the calculation for TLRs 1 and 2 in Section two (paragraphs 20.6-20.8,

41.1-41.2) and Section three (paragraphs 40 and 50-51) and additional information relating to flexible working in Section three (paragraphs 89-92).

## Other information

6. LAs and schools can find additional informative material on pay matters on the GOV.UK website. This material includes non-statutory Departmental advice – Managing Teachers and Leaders Pay, and a model pay policy. For general pay queries please call 0370 000 2288 or make an enquiry through the website.

# Section 2: School Teachers' Pay and Conditions Document 2025

This Document contains provisions relating to the statutory conditions of employment of school teachers in England and has been prepared by the Secretary of State for Education in anticipation of an order being made under section 122 of the Act.[1] That order refers to this Document and directs that its provisions have effect in accordance with it pursuant to section 124(3) of the Act. The order will be the School Teachers' Pay and Conditions (England) Order 2025.[2]

This Document relates to teachers employed by a local authority or by the governing body of a foundation, voluntary aided or foundation special school (other than a school to which an order made under section 128(2) of the Act applies) in the provision of primary or secondary education (otherwise than in an establishment maintained by a local authority in the exercise of a social services function).

When the Order comes into force on 1 September 2025 this Document will replace the 2024 Document given effect by the School Teachers' Pay and Conditions (England) Order 2024.

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(1) The Education Act 2002 (c.32).
(2) S.I 2025/892

# Part 1: Pay – general

## September 2025 pay award

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.

## 1. Entitlement to salary and allowances

1.1. Subject to paragraphs 29 to 36, 38 and 39, a qualified or unqualified teacher in full-time service is entitled to remuneration consisting of a salary determined under Parts 2 or 3 and any allowances payable under Parts 4 and 5.

1.2. The relevant body must determine that a graduate teacher or a teacher on the employment-based teacher training scheme is to:

a) be paid and be eligible for allowances as a qualified teacher; or

b) be paid and be eligible for allowances as an unqualified teacher.

1.3. A teacher employed on a part-time basis is entitled to remuneration consisting of a salary and any allowances to which the teacher is entitled, calculated in accordance with paragraphs 36.1, 40 and 41.

1.4. A teacher employed in a school which has a delegated budget is entitled to be paid by the authority any remuneration to which the teacher is entitled by virtue of the provisions of this Document or any determinations made under it.

## 2. Pay policy and grievance procedures

2.1. The relevant body must:

a) adopt a policy that sets out the basis on which it determines teachers' pay and the date by which it will determine teachers' annual pay reviews; and

b) establish procedures for addressing teachers' grievances in relation to their pay in accordance with the ACAS Code of Practice.

## 3. Timing of salary determination and notification

3.1. Subject to paragraph 3.3, the determination of the remuneration of a teacher must be made:

a) annually with effect from 1 September;

b) whenever a teacher takes up a new post (including taking up a post in the leadership group, or the duties assigned to a teacher paid on the pay range for leading practitioners) on a date other than that stated in the school's pay policy for the annual salary determination, with effect from the teacher taking up that post;

c) where a teacher becomes entitled to be paid on the upper pay range pursuant to paragraph 14; or

d) at any other time when a change falls to be made to a teacher's salary in any circumstances provided for in this Document.

3.2. When determining the remuneration of a teacher, the relevant body must have regard to its pay policy and to the teacher's particular post within its staffing structure.

3.3. Where the relevant body determines to reduce a teacher's remuneration, that determination must take effect no earlier than the date on which it was actually made.

3.4. When the relevant body has determined the remuneration of a teacher, it must, at the earliest opportunity – and in any event not later than one month after the determination – ensure that the teacher is notified in writing of that determination; of any payments or other financial benefits awarded under paragraph 27; of any safeguarded sums to which the teacher is entitled under paragraphs 29 to 36; where a copy of the school's staffing structure and pay policy may be inspected; and:

a) in a case where the teacher is a member of the leadership group or is paid on the pay range for leading practitioners, of the basis on which remuneration has been determined and the criteria (including performance objectives where the teacher is not subject to the 2012 Regulations) on which the salary will be reviewed in the future;

b) in a case where the teacher was appointed as a member of the leadership group or on the pay range for leading practitioners for a fixed period or under a fixed-term contract, of the date or, where appropriate, the circumstance, the occurrence of which will bring the fixed period or fixed-term contract to an end;

c) in a case where the teacher is a classroom teacher or an unqualified teacher in respect of whom the relevant body has made a determination under paragraph 1.2(a), of:

i. the teacher's position within the pay ranges set out in paragraphs 13 and 14;

ii. the nature and value of any allowance awarded under paragraph 21; and

iii. in relation to any teaching and learning responsibility payment (TLR) awarded under paragraph 20, its value, the nature of the significant responsibility for which it was awarded and, if the award is made whilst the teacher occupies another post in the absence of a post-holder, the date on which, as well as any circumstances in which (if occurring earlier than that date), it will come to an end and, for TLR3s, a statement that the TLR will not be safeguarded.

d) in a case where the teacher is an unqualified teacher to whom paragraph 3.4(c) does not apply, of:

i. the teacher's position within the unqualified teachers' pay range determined under paragraph 17; and

ii. the value of any unqualified teacher's allowance awarded under paragraph 22 and the additional responsibility, qualifications or experience in respect of which the allowance was awarded.

3.5. In this paragraph, "remuneration" means salary plus any allowances but does not include any sum paid under paragraphs 25 and 26.

# Part 2: Leadership group pay

## 4. Introduction

4.1. The determination of leadership group pay introduced in the 2014 Document should only be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date. It will be for the governing body to determine in the light of a school's particular circumstances and context the extent to which any change should be regarded as 'significant'. In doing so, the governing body will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.

4.2. Schools may choose to review the pay of all of their leadership posts in accordance with the arrangements introduced in the 2014 Document if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014 or with pay arrangements for a member or members of the leadership group whose responsibilities have significantly changed on or after that date.

4.3. Having complied with the requirements of paragraphs 4.4, 5 and 10, the relevant body must determine a salary for headteachers, deputy headteachers or assistant headteachers.

4.4. The statutory pay range for members of the leadership group is:

**Table 1: Leadership group pay range 2025 – Annual salary**

| | England (excluding the London area) £s | Inner London area £s | Outer London area £s | Fringe area £s |
|---|---|---|---|---|
| **Minimum** | 51,773 | 61,554 | 55,881 | 53,198 |
| **Maximum** | 143,796 | 153,490 | 147,866 | 145,218 |

## 5. Determination of the school's headteacher group

5.1. The relevant body must assign its school to a headteacher group for the purposes of paragraphs 9 and 11 in accordance with this paragraph and paragraphs 6, 7, 8 and 9.

5.2. A school must be assigned to a headteacher group whenever the relevant body sees fit.

5.3. The headteacher groups, and pay ranges in relation thereto, are as follows:

**Table 2: Annual pay ranges for headteacher groups 2025**

| Headteacher Group | England (excluding the London area) £s | Inner London area £s | Outer London area £s | Fringe area £s |
|---|---|---|---|---|
| **Group 1** | 58,569 - 77,924 | 68,361 - 87,619 | 62,677 - 81,995 | 60,001 - 79,341 |
| **Group 2** | 61,534 - 83,860 | 71,327 - 93,556 | 65,642 - 87,932 | 62,962 - 85,287 |
| **Group 3** | 66,368 - 90,255 | 76,154 - 99,951 | 70,473 - 94,322 | 67,796 - 91,676 |
| **Group 4** | 71,330 - 97,136 | 81,120 - 106,823 | 75,433 - 101,200 | 72,763 - 98,549 |
| **Group 5** | 78,702 - 107,131 | 88,496 - 116,827 | 82,816 - 111,202 | 80,134 - 108,553 |
| **Group 6** | 84,699 - 118,169 | 94,491 - 127,863 | 88,812 - 122,236 | 86,138 - 119,590 |
| **Group 7** | 91,158 - 130,274 | 100,951 - 139,965 | 95,267 - 134,339 | 92,595 - 131,688 |
| **Group 8** | 100,540 - 143,796 | 110,327 - 153,490 | 104,648 - 147,866 | 101,967 - 145,218 |

## 6. Unit totals and headteacher groups: ordinary schools

6.1. Subject to paragraph 8 an ordinary school must be assigned to a headteacher group in accordance with the following table by reference to its total unit score calculated in accordance with paragraphs 6.1 to 6.5:

**Table 3: Unit totals and headteacher groups – ordinary schools**

| Total unit score | Group |
|---|---|
| Up to 1,000 | 1 |
| 1,001 to 2,200 | 2 |
| 2,201 to 3,500 | 3 |
| 3,501 to 5,000 | 4 |
| 5,001 to 7,500 | 5 |
| 7,501 to 11,000 | 6 |
| 11,001 to 17,000 | 7 |
| 17,001 and over | 8 |

6.2. Subject to paragraphs 6.3 to 6.5, the total unit score must be determined in accordance with the number of pupils on the school register, calculated as follows:

**Table 4: Total unit score – ordinary schools**

| | Units per pupil |
|---|---|
| **For each pupil in the preliminary stage and each pupil in the first or second key stage** | 7 |
| **For each pupil in the third key stage** | 9 |
| **For each pupil in the fourth key stage** | 11 |
| **For each pupil in the fifth key stage** | 13 |

6.3. The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of

the Department for Education (DfE) School Census submitted to the DfE on behalf of the school.

6.4. Each pupil with a statement of special educational needs (SEN) or from September 2014 an Education, Health and Care (EHC) plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 6.2, and, if not in such a special class, be counted as three such units only where the relevant body so determines.

6.5. Each pupil who attends for no more than half a day on each day for which the pupil attends the school must be counted as half as many units as the pupil would otherwise be counted as under paragraphs 6.2 or 6.4.

6.6. Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations[3], the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

## 7. Unit totals and headteacher groups: special schools

7.1. Subject to paragraph 8, a special school must be assigned to a headteacher group in accordance with the following table by reference to its modified total unit score calculated in accordance with paragraphs 7.2 to 7.8:

**Table 5: Unit totals and headteacher groups – special schools**

| Modified Total unit score | Group |
|---|---|
| Up to 2,200 | 2 |
| 2,201 to 3,500 | 3 |
| 3,501 to 5,000 | 4 |
| 5,001 to 7,500 | 5 |
| 7,501 to 11,000 | 6 |
| 11,001 to 17,000 | 7 |
| 17,001 and over | 8 |

(3) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962) .

7.2. The relevant body must calculate the proportion of staff to pupils at the school expressed as a percentage ("the staff-pupil ratio") in accordance with the following formula:

$$\frac{A}{B} \quad X \quad 100$$

where A is the number of teachers and support staff weighted as provided in paragraph 7.3, and B is the number of pupils at the school weighted as provided in paragraph 7.4.

7.3. The weighting for a teacher is two units for each full-time equivalent teacher, and the weighting for each support staff member is one unit for each full-time equivalent individual.

7.4. The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.

7.5. The relevant body must calculate the staff-pupil ratio modifier in accordance with the following table by reference to the staff-pupil ratio determined in accordance with paragraphs 7.2 to 7.4:

**Table 6: Staff-pupil ratio modifier**

| Staff-pupil ratio | Staff-pupil ratio modifier |
|---|---|
| 1 - 20% | 1 |
| 21 - 35% | 2 |
| 36 - 50% | 3 |
| 51 - 65% | 4 |
| 66 - 80% | 5 |
| 81% or more | 6 |

7.6. The relevant body must determine the school's total unit score in accordance with the number of pupils on the school register calculated as follows:

**Table 7: School's total unit score – special schools**

| | Units per pupil |
|---|---|
| **For each pupil in the preliminary stage and each pupil in the first or second key stage** | 10 |
| **For each pupil in the third key stage** | 12 |
| **For each pupil in the fourth key stage** | 14 |
| **For each pupil in the fifth key stage** | 16 |

7.7. The relevant body must determine the school's modified total unit score by multiplying the school's total unit score determined under paragraph 7.6 by the staff-pupil ratio modifier calculated under paragraph 7.5.

7.8. In this paragraph:

a) the number of pupils on the school register must be determined by the numbers as shown on the most recent return of the DfE School Census submitted to the DfE on behalf of the school; and

b) "support staff member" means a member of the school staff who is not:

i. a teacher;

ii. a person employed in connection with the provision of meals;

iii. a person employed in connection with the security or maintenance of the school premises; or

iv. a person employed in a residential school to supervise and care for pupils out of school hours.

7.9. Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations[4], the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

(4) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962).

# 8. Unit totals and headteacher groups: particular cases

## Expected changes in number of registered pupils and teaching establishments

8.1. Subject to paragraph 8.2, where in the case of an ordinary school the total unit score and in the case of a special school the modified total unit score is expected by the relevant body to rise or fall after the date to which the assignment refers, the relevant body may instead assign the school to the appropriate group which would result after the expected change in numbers has taken place.

8.2. Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

## New schools

8.3. Subject to paragraphs 8.4 and 8.5, in the case of a school which is newly opened or not yet open, the relevant body must assign the school to the group appropriate in the case of an ordinary school to the total unit score and in the case of a special school to the modified total unit score expected by the authority or, in the case of a school with a delegated budget, by the governing body after consulting the authority to be applicable not less than four years from the date of opening.

8.4. The relevant body must, as necessary, revise its assignment as the expectations on which its calculation was based change.

8.5. Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

# 9. Determination of leadership pay ranges

9.1. The relevant body must determine pay ranges for the headteacher and for deputy headteachers and assistant headteachers in accordance with paragraphs 9.2 to 9.4.

9.2. When determining an appropriate pay range, the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the relevant body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant headteacher group. The relevant body must ensure that there is appropriate scope within the range to allow for pay progression over time.

9.3. 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 under paragraph 10 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.

9.4. The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6 to 8. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.

## 10. Determination of temporary payments to headteachers

10.1. Subject to paragraphs 10.2 to 10.4, the relevant body may determine that payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.

10.2. Subject to paragraph 10.3, the total sum of the temporary payments made to a headteacher in accordance with paragraph 10.1 in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except as set out in paragraph 10.4.

10.3. Paragraph 10.2 does not apply to payments made in accordance with:

a) paragraph 25 where those residential duties are a requirement of the post; or

b) paragraph 27 to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher.

10.4. The relevant body may determine that additional payments be made to a headteacher which exceed the limit set out in paragraph 10.2 in wholly exceptional circumstances and with the agreement of the governing body. The governing body must seek external independent advice before producing a business case, seeking such agreement.

## 11. Pay progression for leadership group members

11.1. The relevant body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and, if it determines to do so, to what salary within the relevant pay range determined in accordance with paragraphs 4.4 and, where applicable, 5.3 and 9.1.

11.2. The relevant body must decide how pay progression will be determined, subject to the following:

a) a recommendation on pay must be made in writing as part of the individual's appraisal report, and in making its decision the relevant body must have regard to this recommendation;

b) any relevant body that chooses to retain performance related pay as set out in their pay policy, may only withhold progression for reasons related to poor performance. For all other schools, progression may only be withheld if a teacher is in capability proceedings.

c) where in accordance with the provisions of an earlier Document the relevant body has determined a pay range the maximum of which exceeds the highest salary payable under this Document it must continue to pay any salary determined by reference to that pay range until such time as it reassesses the pay range for its leadership posts under the provisions of this Document.

# Part 3: Other teachers' pay ranges from 1 September 2025

## 12. Introduction

12.1. There are four pay ranges for other teachers:

i. the main pay range for qualified teachers who are not entitled to be paid on any other pay range;

ii. the upper pay range;

iii. the leading practitioner pay range; and

iv. the unqualified teacher pay range.

12.2. Any pay increase or safeguarded sum (for the safeguarded period) awarded to a teacher on the main pay range, the upper pay range or the unqualified teacher pay range in accordance with Parts 3, 4 and 5 or any movement between those pay ranges must be permanent for as long as the teacher remains employed within the same school but is not otherwise to be deemed to be permanent by operation of the terms of this Document or any earlier Document.

## 13. The main pay range from 1 September 2025

13.1. A teacher on the main pay range must be paid such salary within the minimum and maximum of the main pay range set out below as the relevant body determines. . At Annex 3, advisory pay points for the main pay range are set out to help support decisions about pay for teachers on the pay range. The main pay range for qualified teachers is:

**Table 8: Main Pay Range 2025 – Annual Salary**

| | England (excluding the London area) £s | Inner London area £s | Outer London area £s | Fringe area £s |
|---|---|---|---|---|
| **Minimum** | 32,916 | 40,317 | 37,870 | 34,398 |
| **Maximum** | 45,352 | 52,300 | 50,474 | 46,839 |

## 14. The upper pay range from 1 September 2025

14.1. A teacher on the upper pay range must be paid such salary within the minimum and maximum of the upper pay range set out below as the relevant body determines. At Annex 3, advisory pay points for the upper pay range are set out to help support decisions about pay for teachers on the pay range. The upper pay range is:

**Table 9: Upper Pay Range 2025 – Annual Salary**

| | England (excluding the London area) £s | Inner London area £s | Outer London area £s | Fringe area £s |
|---|---|---|---|---|
| **Minimum** | 47,472 | 57,632 | 52,219 | 48,913 |
| **Maximum** | 51,048 | 62,496 | 56,154 | 52,490 |

14.2. A relevant body must pay a teacher on the upper pay range if:

a) the teacher is employed in a school as a post-threshold teacher, for as long as the teacher is so employed at that school without a break in the continuity of their employment;

b) the teacher applied to a school to be paid on the upper pay range in accordance with paragraph 15 of this Document, that application was successful, the teacher is still employed at that school and there has been no break in their continuity of employment; or

c) the teacher was employed as a member of the leadership group in that school, has continued to be employed at that school without a break in the continuity of their employment, was first appointed as such on or after 1 September 2000, and occupied such a post or posts for an aggregate period of one year or more.

and the teacher will not be paid on the pay range for leading practitioners or as a member of the leadership group.

14.3. A relevant body may pay a teacher on the upper pay range if:

a) the teacher is defined as a “post-threshold teacher” but was not employed as a post-threshold teacher in that school or was employed as a post-threshold teacher in that school prior to a break in their continuity of employment;

b) the teacher applied to another educational setting to be paid on the upper pay range in accordance with paragraph 15 of this Document and that application was successful;

c) the teacher was formerly paid on the pay range for leading practitioners; or

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.

## 15. Application to be paid on the upper pay range

15.1. Qualified teachers may apply to be paid on the upper pay range at least once a year in line with their school's pay policy. Relevant bodies shall assess any such application received and make a determination, in line with their pay policy, on whether the teacher meets the criteria in paragraph 15.2. Where a teacher is subject to the 2012 Regulations, the relevant body shall have regard to the assessments and recommendations in the teacher's appraisal reports under those regulations.

15.2. An application from a qualified teacher will be successful where the relevant body is satisfied:

a) that the teacher is highly competent in all elements of the relevant standards; and

b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

15.3. The pay policy shall set out the process for assessing applications and make clear how the relevant body will interpret the criteria in paragraph 15.2.

15.4. Any decision made under paragraph 15 applies only to employment in that same school.

## 16. The leading practitioner pay range from 1 September 2025

16.1. This paragraph applies to qualified teachers who are employed in posts that the relevant body has determined have the primary purpose of modelling and leading improvement of teaching skills.

16.2. For any such post, the relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range in this

paragraph. The relevant body may determine that different posts in the same school may be paid on different individual pay ranges within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within each individual pay range to allow for pay progression over time.

16.3. The relevant body shall determine where, within the leading practitioner range for that particular post, each teacher covered by this paragraph shall be paid. The leading practitioners pay range is:

**Table 10: Leading Practitioner Pay Range 2025 – Annual Salary**

| | England (excluding the London area) £s | Inner London area £s | Outer London area £s | Fringe area £s |
|---|---|---|---|---|
| **Minimum** | 52,026 | 61,858 | 56,154 | 53,460 |
| **Maximum** | 79,092 | 88,930 | 83,223 | 80,528 |

## 17. The unqualified teacher pay range from 1 September 2025

17.1. An unqualified teacher must be paid such salary within the minimum and maximum of the unqualified teacher pay range set out below as the relevant body determines. The unqualified teacher pay range is:

**Table 11: Unqualified Teacher Pay Range 2025 – Annual Salary**

| | England (excluding the London area) £s | Inner London area £s | Outer London area £s | Fringe area £s |
|---|---|---|---|---|
| **Minimum** | 22,601 | 28,343 | 26,789 | 24,066 |
| **Maximum** | 35,259 | 40,994 | 39,450 | 36,718 |

## 18. An unqualified teacher who becomes qualified

18.1. Upon obtaining qualified teacher status (QTS) under regulations made under section 132 of the Act[5] an unqualified teacher must be transferred to a salary

(5) Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662)2 .

within the main pay range for teachers in paragraph 13. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS the teacher must be paid a salary which is the same as, or higher than, the sum of the salary payable under paragraph 17.1 and any allowance payable under paragraph 22 (including any safeguarded sum payable under paragraph 31), as the relevant body considers to be appropriate.

18.2. A teacher who obtains QTS retrospectively under those regulations must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained.

18.3. The lump sum payable under paragraph 18.2 must be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was effectively obtained to the date when the lump sum is paid.

## 19. Pay progression

19.1. The relevant body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges set out in paragraphs 13, 14, 16 and 17.

19.2. The relevant body must decide how pay progression will be determined, subject to the following:

a) a written pay recommendation is required for every teacher following the outcome of the school or authority's appraisal arrangements and, in making its decision, the relevant body must have regard to this recommendation;

b) pay progression must be awarded, subject to the following exceptions:

I. any relevant body that chooses to retain performance related pay, as set out in their pay policy, may only decide to withhold progression for reasons related to poor performance

II. any relevant body that chooses not to retain performance related pay, as set out in their pay policy, may only decide to withhold progression if a teacher is in capability proceedings

c) in the case of early career teachers [6](ECTs), the relevant body must determine the teacher's performance and any pay recommendation by

[6] Induction for early career teachers (England) - GOV.UK (www.gov.uk)

means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012[7]. The relevant body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

d) Any relevant body that chooses to retain performance related pay as set out in their pay policy, may only withhold progression for reasons related to poor performance. For all other schools, progression may only be withheld if a teacher is in capability proceedings;

19.3. The relevant body must set out clearly in the school's pay policy how pay progression will be determined, in accordance with paragraph 19.2.

(7) S.I. 2012/1115.

# Part 4: Allowances and other payments

## 20. Teaching and learning responsibility (TLR) payments

20.1. The relevant body may award a TLR payment 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. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 20.2 and 20.3. Unqualified teachers may not be awarded TLRs.

20.2. Having decided to award a TLR, the relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy, provided that:

a) the annual value of a TLR1 must be no less than £10,174 and no greater than £17,216;

b) the annual value of a TLR2 must be no less than £3,527 and no greater than £8,611.

20.3. The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £702 and no greater than £3,478. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

20.4. With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR the relevant body must be satisfied that the teacher's responsibilities include a significant responsibility that is not required of all classroom teachers and that:

a) is focused on teaching and learning;

b) requires the exercise of a teacher's professional skills and judgement;

c) 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.

20.5. In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to in paragraph 20.1 includes line management responsibility for a significant number of people.

20.6. 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 (as defined at paragraph 40.1) 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. Please refer to Section 3, paragraph 50 for further guidance.

20.7. From 1st September 2026, it will become a requirement that relevant bodies 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.

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

## 21. Special educational needs (SEN) allowances

21.1. A SEN allowance of no less than £2,787 and no more than £5,497 per annum is payable to a classroom teacher in accordance with this paragraph.

21.2. The relevant body must award a SEN allowance to a classroom teacher:

a) in any SEN post that requires a mandatory SEN qualification(8) and involves teaching pupils with SEN;

b) in a special school;

c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;

(8) Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662).

d) in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:

i. involves a substantial element of working directly with children with SEN;

ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and

iii. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

21.3. Where a SEN allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

a) whether any mandatory qualifications are required for the post;

b) the qualifications or expertise of the teacher relevant to the post; and

c) the relative demands of the post.

21.4. The relevant body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities.

## 22. Allowance payable to unqualified teachers

22.1. The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

a) taken on a sustained additional responsibility which:

i. is focused on teaching and learning; and

ii. requires the exercise of a teacher's professional skills and judgment; or

b) qualifications or experience which bring added value to the role being undertaken.

## 23. Acting allowance

23.1. Subject to paragraph 23.6, where a teacher is assigned and carries out duties of a headteacher, deputy headteacher or assistant headteacher, but has not been appointed as an acting headteacher, deputy headteacher or assistant

headteacher, the relevant body must, 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 allowance ("acting allowance") must be paid in accordance with the following provisions.

23.2. If the relevant body's determination referred to in paragraph 23.1 is that the teacher will not be paid an acting allowance, but the teacher continues to be assigned and to carry out duties of a headteacher, deputy headteacher or assistant headteacher (and has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher), the relevant body may at any time after that determination make a further determination as to whether or not an acting allowance must be paid.

23.3. If the relevant body determines that the teacher must be paid an acting allowance, subject to paragraph 23.4, it must be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to the salary that the relevant body considers to be appropriate.

23.4. Where a teacher is assigned and carries out the duties of a headteacher, deputy headteacher or assistant headteacher in relation to whom a pay range (as the case may be) has been determined and an acting allowance is paid under this paragraph, the teacher's total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

23.5. The teacher may be paid an acting allowance with effect from such day on or after the day on which duties of a headteacher, deputy headteacher or assistant headteacher are first assigned and carried out as the relevant body may determine.

23.6. Where a teacher is paid an allowance under this paragraph, then for so long as that allowance is paid, Part 7 applies as if the teacher has been appointed to that post permanently.

## 24. Performance payments to seconded teachers

24.1. Where:

a) a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher's normal place of work; and

b) the relevant body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment,

the relevant body may pay the teacher a lump sum accordingly. Subject to paragraph 10.4, the total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

## 25. Residential duties

25.1. Any payment to teachers for residential duties must be determined by the relevant body.

## 26. Additional payments

26.1. The relevant body may make such payments as it sees fit to a teacher, other than a headteacher, in respect of:

a) continuing professional development undertaken outside the school day;

b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher;

d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

## 27. Recruitment and retention incentives and benefits

27.1 Subject to paragraph 27.2, the relevant body or, where it is the employer in the case of an unattached teacher, the authority, may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. A salary advance scheme for a rental deposit may be one of a number of tools that schools may wish to consider using to support recruitment or retention.

27.2 Where the relevant body or, where it is the employer in the case of an unattached teacher, the authority, is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the relevant body or authority must conduct a regular formal review of all such awards. The relevant body or authority should make clear at the outset the expected duration of any

such incentives and benefits, and the review date after which they may be withdrawn.

27.3 Headteachers, deputy headteachers and assistant headteachers may not be awarded payments under paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.

## 28. Salary sacrifice arrangements

28.1. For the purposes of this paragraph, the term "salary sacrifice arrangement" means any arrangement under which the teacher gives up the right to receive part of the teacher's gross salary in return for the employer's agreement to provide a benefit-in-kind under any of the following schemes:

a) a child care voucher or other child care benefit scheme;

b) a cycle or cyclist's safety equipment scheme; or

c) a mobile telephone scheme entered into on or before 5 April 2017 (except that a salary sacrifice arrangement for a mobile telephone scheme will only be covered by the provisions of this paragraph up until 6 April 2018 - see below); and

that benefit-in-kind is exempt from income tax[9].

28.2. Where the employer operates a salary sacrifice arrangement, the teacher may participate in any such arrangement and the teacher's gross salary may be reduced accordingly for the duration of such participation.

28.3. Participation in any salary sacrifice arrangement has no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of this Document.

(9) The Income Tax (Earnings and Pensions) Act 2003 ( c.1) provides that no liability to income tax arises in respect of the provision for an employee of any of these benefits-in-kind where the specified conditions are met.

# Part 5: Safeguarding

## General safeguarding

## 29. General circumstances in which safeguarding applies

29.1. Paragraphs 30 to 36 apply to a teacher in the following circumstances:

a) the teacher loses a post as a result of:

i. the discontinuance of, a prescribed alteration to, or a reorganisation of, a school; or

ii. the closure or reorganisation of any other educational establishment or service,

takes up a new post on or after 1 January 2006 and is employed by the same authority or at a school maintained by the same authority, and in the case of a teacher within sub-paragraph (ii) the new post is at a different school;

b) the relevant body determines, whether as a result of a change to its pay policy or to the school's staffing structure, that the responsibilities for which the teacher was awarded a TLR1 or TLR2 or an unqualified teacher's allowance are no longer to include the responsibility for which the respective allowance was awarded or are to include a different responsibility, or the responsibility (whether or not it has changed) merits an allowance of a lower annual value; or,

c) the relevant body determines:

i. to reduce the number of members of the leadership group or teachers paid on the range for leading practitioners; or

ii. to lower a pay range applicable to a member of the leadership group or a teacher on the pay range for leading practitioners.

29.2. For the purposes of paragraph 29.1, "prescribed alteration" means an alteration prescribed by the Education (School Organisation Proposals) (England)

Regulations 1999[10] , or the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007[11].

## 30. Entitlement to a safeguarded sum

30.1. A teacher who falls within paragraph 29.1(a):

a) shall be paid the amount (if any) by which the pre-safeguarding salary payable to the teacher immediately before the circumstances in paragraph 29.1(a) took effect exceeds the salary payable to the teacher in the new post;

b) shall be paid the amount (if any) by which any TLR1 or TLR2 payable to the teacher immediately before the circumstances in paragraph 29.1(a) took effect exceeds the teacher's TLR payment in the new post (if any);

c) shall be paid the amount (if any) by which any SEN allowance payable to the teacher immediately before the circumstances in paragraph 29.1(a) took effect exceeds the teacher's SEN allowance in the new post (if any); and

d) shall be paid the amount (if any) by which any allowance payable to the teacher under paragraph 22.1 immediately before the circumstances in paragraph 29.1(a) took effect exceeds the allowance payable to the teacher in the new post (if any).

30.2. A teacher who falls within paragraph 29.1(b) shall be paid the difference between an allowance to which they were entitled prior to the event or events in paragraph 29.1(b) occurring and any lower allowance of the like kind which the teacher is to receive to take account of the event or events. TLR1s and TLR2s awarded to teachers employed under a fixed-term contract or whilst they occupy another post in the absence of a post-holder must not be safeguarded after the fixed-term contract expires or the post ceases to be occupied.

30.3. A teacher whose salary is reduced as a result of a circumstance described in paragraph 29.1(c) shall be paid the difference between the salary to which the teacher was entitled immediately before the said circumstance took effect and the value of the teacher's new salary together with, in the case of a teacher to whom paragraph 29.1(c)(a) applies, any TLR1, TLR2 or SEN allowance.

(10) S.I. 1999/2213 was revoked and replaced by the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations (S.I. 2007/1288); SI 2007/1288 was in turn revoked and replaced by the School Organisation (Establishment and Discontinuance of Schools) Regulations (S.I. 2013/3109).
(11) S.I. 2007/1289.

30.4. Each payment made in accordance with paragraphs 30.1(a), (b), (c) or (d), 30.2 or 30.3 shall be known as a safeguarded sum and a teacher falling within more than one of those paragraphs or sub-paragraphs is entitled to a safeguarded sum under each paragraph.

## 31. Notification of safeguarding

31.1. Where a safeguarded sum is payable as a result of a circumstance described in paragraph 29.1(b) or 29.1(c), the relevant body must notify the teacher in writing, within one month of taking the decision the effect of which is that the safeguarded sum is payable ("the decision") or (if earlier) when making a notification in accordance with paragraph 3.3, of :

a) the reason for the decision;

b) the date on which the decision will take effect (if known);

c) the value of the teacher's pre-safeguarding salary;

d) the value of any allowances to which the teacher was entitled before the said circumstance took effect;

e) the safeguarded sum or (if not then known) such information as it is reasonably possible to provide in order to determine the maximum amount of the safeguarded sum;

f) the date or, if applicable, the latest date on which the safeguarding period (as defined in paragraph 32) will end, or the circumstance the occurrence of which will result in payment of the safeguarded sum ending;

g) where a copy of the school's staffing structure and pay policy may be inspected.

## 32. The safeguarding period

32.1. Unless otherwise provided for in this document, the relevant body must pay a safeguarded sum until:

a) the date on which the safeguarding period ends, being the third anniversary of the date on which a teacher subject to paragraph 29.1(a) starts work in the new post referred to therein and in all other circumstances the third anniversary of the relevant date as defined in paragraph 33.1;

b) where a safeguarded sum is paid in respect of an allowance awarded to a teacher or a post held by a teacher for a fixed period or to a teacher

employed under a fixed-term contract, the date on which that fixed period or fixed-term contract expires;

c) where a safeguarded sum is awarded in respect of a payment or allowance awarded to a teacher whilst occupying another post in the absence of the post-holder, the date on which the entitlement to the allowance would have ended but for the circumstances which gave rise to the entitlement to the safeguarded sum;

d) in the case of a teacher who is paid a safeguarded sum under paragraph 30.1, the teacher is placed on a salary on a different pay range (except a classroom teacher who is placed for the first time on the upper pay range or a teacher to whom the circumstances described in paragraph 29.1(c) subsequently apply);

e) in the case of a teacher who is paid a safeguarded sum under paragraph 30.1, the teacher is awarded an increased salary the value of which exceeds the combined value of the pre-safeguarding salary and any one or more of the safeguarded sums so payable;

f) in the case of a teacher who is paid a safeguarded sum under paragraph 30.2:

   i. the teacher is awarded a TLR1 or TLR2 or (as the case may be) an unqualified teacher's allowance which equals or exceeds the total of the said safeguarded sum and the reduced allowance (if any) by reason of which the said safeguarded sum is paid; or

   ii. the teacher is awarded a salary which, combined with the value of any new payment, equals or exceeds the total of the pre-safeguarding salary and the safeguarded sum.

g) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 29.1(c)(in), the teacher is awarded a higher salary or a TLR or SEN allowance, such that the combined value of the teacher's resulting salary, TLR and/or SEN allowance is equal to or exceeds the teacher's pre-safeguarding salary;

h) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 29.1(c)(ii), the teacher is awarded a salary which equals or exceeds the teacher's pre-safeguarding salary;

i) in the case of a teacher in receipt of a safeguarded sum in respect of an unqualified teacher's allowance, the teacher ceases to be an unqualified teacher; or

j) the teacher ceases to be a classroom teacher or their employment ends other than in circumstances to which paragraph 29.1(a) applies,

whichever is the first to occur.

## 33. Calculating relevant dates

33.1. For the purposes of calculating the third anniversary of the relevant date as referred to in paragraph 32.1(a), the relevant date is as follows:

a) in respect of a decision taken between 1 September and 31 December, the following 1 January;

b) in respect of a decision taken between 1 January and 31 March, the following 1 April; and

c) in respect of a decision taken between 1 April and 31 August, the following 1 September.

## 34. Suspension and partial reduction of the safeguarded sum

34.1. In the event that a safeguarded sum is payable in respect of the loss of or a reduction to an allowance and the teacher subsequently becomes entitled to an allowance or an increased allowance of the like kind during the safeguarding period, the said safeguarded sum must be reduced by the amount of the allowance, or the increase therein, as the case may be, for as long as the teacher is entitled to the new or increased allowance.

34.2. A safeguarded sum payable under paragraph 30.1(a) shall be reduced by the value of any subsequent TLR or SEN allowance awarded to the teacher for as long as the teacher is entitled to the TLR or SEN allowance.

34.3. Payment of a safeguarded sum which is attributable to the circumstances described in paragraph 29.1(c) must be discontinued whilst the teacher occupies a post as a member of the leadership group or carries out the duties of a teacher paid on the pay range for leading practitioners in the absence of that teacher for as long as the teacher occupies the post or carries out the duties in question unless it would otherwise have ceased under the provisions of paragraph 32.1.

## 35. Additional duties

35.1. If the total of all safeguarded sums payable to a teacher from time to time exceeds £500, the relevant body must review the teacher's assigned duties and allocate such additional duties to the teacher as it reasonably considers are appropriate

and commensurate with the safeguarded sum, for as long as the teacher continues to be paid safeguarded sums which in total exceed £500.

35.2. The teacher shall not be paid any safeguarded sums if the teacher unreasonably refuses to carry out such additional duties, provided that the teacher is notified of the relevant body's decision to cease paying the safeguarded sums at least one month before it is implemented.

## 36. Miscellaneous

36.1. Whether the teacher was a full-time teacher or a teacher in regular part-time employment before losing a post, if the teacher is then employed as stated in paragraph 29.1(a) as a teacher in regular part-time employment, the teacher must be paid that proportion of the safeguarded sum attributable to the loss of post to which the teacher would have been entitled had their employment been as a full-time teacher which the part-time employment bears to full-time employment.

36.2. Teachers who were formerly employed as advanced skills teachers or excellent teachers and whose remuneration was subject to safeguarding under the 2012 or 2013 Documents as a result shall continue to have that proportion of their remuneration safeguarded in accordance with those Documents, and paragraphs 29 to 34 shall not apply to that proportion of their remuneration.

36.3. A teacher to whom a safeguarded sum is paid as a result of circumstances described in paragraph 29.1(a) shall, notwithstanding the entitlement to be paid the safeguarded sum, continue to be entitled to payment of the following:

a) any safeguarded sums to which the teacher would have been entitled but for the occurrence of the circumstances described in paragraph 29.1(a);

b) any recruitment or retention incentive or benefit to which the teacher was entitled under paragraph 26.

## 37. Other safeguarding: teachers taking up post on or before 31 December 2005

37.1. Subject to paragraphs 37.7 to 37.10:

37.2. Where, as a result of:

a) the closure or reorganisation of an educational establishment; or

b) a direction relating to a course for the training of teachers given by the Secretary of State under regulation 3(2) of the Further Education

Regulations 1975[12] under regulation 15 or 16 of the Education (Schools and Further Education) Regulations 1981[13] or under regulation 12 or 13 of the Education (Schools and Further and Higher Education) Regulations 1989[14]

a teacher (including a teacher in further or higher education) loses a post, and was on or before 31 December 2005 employed full-time as a teacher in the provision of primary or secondary education (whether or not at a school) in a post where remuneration is paid by the same authority as before, the teacher must be deemed for all salary purposes to continue to hold the post that was held, and to be entitled to any allowance for unqualified teachers (under paragraph 22.1) to which the teacher was entitled, immediately before the circumstances occurred.

37.3. Where, in circumstances other than those mentioned in paragraph 37.2, such a teacher loses a post and was on or before 31 December 2005 employed full-time as a teacher in the provision of primary or secondary education in a post (whether or not at a school) in which remuneration is paid by the same authority as before the teacher may, at the discretion of the authority, be deemed for all salary purposes to continue to hold the post that was held, and to be entitled to any allowance for unqualified teachers to which the teacher was entitled, immediately before the circumstances occurred; and the authority must not unreasonably refuse to exercise its discretion in this matter in favour of the teacher.

37.4. Where in the circumstances described in paragraphs 37.2 or 37.3 such a full-time teacher or such a teacher in regular part-time employment loses a post in circumstances described in paragraph 37.2, and is thereupon employed as stated in that provision but as a teacher in regular part-time employment, the teacher is (subject, in the circumstances described in paragraph 37.3, to the same discretion to be similarly exercised) entitled to that proportion of the salary and of the allowance for unqualified teachers to which the teacher was entitled immediately before the relevant change in circumstances which the part-time employment bears to full-time employment.

37.5. A teacher whose remuneration is safeguarded under this paragraph is entitled to an acting allowance (paragraph 23) only where appropriate to the circumstances of the teacher's present employment.

37.6. Subject to paragraph 37.7, the salary to be safeguarded pursuant to paragraph 37.1 to 37.4 means:

(12) 1975/1054; revoked by S.I. 1983/74 and 1986/541.
(13) S.I. 1981/1086; regulations 15 and 16 were revoked by S.I. 1989/351.
(14) S.I 1989/351; regulations 12 and 13 were revoked by S.I. 2004/571.

a) any salary or allowance, other than those awarded for an agreed fixed-term, that the teacher was in receipt of immediately before the circumstances described in paragraph 37.2 to 37.4 arose; and

b) any safeguarded sum to which the teacher is entitled under paragraph 30 or 36 but only to the extent that the applicable paragraph provides for the continuing payment of that sum.

37.7. Where a member of the leadership group or a former advanced skills teacher is, immediately before a circumstance mentioned in paragraphs 37.2 or 37.3 arises, paid on the leadership group pay range at paragraph 4 of this Document or an advanced skills teacher pursuant to paragraph 26 of the 2012 Document, such member or teacher must continue (subject, in the circumstances mentioned in paragraph 37.3, to the same discretion) to be paid as if the circumstance had not occurred.

37.8. If the teacher's safeguarded remuneration under this paragraph exceeds the remuneration to which the teacher would otherwise be entitled under this Document by the sum of £500 or more, the relevant body must review the teacher's assigned duties and, for as long as that is the case, allocate such additional duties as it reasonably considers to be appropriate and commensurate with the safeguarded remuneration.

37.9. Paragraphs 37.2 to 37.4 do not apply or, as the case may be, cease to apply, to a teacher:

a) who at any time is offered but unreasonably refuses to accept an alternative post in an educational establishment maintained by the authority by which the teacher's salary is paid;

b) to whom the remuneration payable by virtue of the other paragraphs of this Document equals or exceeds the remuneration payable under this paragraph;

c) who is placed on a different pay range, but this does not apply to a classroom teacher when first placed on the pay range set out in paragraph 14 or to a teacher affected by a determination made by a relevant body under paragraph 29.1(c); or

d) whose employment ends other than in circumstances to which this paragraph applies.

37.10. For the purposes of this paragraph:

a) "educational establishment" means an establishment which is:

i. an institution of further or higher education maintained or assisted by an authority;

ii. a school;

iii. a teachers' centre; or

iv. an establishment (other than a school) at which primary or secondary education is provided by an authority;

b) "leadership group post" means a post of headteacher, deputy headteacher or assistant headteacher of a school;

c) "remuneration" means salary plus any allowances but does not include any sum paid under paragraphs 25, 26 and 27;

d) "salary" means:

i. in the case of a school teacher the salary payable in accordance with paragraphs 4 to 11, 13, 14, 16 and 17 including any allowance payable under paragraph 21; and

ii. in the case of a teacher in further or higher education the teacher's basic salary excluding all allowances;

e) a school is reorganised where it was or is reorganised in pursuance of proposals made under section 28 or 31 of the School Standards and Framework Act 1998[15] or proposals referred to in regulation 14 of the Education (Transition to New Framework) (School Organisation Proposals) Regulations 1999[16],; and

f) any transfer of the responsibility for maintaining an establishment must be disregarded.

(15) 1998 (c.31).
(16) S.I. 1999/704.

# Part 6: Supplementary

## 38. Determination of applicable pay range

38.1. A teacher who is employed under a contract that normally requires work in the London Area but who is temporarily required to work elsewhere must continue to be paid in accordance with the pay range applicable to the teacher's normal area of employment.

38.2. A teacher who on 31 August 2025, was being paid in accordance with one of the London Area pay ranges must continue to be paid in accordance with that range notwithstanding that the teacher would not otherwise be entitled to it under the provisions of this Document, for so long as the teacher remains in the post held on that date.

38.3. A teacher who moves out of the Inner London Area may continue to be paid in accordance with the Inner London pay range for so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.

38.4. A teacher who moves out of the Outer London Area, to anywhere but the Inner London Area, may continue to be paid on the Outer London Area range for so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.

38.5. A teacher who moves out of the Fringe Area, to anywhere but the Inner London Area or the Outer London Area, may continue to be paid on the Fringe Area range for so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.

## 39. Unattached teachers

39.1. The remuneration of an unattached teacher must be determined in accordance with the relevant provisions of this Document by the relevant body, having regard to its pay policy and the teacher's particular post within the staffing structure.

39.2. Where, in accordance with paragraph 39.1, the remuneration of a teacher in charge of a pupil referral unit is determined in accordance with the provisions applicable to a headteacher, paragraphs 44 to 47 apply, and paragraphs 48.1 to 50.16 do not apply.

39.3. Where, in accordance with paragraph 39.1, the remuneration of an unattached teacher (other than a teacher in charge of a pupil referral unit) is determined in accordance with the provisions applicable to a member of the leadership group,

paragraphs 48.1 to 50.16 and 51.2 to 51.12 do not apply and the teacher's conditions of employment that relate to professional duties and working time must be agreed between the teacher and the relevant body.

## 40. Part-time teachers: interpretation

40.1. In this paragraph:

a) "pro rata principle" means that proportion of total remuneration which corresponds to the number of hours that the teacher is employed in that capacity during the course of the school's timetabled teaching week as a proportion of the total number of hours in the school's timetabled teaching week; (and for this purpose "total remuneration" means the remuneration that would be payable to that person if employed in the same post on a full-time basis); and

b) "the school's timetabled teaching week" means the aggregate period of time in the school timetable during which pupils are normally taught.

40.2. When a relevant body is required to determine the salary of a part-time teacher in accordance with the pro rata principle it must do so not only in relation to those hours that a part-time teacher normally works under the contract of employment but also in relation to any additional hours the teacher may agree to work from time to time at the request of the headteacher or, in a case where the part-time teacher is a headteacher, the relevant body.

## 41. Determination of remuneration of part-time teachers

41.1. Except for TLRs, the salary and any allowances of a part-time teacher must be determined in accordance with the pro rata principle.

41.2. For TLRs, the payment must be determined in accordance with the principles set out in paragraphs 20.6-20.8 above.

## 42. Teachers employed on a short notice basis

42.1. Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of this Document 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 pro rata.

42.2. A teacher to whom paragraph 42.1 applies and who is employed by the same authority throughout a period of 12 months beginning in 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.

# Part 7: Contractual framework for teachers

## 43. Introduction

43.1. This section sets out the contractual framework within which all teachers, including headteachers, operate. It also includes high level responsibilities for all teachers and headteachers and their statutory entitlements.

## 44. Headteachers: overriding requirements

44.1. A headteacher's professional duties must be carried out in accordance with and subject to:

a) the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996[17] and the Act;

b) the instrument of government of the headteacher's school;

c) any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the headteacher's employers;

d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;

e) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998[18];

f) the terms of their appointment.

## 45. Delegation

45.1. The professional responsibilities of a headteacher under paragraph 46.9 must not be delegated other than in accordance with paragraph 48.2.

45.2. Subject to paragraph 45.1, a headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable

(17) 1996 (c.56).
(18) 1998 (c.31).

balance between work and other commitments for each teacher in accordance with paragraph 51.4.

## 46. Professional responsibilities

46.1. A headteacher may be required to undertake the following duties:

### Whole school organisation, strategy and development

46.2. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.

46.3. Develop, implement and evaluate the school's policies, practices and procedures.

### Teaching

46.4. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:

a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,

b) in the preliminary stages.

46.5. Teach.

### Health, safety and discipline

46.6. Promote the safety and well-being of pupils and staff.

46.7. Ensure good order and discipline amongst pupils and staff.

### Management of staff and resources

46.8. Lead, manage and develop the staff, including appraising and managing performance.

46.9. Develop clear arrangements for managing appraisal and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.

46.10. Organise and deploy resources within the school.

46.11. Promote harmonious working relationships within the school.

46.12. Maintain relationships with organisations representing teachers and other members of the staff.

46.13. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### Professional development

46.14. Promote the participation of staff in relevant continuing professional development.

46.15. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

46.16. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### Communication

46.17. Consult and communicate with the governing body, staff, pupils, parents and carers.

### Work with colleagues and other relevant professionals

46.18. Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

## 47. Rights conferred

47.1. In addition to the provisions of paragraph 51 the following rights apply:

### Dedicated headship time

47.2. A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

### Daily break

47.3. A headteacher is entitled to a break of reasonable length in the course of each school day and must arrange for a suitable person to assume responsibility for the discharge of their functions as headteacher during that break.

# Teachers: professional responsibilities

## 48. Deputy headteachers and assistant headteachers

48.1. A person appointed as a deputy or assistant headteacher in a school, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:

a) formulating the aims and objectives of the school;

b) establishing the policies through which they are to be achieved;

c) managing staff and resources to that end;

d) monitoring progress towards their achievement;

and undertake any professional duties of the headteacher reasonably delegated by the headteacher.

48.2. If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.

## 49. Teachers on the leading practitioner pay range

49.1. Except where otherwise provided for in this Document, teachers on the leading practitioner pay range have the same professional responsibilities and benefit from the same rights conferred as all other teachers, other than a headteacher. However, additional duties relevant to their role in modelling and leading improvement of teaching skills may be included in the individual job descriptions of such teachers.

## 50. Teachers other than a headteacher

50.1. A teacher may be required to undertake the following duties:

### Teaching

50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

50.4. Participate in arrangements for preparing pupils for external examinations.

## Whole school organisation, strategy and development

50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

50.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

## Health, safety and discipline

50.8. Promote the safety and well-being of pupils.

50.9. Maintain good order and discipline among pupils.

## Management of staff and resources

50.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.

50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

50.12. Deploy resources delegated to them.

## Professional development

50.13. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

50.14. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

## Communication

50.15. Communicate with pupils, parents and carers.

### Working with colleagues and other relevant professionals

50.16. Collaborate and work with colleagues and other relevant professionals within and beyond the school.

## 51. Working time

51.1. Nothing in this Document is to be taken to conflict with Council Directive 93/104/EC of 23 November 1993 concerning certain aspects of the organisation of working time[19].

### Working days

51.2. A teacher employed full-time must be available for work for 195 days, of which:

a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and

b) 5 days must be days on which the teacher may only be required to perform other duties; and

those 195 days must be specified by the employer or, if the employer so directs, by the headteacher.

51.3. Paragraph 51.2 does not apply to a teacher employed full-time wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment.

### Specified working hours

51.4. The provisions of paragraphs 51.2 to 51.12 do not apply to:

a) headteachers, deputy headteachers, assistant headteachers, teachers on the pay range for leading practitioners or teachers in receipt of an acting allowance for carrying out the duties of a headteacher, deputy headteacher or assistant headteacher pursuant to paragraph 23;

b) unattached teachers in charge of pupil referral units whose remuneration is determined in accordance with the provisions applicable to headteachers pursuant to paragraph 39;

c) unattached teachers (other than those in charge of pupil referral units) whose remuneration is determined in accordance with the provisions applicable to a member of the leadership group pursuant to paragraph 39.

(19) O.J. No L307, 13.12.93 p.18 which was implemented by the Working Time Regulations 1998 (S.I. 1998/1833).

51.5. A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher (or, where the teacher is not assigned to any one school, by the employer or the headteacher of any school in which the teacher may be required to work) for 1265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

51.6. Paragraph 51.5 applies to a teacher employed part-time, except that the number of hours the teacher must be available for work must be that proportion of 1265 hours, which corresponds to the proportion of total remuneration the teacher is entitled to be paid pursuant to paragraphs 40 and 41.

51.7. In addition to the hours a teacher is required to be available for work under paragraph 51.5 or 51.6, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

51.8. The employer must not determine how many of the additional hours referred to in paragraph 51.7 must be worked or when these hours must be worked.

51.9. Subject to paragraph 51.10, no teacher employed part-time may be required to be available for work on any day of the week or part of any day of the week on which the teacher is not normally required to be available for work under their contract of employment (whether it is for the purposes of teaching pupils and performing other duties or for the sole purpose of performing other duties).

51.10. Subject to paragraphs 51.6 and 51.11, a part-time teacher may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available for work (whether the teacher is normally required to be available for work for the whole of that day or for only part of that day).

51.11. The total amount of time that the teacher may be required to be available to carry out duties, other than teaching pupils, outside school sessions under paragraph 51.10, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, must not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid under paragraphs 40 and 41.

51.12. The amount of time a teacher spends taking the break referred to in paragraph 52.3 or travelling to or from their place of work does not count towards the hours referred to in paragraph 51.5 or the pro rata equivalent referred to in paragraph 51.6, as the case may be.

# Rights conferred: all teachers

## 52. Overarching rights

52.1. No teacher may be required to work on any Saturday, Sunday or public holiday unless their contract of employment expressly provides for this (for example in the case of teachers at residential establishments).

52.2. No teacher may be required under their contract of employment as a teacher to undertake midday supervision.

### Daily break

52.3. A teacher who is required to be available for work for more than one school session on any school day must be allowed one break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm. Deputy headteachers, assistant headteachers and teachers on the pay range for leading practitioners are entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

### Work/life balance

52.4. Governing bodies and headteachers, in carrying out their duties, must have regard to the need for the headteacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties including, in particular, in the case of teachers to whom paragraphs 51.2-51.12 apply, their duties under paragraph 51.7, and the time required to pursue their personal interests outside work. In having regard to this, governing bodies and headteachers should ensure that they adhere to the working limits set out in the Working Time Regulations 1998[(20)].

### Guaranteed planning and preparation time

52.5. All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours, referred to in paragraph 51.5 or pro rata equivalent (as the case may be) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's timetabled teaching time. Where reasonably appropriate and agreed by both the individual teacher and the headteacher, PPA can be taken in

(20) S.I. 1998/1833.

one weekly unit and it can be taken away from the school site. A teacher must not be required to carry out any other duties during the teacher's PPA time.

## Management time

52.6. A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

## Cover

52.7. Teachers should be required to provide cover in accordance with paragraph 50.7 only rarely, and only in circumstances that are not foreseeable (this does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).

## Administration and external examinations

52.8. A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgment, including those associated with the arrangements for preparing pupils for external examinations such as invigilation. Annex 5 provides more detail on the administrative tasks that teacher should not routinely be expected to undertake and the process for establishing whether a task does require the professional expertise of a teacher.

## Training and development

52.9. All teachers in the school should have access to advice, training and developmental opportunities appropriate to their needs, including needs identified in objectives or in appraisal statements or reports.

52.10. A teacher serving an induction period under the Induction Regulations[21] must not teach for more than 90% of the time that a teacher at the school not subject to those regulations would be expected to teach, for the first three school terms of their induction period and for 95% of the time for the remainder of their induction period.

(21) Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (S.I. 2012/1115).

# Annex 1: Teachers' Standards

## Introduction

The Teachers' Standards are presented in this Document as they underpin the appraisal process and the assessment process for accessing the upper pay range.

## Teachers' Standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**
    - establish a safe and stimulating environment for pupils, rooted in mutual respect;
    - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
    - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. **Promote good progress and outcomes by pupils**
    - be accountable for pupils' attainment, progress and outcomes;
    - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
    - guide pupils to reflect on the progress they have made and their emerging needs;
    - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
    - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. **Demonstrate good subject and curriculum knowledge**
    - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;

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

**4. Plan and teach well-structured lessons**

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

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

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

**6. Make accurate and productive use of assessment**

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

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

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

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

**8. Fulfil wider professional responsibilities**

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

## Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
    - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
    - showing tolerance of and respect for the rights of others;

- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# Annex 2: Interpretation

1. In this Document:

- "the 2012 Regulations" means the Education (School Teachers' Appraisal) (England) Regulations 2012[22] and any reference to "appraisal" "appraisal report" or "results of the appraisal" within the context of a reference to those regulations must be construed in accordance with them;
- "the Act" means the Education Act 2002[23];
- "advanced skills teacher" means a teacher who held an advanced skills teacher post under the 2012 or earlier Document;
- "appraisal" should be read in accordance with the 2012 Regulations;
- "assistant headteacher" means a qualified teacher with leadership responsibilities across the whole school who is appointed to the post of assistant headteacher;
- "authority" means a local authority; and in relation to a school means the authority by which the school is maintained;
- "classroom teacher" means a qualified teacher who is not a member of the leadership group or on the pay range for leading practitioners;
- "deputy headteacher" means, in a qualified teacher appointed to the teaching staff of a school as a deputy headteacher in accordance with the School Staffing (England) Regulations 2009[24] and includes a teacher appointed as an acting deputy headteacher but not a teacher who is assigned and carries out the duties of a deputy headteacher without being so appointed;
- "earlier Document" means any Document referred to in any order made under section 122 of the Act or section 2 of the School Teachers' Pay and Conditions Act 1991[25], other than this Document;
- "educational setting" means a foundation, voluntary aided or foundation special school (other than a school to which an order made under section 128(2) of the Act applies) and any other establishment included in or captured by the definition of a post-threshold teacher, in which the teacher is or was employed in the provision of primary or secondary education.
- "ERA 1996" means the Employment Rights Act 1996[26];

(22) S.I. 2012/115.
(23) 2002 (c.32).
(24) S.I. 2009/2680.
(25) 1991 (c.49), repealed by the Act.
(26) 1996 (c.18).

- “employment–based teacher training scheme” means the scheme established by the Secretary of State under the Education (School Teachers’ Qualifications) (England) Regulations 2003[27];
- “excellent teacher” means a teacher who held an excellent teacher post under the 2012 or earlier Document;
- “the Fringe Area” means:
  a) in Berkshire – the Districts of Bracknell Forest, Slough and Windsor and Maidenhead;
  b) in Buckinghamshire – the Districts of South Buckinghamshire and Chiltern;
  c) in Essex – the Districts of Basildon, Brentwood, Epping Forest, Harlow and Thurrock;
  d) in Hertfordshire – the Districts of Broxbourne, Dacorum, East Hertfordshire, Hertsmere, St Albans, Three Rivers, Watford and Welwyn Hatfield;
  e) in Kent – the Districts of Dartford and Sevenoaks;
  f) in Surrey – the whole county; and
  g) in West Sussex – the District of Crawley;
- “graduate teacher” means a teacher who has been granted an authorisation to teach in accordance with paragraphs 5 to 9 of Schedule 2 to the Education (Teachers’ Qualifications and Health Standards) (England) Regulations 1999[28] before 1 September 2002;
- “headteacher” means a person appointed to the teaching staff of a school as headteacher, and includes a person appointed as acting headteacher to carry out the functions of a headteacher pursuant to section 35(3) or 36(3) of the Act but not a teacher who is assigned and carries out duties of a headteacher without being so appointed;
- “hearing impaired” means deaf or partially hearing;
- “the Inner London Area” means the area comprising the London boroughs of Barking and Dagenham, Brent, Camden, City of London, Ealing, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Merton, Newham, Southwark, Tower Hamlets, Wandsworth and Westminster;
- “institution of further or higher education” includes an institution providing both further and higher education;

(27) S.I. 2003/1662.
(28) S.I. 1999/2166 (now revoked).

- “leading practitioner” means a teacher in a post the primary purpose of which is to model and lead improvement of teaching skills;
- “the London Area” comprises the Inner London Area, the Outer London Area and the Fringe Area;
- “member of the leadership group” means a headteacher, a deputy headteacher or an assistant headteacher;
- “MOD school” means an educational establishment primarily for children with a parent in the armed forces of the Crown and administered by the Ministry of Defence, other than the educational establishments known as Queen Victoria School, Dunblane and Welbeck College, Loughborough;
- “ordinary school” means a school other than a special school;
- “the Outer London Area” means the area comprising the London boroughs of Barnet, Bexley, Bromley, Croydon, Enfield, Harrow, Havering, Hillingdon, Hounslow, Kingston-upon-Thames, Redbridge, Richmond-upon-Thames, Sutton and Waltham Forest;
- “post-threshold teacher” means a classroom teacher who:

  a) if. in accordance with an earlier Document has been assessed as having met the performance threshold standards throughout the relevant period;

  ii. in accordance with any Document published between 2007 and 2011 has satisfied the person to whom the task has been delegated that the teacher meets the core standards and has been assessed by that person as having met the post-threshold teacher standards throughout the relevant period; or

  iii. in accordance with the 2012 Document has satisfied the person to whom the task has been delegated that the teacher meets the Teachers’ Standards and the post-threshold teacher standards. For the purposes of this sub-paragraph, “Teachers’ Standards” means: the Teachers’ Standards set out in Annex 1 of this Document, or the core standards set out in Annex 1 of the 2011 Document; ;

  b) was previously employed as a member of the leadership group and, in the case of a teacher who was first appointed as such on or after 1 September 2000, occupied such a post or posts for an aggregate period of one year or more;

  c) has held an advanced skills teacher or excellent teacher post;

  d) was certified by an assessor appointed by the Secretary of State as meeting the standards set out in Annex 2 of the 2006 Document or the

advanced skills teacher standards set out in Annex 1 of the 2012 Document but who was not appointed to an advanced skills teacher's post;

e) at any time has been employed as a qualified teacher:

i. in an MOD school;

ii. by an Education Action Forum;

iii. at an academy, city technology college or city college for the technology of the arts;

iv. at a non-maintained special school;

v. in an establishment maintained by an authority in the exercise of a social services function; or

vi. by a person appointed in accordance with a direction made by the Secretary of State under section 497A of the Education Act 1996[29] to perform the functions of an authority and who immediately before such employment was employed by that authority;

f) is appointed as such at a school and has previously been employed for not less than one year by an authority as an education adviser or inspector and paid on the Soulbury pay spine;

g) has been assessed as meeting the sixth form college professional standards;

h) has been assessed as meeting the Northern Ireland threshold standards; or

i) has been employed as a qualified teacher otherwise than by a relevant body and during such employment was assessed as meeting all the threshold standards and the assessment was approved by an assessor appointed under arrangements made for that purpose by the Secretary of State;

- "post-threshold standards" has the same meaning as in the 2012 Document;
- "preliminary stage" means any period of schooling prior to the first key stage;
- "pre-safeguarding salary" means the value of a teacher's salary, excluding allowances and any safeguarded sum, payable to the teacher before a circumstance described in paragraph 29.1 took effect.
- "pupil referral unit" has the meaning given to that expression in section 19(2) of the Education Act 1996[30];

(29) 1996 (c.56).
(30) 1996 (c.56.).

- "qualified teacher" means a person who satisfies requirements specified in regulations under section 132 of the Act[31];
- "relevant body" means:
  a) in the case of a teacher at a school without a delegated budget, the authority by which that school is maintained;
  b) in the case of a teacher at a school which has a delegated budget, the governing body of that school; and
  c) in the case of an unattached teacher, the authority by which the teacher is employed;
- "relevant standards" means the Teachers' Standards
- "remuneration" means, except where otherwise stated, salary plus any allowances;
- "school" means, except where otherwise stated, a school maintained by an authority;
- "school causing concern" means a school to which section 44 of the Education Act 2005[32] applies by virtue of subsection (1) (school requiring special measures) or (2) (school requiring significant improvement);
- "school which has a delegated budget" means a school which has a delegated budget within the meaning of Chapter 1 of Part 3 of the Act, and "school without a delegated budget" shall be construed accordingly;
- "school year" means a period of 12 months commencing on 1 September unless the school's academic year begins in August in which case it means a period of 12 months commencing on 1 August;
- "SEN allowance" means a special educational needs allowance awarded to a classroom teacher in accordance with paragraph 21;
- "special school" means a special school maintained by an authority;
- "teacher" means, except where otherwise stated, a teacher who is a school teacher within the meaning of section 122 of the Act;
- "teacher in further or higher education" means a teacher who is:
  a) employed in an institution of further or higher education; or
  b) otherwise employed by an authority for the purposes of its functions relating to further and higher education;

(31) S.I. 2003/1662.
(32) 2005 (c.18).

other than a teacher seconded to a body which reimburses the employing authority the amount of the teacher's salary;

- "TLR" means a teaching and learning responsibility payment awarded to a classroom teacher in accordance with paragraph 20;
- "unattached teacher" means:

  a) a teacher not attached to a particular school;

  b) a teacher employed otherwise than at a school; or

  c) in Parts 2 to 7, a teacher at a pupil referral unit (including a teacher in charge);

- "unqualified teacher" means a teacher who is not a qualified teacher and who is prescribed by Order under section 122(5) of the Act as a school teacher for the purposes of that section[(33)];
- "visually impaired" means blind or partially sighted.

2. The Interpretation Act 1978[(34)] applies to the interpretation of this Document as if it were an order made under the Act.

3. Where, by or in consequence of a structural change (of a type described in section 2 of the Local Government and Public Involvement in Health Act 2007[(35)] and effected by an order made under section 7 of that Act) or a boundary change (as defined in section 8 and effected by an order made under section 10 of that Act), an authority ("the transferor authority") ceases to exercise the functions of an authority in relation to an area and such functions are thereafter exercisable by another authority ("the transferee authority") in relation to that area, the transferor authority and the transferee authority must be regarded, in this Document, as the same authority.

4. An unqualified teacher who is a headteacher must be treated as a qualified teacher for the purposes of Parts 2 and 3 of this Document.

5. Any reference to a numbered sub-paragraph is a reference to the sub-paragraph of that number in the paragraph in which that reference appears, except where otherwise stated.

6. A person has completed a "year of employment" if:

   a) the person has completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year in the case of paragraphs 11.1 and 19. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any

(33) S.I.2003/1709.
(34) 1978 (c.30).
(35) 2007 (c.28).

holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person's service during that period has been full-time, part-time, regular or otherwise;

i. where a person is absent from work:

ii. in exercise of her right to maternity leave conferred by section 71 or 73 of the ERA 1996 or her contract of employment, and has the right to return to work by virtue of those sections or her contract of employment; the right to parental leave conferred by section 76 of the ERA 1996; the right to paternity leave conferred by section 80A, 80AA, 80B or 80BB of the ERA 1996; or the right to adoption leave conferred by section 75A or 75B of the ERA 1996; or

because of her pregnancy;

b) the period of absence counts towards the period of service of at least twenty-six weeks referred to in paragraph (a); and

c) where a person is absent from work for any reason other than as specified in sub-paragraph (a) or (b), the relevant body may determine that the period of absence counts as if the person was in employment during it.

# Annex 3: September 2025 advisory pay point structure for the main pay range (MPR) and upper pay range (UPR)

**Table 12: Advisory pay point structure – MPR & UPR**

| Spine Point | Rest of England £s | London fringe £s | Outer London £s | Inner London £s |
|---|---|---|---|---|
| **M1 (MPR minimum)** | 32,916 | 34,398 | 37,870 | 40,317 |
| **M2** | 34,823 | 36,373 | 39,851 | 42,234 |
| **M3** | 37,101 | 38,627 | 41,935 | 44,238 |
| **M4** | 39,556 | 41,075 | 44,128 | 46,339 |
| **M5** | 42,057 | 43,545 | 46,800 | 48,952 |
| **M6 (MPR maximum** | 45,352 | 46,839 | 50,474 | 52,300 |
| **U1 (UPR minimum)** | 47,472 | 48,913 | 52,219 | 57,632 |
| **U2** | 49,232 | 50,668 | 54,151 | 60,464 |
| **U3 (UPR maximum** | 51,048 | 52,490 | 56,154 | 62,496 |

# Annex 4: September 2025 advisory pay point structure for the unqualified teacher pay range (UR)

**Table 13: Advisory pay point structure – Unqualified teacher (UR)**

| Spine Point | Rest of England £s | London fringe £s | Outer London £s | Inner London £s |
|---|---|---|---|---|
| **U1 (UTPR minimum)** | 22,601 | 24,066 | 26,789 | 28,343 |
| **U2** | 25,193 | 26,656 | 29,383 | 30,935 |
| **U3** | 27,785 | 29,248 | 31,974 | 33,528 |
| **U4** | 30,071 | 31,532 | 34,265 | 35,814 |
| **U5** | 32,667 | 34,126 | 36,856 | 38,402 |
| **U6 (UTPR maximum)** | 35,259 | 36,718 | 39,450 | 40,994 |

# Annex 5 - Administrative tasks

## Defining administrative tasks

1. It has been a long-standing principle that teachers should not ordinarily be required to carry out tasks that are largely administrative or clerical in nature and which do not require the professional expertise of a teacher. The list in Annex 5 is an updated version of the "21 tasks list" that was in this Document until 2013.

2. Some administrative tasks are straightforward – filing pupil records, recording absence data, and collecting money. Others, such as administering examinations, ordering equipment, and compiling and submitting bids require more expertise, but not necessarily that of a teacher.

3. Many activities in schools require a mixture of professional and administrative input. For example, writing reports on pupils' progress requires the expertise of a teacher. But that expertise is not required for many of the processes involved in producing the report – for example, "topping and tailing" reports or collating them either manually or using an ICT-based system. These elements should not routinely be done by teachers. To note, tasks do not have to be done on a daily basis to be classed as routine. Many tasks, such as collating reports, may only be done once per year – this would still be classed as routine.

4. Tasks and activities related to the safeguarding of pupils will often require the professional expertise and input of teachers, e.g. if a safeguarding disclosure is made to a teacher, it is part of their role to record the details of that disclosure.

5. For the purposes of paragraph 3, the key tests for any task must be:

a. Does it need to be done at all?

b. Is the task of an administrative or clerical nature?

c. Does it call for the exercise of a teacher's professional skills or judgment?

6. If the answers to a) and b) are yes but the answer to c) is no, then the task should not routinely be carried out by a teacher. The list below contains a number of examples. It is not intended to be exhaustive.

7. Whilst the list applies to classroom teachers, the same principles outlined above also apply to leading practitioners and leaders.

# List of administrative that teachers should not be expected to undertake

1. Managing data and transferring data about pupils into school management systems (e.g. Question Level Analysis) or printing electronic records for paper filing.
2. Reformatting data or re-entry of data into multiple systems.
3. Production of photographic evidence of practical lessons e.g. for assessment purposes or to ‘evidence’ learning.
4. Creation or duplication of files and paperwork perceived to be required in anticipation of inspection, such as copies of evidence portfolios, or regularly updated seating plans.
5. Administration or data analysis relating to wraparound care and preparation of food/meals.
6. Administration of public and internal examinations.
7. Collating pupil reports e.g. reports of pupil examination results.
8. Producing and collating analyses of attendance figures.
9. Investigating pupil absence
10. Responsibility for producing, copying, uploading and distributing bulk communications to parents and pupils, including standard letters, school policies, posts on electronic platforms.
11. Administration relating to school visits, trips and residentials (including booking venues, collecting forms and recording lunch requirements) and of work experience (but not selecting placements and supporting pupils by advice or visits).
12. Organisation, decoration and assembly of the physical classroom space e.g. moving classrooms, moving classroom furniture, putting up and taking down classroom displays.

13. Ordering, setting up and maintaining ICT equipment, software, and virtual learning environments (VLEs), including adding pupils to VLEs and online subscription platforms.

14. Ordering supplies and equipment.

15. Cataloguing, preparing, issuing, stocktaking, and maintaining materials and equipment, or logging the absence of such.

16. Collecting money from pupils and parents.

17. Administration of cover for absent teachers.

18. Co-ordinating and submitting bids (for funding, school status and the like).

19. Administration of medical consent forms and administering of medication on a routine or day-to-day basis.

20. Taking, copying, distributing or typing up notes (e.g. verbatim notes) or producing formal minutes.

21. Producing class lists or physical copies of context sheets.

22. Keeping and filing paper or electronic records and data e.g. in school management systems or physical office files.

23. Bulk photocopying.

# Section 3 – Guidance for Local Authorities, School Leaders, School Teachers and Governing Bodies of Maintained Schools

1. This guidance from the Department for Education is issued pursuant to section 127 of the Education Act 2002[(36)]. It should be read in conjunction with any related paragraphs of the School Teachers' Pay and Conditions Document 2025 (the Document). LAs and governing bodies must have regard to guidance issued by the Secretary of State about the procedure to be followed in applying the provisions of the Document. A court or tribunal may take any failure of an employer to do so into account in any proceedings. This guidance replaces the 2024 Section 3 guidance.

2. Paragraph references in this guidance relate, except where otherwise stated, to paragraph numbers in the Document. The term 'relevant body' denotes the body (either the governing body or the local authority (LA)) which is responsible for pay decisions.

3. The Document contains provisions relating to the pay and conditions of teachers and not support staff, whose pay and conditions are determined locally. No payments or conditions of employment other than those provided for in the Document may be applied to teachers, except those conditions which are always determined locally and which do not conflict with the Document, unless the Secretary of State has granted exemptions under other legislation. The Document does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

## Pay policy (paragraph 2)

4. All relevant bodies – both governing bodies and LAs where they are the relevant body, including for all unattached teachers – must have a pay policy. Pay and appraisal policies should be reviewed annually and kept up to date to take account of any uplift to the national framework and any legal changes or changes in the staffing structure which have an impact on discretionary pay decisions. Teachers and representatives of recognised unions should always be consulted on formulating the policies and on any changes to them. Teachers should always have ready access to copies of the relevant body's pay policy.

5. When determining appropriate pay awards as set out in Section 2, Part 1, schools must determine – in accordance with their own pay policy – how to take account of the uplift to the national framework in making individual pay progression decisions.

(36) 2002 (c.32).

6. Procedures for determining pay must comply with all the requirements of discrimination legislation. The pay policy should therefore make clear the relevant body's compliance with the following legislation: the Employment Relations Act 1999[37], the Equality Act 2010[38], the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000[39] and the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002[40]. Procedures for determining pay should also be consistent with the principles of public life – objectivity, openness and accountability.

7. The pay policy should set out how all pay decisions are made, either as part of a regular review or in other circumstances, with sufficient detail for an individual to appreciate what evidence and other factors will be taken into consideration when a pay decision is made. In particular, the pay policy should describe the information to be included on pay statements given to teachers as part of the regular review process, or when other pay decisions are taken, and how additional information may be obtained by teachers. The pay policy must also set out the procedures that apply when any teacher seeks a review of any decision made by the headteacher or relevant body that affects their pay. The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures. Appeal decisions do not affect teachers' statutory employment rights. Further details on grievance procedures relating to pay decisions can be found in Departmental advice "Managing Teachers and Leaders Pay".

## Leadership group pay (paragraphs 4-11)

8. The relevant body must ensure that the process of determining the remuneration of the headteacher is fair and transparent. There should be a proper record made of the reasoning behind the determination of the headteacher pay range (including any temporary payments made). Relevant bodies can find further guidance on the process for setting leaders' remuneration in Departmental advice "Managing Teachers and Leaders Pay" via the GOV.UK website.

### Headteacher's pay range

9. The relevant body must assign a school to a headteacher group and determine the headteacher's pay range whenever it proposes to appoint a new headteacher.

(37) 1999 (c.26).
(38) 2010 (c.15).
(39) S.I. 2000/1551.
(40) S.I. 2002/2034.

It should also re-determine the headteacher's pay range if it becomes necessary to change the headteacher group (including where the headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis). It may also determine the headteacher's pay range at any time if it considers it necessary to reflect a significant change in the responsibilities of the post. The relevant body should not take account of the salary of the serving headteacher if it re-determines the headteacher's pay range for a new appointment.

## Pay of deputy/assistant headteachers

10. The relevant body should determine the pay range for deputy and assistant headteachers when it proposes to make new appointments, or where there is a significant change in the responsibilities of serving deputy or assistant headteachers. It should take account of the responsibilities and challenges of the post and whether the post is difficult to fill.

## Headteachers responsible and accountable for more than one school on a permanent basis

11. When a headteacher is appointed to be permanently responsible and accountable for more than one school, the relevant body should base the determination of the headteacher group on the total number of pupil units across all schools, which will give a group size for the federation in accordance with paragraphs 6 or 7.

12. Consideration also needs to be given to the remuneration of other teachers who, as a result of the headteacher's role, are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

## Limits on payments

13. The relevant body should have oversight of a headteacher's entire role and any paid responsibilities attached to the role. This should ensure that the relevant body can take a fully informed decision about the appropriate remuneration for the headteacher and any consequential implications for the pay of other staff who may be taking on additional responsibilities in the absence of the headteacher.

14. It should be wholly exceptional for the total value of the salary – including temporary payments - to exceed the limit of 25% of the amount that corresponds to the maximum of the headteacher group for the school or schools in any given year. If it is considered that there are wholly exceptional circumstances that warrant payments that exceed this limit, the relevant committee must make a business case for the

payment to the full governing body. The governing body must seek external independent advice from an appropriate person or body, who can consider the provisions of the Document and whether they have been properly applied to the headteacher's pay and subsequently advise the governing body, before the governing body decides whether it is justifiable to exceed the limit in each particular case. There must be a clear audit trail for any advice given to the governing body and a full and accurate record of all decisions made by the governing body and the reasoning behind them.

15. Where a headteacher receives a payment under paragraph 25 in respect of residential duties which are a requirement of the post, that amount does not count towards the 25% limit. Where a headteacher is awarded a non-monetary benefit under paragraph 27 and it is not a housing or relocation benefit that relates solely to the personal circumstances of that headteacher, the monetary value of the benefit counts towards the 25% limit.

## Headteachers temporarily accountable for more than one school

16. Occasionally, where there is a vacancy in the post of headteacher and it is not possible to appoint a deputy headteacher or another member of the teaching staff to take on the position of acting headteacher, a headteacher of another school may be appointed to be responsible and accountable for that school in addition to their continuing role as the headteacher of their own school.

17. This role should be regarded as an acting headship on a temporary basis for as long as arrangements are being made for a permanent headteacher to be recruited or to make alternative permanent arrangements, such as amalgamating the schools or creating a hard federation. There is an expectation that these temporary arrangements should be time-limited and subject to regular review and the maximum duration should be no longer than two years.

18. Any workload issues for the headteacher and additional responsibilities for other staff as a consequence of this temporary arrangement should be addressed as part of the overall considerations by the relevant body in agreeing to the headteacher undertaking the temporary additional role.

19. In order to support a headteacher who temporarily takes on the responsibility and accountability for more than one school the governing bodies of the schools concerned should establish clarity regarding both how these arrangements will work in practice and how the arrangements will be brought to an end.

20. In such temporary arrangements a fixed-term variation of contract must be issued by the contracting employer. This will specify that the headteacher, in addition to their substantive post, is for a fixed period employed additionally as headteacher of the additional school(s). At the end of the fixed-term variation the headteacher will revert to their substantive post.

21. Under the Collaboration Regulations[41] the governing bodies may arrange for a joint committee made up of governors from all the schools involved to be established to oversee the fixed term arrangements. This joint committee should have delegated power to deal with the pay and performance management of the headteacher and other relevant staffing issues. This joint committee should also have delegated power regarding the financial arrangements which will apply during the collaboration period. For example, the joint committee should determine any payment on the basis of temporary additional responsibility for teachers, other than the headteacher, in each school, and the arrangements for reviewing and ending those payments

22. The joint committee should also take account of the circumstances of each school and the workload implications, including the extent to which the headteacher is likely to be absent from the individual schools. Any temporary payments made under paragraph 10 should take account of the full responsibilities of the post. Where there is a deputy headteacher in the school, it may be more appropriate to increase their pay range temporarily to take account of the increased responsibilities in the absence of the headteacher. Additionally, a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment; and in the case of a classroom teacher where none of those are appropriate, the joint committee may consider the use of additional payments under paragraph 26.1(d)*.* The joint committee should ensure that any payment for additional responsibilities is in line with the provisions of the Document and the school's pay policy.

23. Where the arrangement for the headteacher is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.

## Extended services

24. Local authorities are responsible for drawing up their local area plans. As part of those plans, they may choose to approach a school to ask whether the headteacher and governing body would be willing to take responsibility for the provision of a range of extended services on their site for children and young people from the area. If the headteacher and governing body agree to take on significant additional responsibility for which the headteacher is directly accountable to the LA or the Children's Trust and the headteacher is permanently appointed as headteacher of that school, the relevant body has the discretion to take this into account when setting the headteacher's pay range. Any salary uplift should be proportionate to the level of responsibility and accountability being undertaken. In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the headteacher's role are taking on additional

(41) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962).

responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

25. However, where a headteacher has an interest in the quality of a service that is co-located on the school's site, for example a speech therapy centre that helps the development of young people within the school or across a number of schools, but is not responsible or accountable for that service, this is part of a headteacher's core responsibilities, and would therefore not be taken into account when setting the headteacher's pay range.

### Fixed-term contracts

26. The relevant body may appoint a headteacher on a fixed-term contract where it determines that the circumstances of the school require it. In establishing such a contract the relevant body should consider how reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case.

### Progression

27. The relevant body should ensure that it has regard to the criteria for leadership group progression and any recommendation on pay progression recorded in the teacher's most recent appraisal report and any considerations set out in the relevant body's own pay policy.

28. The principle set out in paragraph 40 below also applies to members of the leadership group. Please also refer to paragraph 87 below about working time (paragraphs 51.1 to 51.4 of the Document).

## Movement to the upper pay range (paragraph 15)

29. Paragraph 15 sets out arrangements for accessing the upper pay range.

30. Under the arrangements, applications 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.

    Schools should make clear in their pay policies how they will interpret those criteria and what evidence they will take into account.

31. The relevant body has legal responsibility for the process, although it can delegate the receipt and assessment of applications to the headteacher (or person with management responsibility in the case of unattached teachers), in line with the school's pay policy. Paragraph 15.1 provides that, where a teacher is subject to the 2011 or 2012 Regulations, the relevant body shall have regard to the assessments and recommendations in the teacher's appraisal reports. They will need to look at the teacher's appraisal reports, consider each of the assessments and recommendations contained within them, and determine whether – taken as a whole – the evidence demonstrates that the teacher meets the criteria – i.e. that the teacher is highly competent in all elements of the relevant standards and that their achievements and contribution to an educational setting or settings are substantial and sustained.

32. Paragraph 14.2(a) refers to a break in continuity of employment. A break in continuity of employment would not include, for example, a period of maternity leave, a secondment or a transfer under the provisions of the Transfer of Undertakings (Protection of Employment) Regulations 2006[(42)] on conversion to an academy.

## Teachers paid on the pay range for leading practitioners (paragraph 16)

### Creating a post paying a salary higher than the maximum of the upper pay range

33. Schools have discretion to create posts for qualified teachers whose primary purpose is modelling and leading improvement of teaching skills. There are no national criteria for appointment to such posts. Schools should advertise any vacancies and appoint candidates as they would do for other vacancies, satisfying themselves that successful candidates can demonstrate excellence in teaching and will be able to contribute to leading the improvement of teaching skills.

34. It is the responsibility of headteachers to decide whether or not any such posts should contain an element of outreach. There is no central requirement for them to do so.

### Part-time leading practitioners

35. The principle set out in paragraph 40 below also applies to teachers on the pay range for leading practitioners. Please also refer to paragraph 86 below about working time (paragraphs 51.1 to 51.4 of the Document).

(42) S.I. 2006/246.

### Setting an individual pay range within the pay range for leading practitioners

36. When setting the individual pay range for teachers on the pay range for leading practitioners, the relevant body should have regard to the challenge and demands of the individual post and internal pay relativities.

37. If a school creates more than one such post, the individual pay ranges for each post should be determined separately and may differ to reflect the different demands and challenges of each post.

## Unattached teachers (paragraph 39)

38. LAs must take account of their pay policy and staffing structure when determining the remuneration of unattached teachers. LAs should therefore ensure that the pay policy and staffing structure are kept up to date in respect of their unattached teachers.

## Part-time teachers' remuneration (paragraphs 40-41)

39. All contractual arrangements entered into must comply with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000[(43)] and the Equality Act 2010[(44)].

40. Part-time teachers must be paid a percentage of the appropriate full-time equivalent salary as calculated in paragraph 43 below. Except for TLR payments, the same percentage must be applied to any allowances awarded to a part-time teacher.

41. Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the headteacher and the pay calculation in paragraph 43 below should be applied to any resultant additional hours worked.

42. The timetabled teaching week refers to school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies. The school's timetabled teaching week of a full-time classroom teacher is to be used as the basis for calculating the pro rata percentage of the school's timetabled teaching week for which a part-time teacher is employed at the same school. This percentage is used to determine the pro rata proportion of a full-time equivalent teacher's remuneration to which a part-time teacher is entitled. The percentage remains the same whether the school operates a weekly, fortnightly or any other timetable cycle.

(43) S.I. 2000/1551.
(44) 2010 (c.15).

43. This calculation is specifically for establishing the proportion of remuneration (paragraphs 40 to 42) and working time (paragraphs 51.2 to 51.12) for part-time teachers and is to be used as the benchmark to determine a part-time teacher's pay and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis within the same establishment.

For example, if the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session the school's timetabled teaching week for a full time teacher would be calculated as 25 hours. If a part-time teacher were employed for mornings only working 9.00am to 12.15pm every day their percentage of the timetabled teaching week would be calculated as 15 hours. The detailed calculations are shown in the table below:

**Table 14: Part-time teachers renumeration (example 1)**

| Full or Part-time | Morning session (less breaks, registration, assembly) | + plus | Afternoon session (less breaks, registration, assembly) | x multiply by | No. of days in timetable (i.e. 5 or 10 days) | = Equals | School's timetabled teaching week (STTW) | Percentage of STTW |
|---|---|---|---|---|---|---|---|---|
| Full-time | 3 hours | plus | 2 hours | multiply by | 5 days | Equals | 25 hours | 100% |
| Part-time | 3 hours | plus | | multiply by | 5 days | Equals | 15 hours | 60% |

In a case where the school day, excluding registration and assembly, runs from 9.00am to 12.00pm and again from 1.00pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session the school's timetabled teaching week would be calculated as 25 hours. If a part-time teacher were employed for mornings only working 9.00am to 12.00pm every day their percentage of the school's timetabled teaching week would be calculated as 13.75 hours. The detailed calculations are shown in the table below:

**Table 15: Part-time teachers renumeration (example 2)**

| Full or Part-time | Morning session (less breaks, registration, assembly) | + plus | Afternoon session (less breaks, registration, assembly) | x multiply by | No. of days in timetable (i.e. 5 or 10 days) | = Equals | School's timetabled teaching week (STTW) | Percentage of STTW |
|---|---|---|---|---|---|---|---|---|
| Full-time | 2.75 hours | plus | 2 hours | multiply by | 5 days | Equals | 25 hours | 100% |
| Part-time | 2.75 hours | plus | | multiply by | 5 days | Equals | 13.75 hours | 55% |

44. The relevant body should establish the proportion of the school's timetabled teaching week for each part-time teacher as a percentage of a full-time classroom teacher's school's timetabled teaching week using the same method of calculation as above.

### Teachers working in more than one school or in a school with varying timetabled teaching weeks

45. The same calculations would be carried out by each individual relevant body or, if a teacher works in different parts of a school with differing school timetabled teaching weeks, two (or more) calculations would have to be made to arrive at a consolidated pro rata remuneration for the teacher.

### Unattached teachers

46. In the case of unattached part-time teachers the 'school's timetabled teaching week' comparator should be a full-time teacher within the same service at the LA.

## Allowances and other payments

### TLR payments (paragraph 20)

47. The relevant body must keep under review how many leadership group posts and other posts (including posts paid on the pay range for leading practitioners) are needed in its staffing structure and whether a TLR1 or TLR2 is an appropriate part of the structure needed to ensure the continued delivery of high-quality teaching and learning. If TLR1s or TLR2s are an appropriate part of that structure, the relevant body must decide how many posts should have these TLRs and the appropriate cash values in the light of the criterion and factors for the award of a TLR1 and a TLR2 and the parameters within which the cash values may be set.

The responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out in the job description of the post holder. Equal pay legislation must be complied with in the award of any TLR to individual teachers and relevant bodies should be aware that any decisions which are not made on objective criteria may lead to claims being made to employment tribunals.

48. Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment. Responsibilities of this nature should be part of a post that is in the leadership group or linked to a post which attracts a TLR1 or TLR2 on the basis set out in paragraph 20.

49. Relevant bodies should determine the value of a TLR appropriate for the post, within the parameters laid down and in accordance with job weight. Posts of equal weight should be allocated equal value. Decisions to make payments above the applicable minimum level should be justifiable in relation to the level of responsibilities attached to the post. Relevant bodies should not take into account recruitment or retention issues, payments for which should only be awarded in accordance with the relevant body's pay policy. Changes in the value of TLRs, once set by the relevant body, should only occur for two reasons: (a) the STRB recommends, and the Secretary of State accepts and introduces, a general change in the TLR values; or (b) the relevant body reviews its staffing structure and determines that the responsibilities of the post have changed materially.

50. TLR1s and TLR2s should only be awarded to teachers placed in the specified posts in the staffing structure and to the cash value set out in the pay policy. When advertising a TLR1 or TLR2 schools should aim for them to be open to all relevant staff, irrespective of working pattern, and 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. The duties agreed should be capable of being undertaken within the normal hours of the teacher concerned, whether they are full-time or part-time. Schools should be particularly mindful of women returning from maternity leave on a part-time basis and teachers returning from long term sick leave, where they had previously held a full-time post and TLR. In these circumstances, schools should consider with the individual teacher whether, and if so how, they can continue to carry out the TLR within their part-time hours.

51. From 1st September 2025, the value of any existing or new TLR1 or TLR2 payment may be based on the proportion of the TLR responsibility the teacher is undertaking - i.e. the proportion of the full-time equivalent responsibility. From 1st September 2026, it will become a requirement that all existing and new TLR1 and TLR2 payments be based on the proportion of the TLR the teacher is undertaking

- i.e. the proportion of the full-time equivalent responsibility. So while there is no requirement for schools to adopt this proportion of responsibilities -based calculation from 1st September 2025, schools will, over the course of the 2025/26 academic year, wish to consider the impact of this upcoming change on teachers in receipt of a TLR1 or TLR 2, so that they are in a position to implement the new requirements from 1st September 2026. In particular, schools will want to consider the impact on any part-time teachers currently in receipt of a TLR1 or TLR2 and the impact on any full-time teachers undertaking only a proportion of the responsibilities associated with the full TLR. In practical terms, the new proportion of responsibilities-based calculation means that the percentage value of the full TLR1 or TLR2 payment received by a part-time teacher may be higher than the percentage value applied to their salary and other allowances (determined in accordance with the pro-rata principle) if the teacher undertakes a higher proportion of the responsibilities associated with the TLR1 or TLR 2 (up to the full amount). The responsibilities agreed should be capable of being undertaken within the normal hours of the part-time teacher concerned. The appropriate level of allowance payment and responsibilities should be agreed between the individual teacher and the employer. The new proportion of responsibilities-based calculation means that some full-time teachers will only receive a proportion of the full TLR1 or TLR2 payment if they are only undertaking a proportion of the responsibilities associated with the full TLR. The appropriate level of allowance payment and responsibilities should be agreed between the individual teacher and the employer.

52. TLR1s and TLR2s are permanent while the postholder remains in the same post in the staffing structure. The overarching criterion for the award of TLR1s and TLR2s includes provisions that the responsibility for which the TLR is awarded must be ‘sustained’ and that the TLR must be awarded ‘in the context of the relevant body’s staffing structure’. TLR3s may be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities. TLR1s and TLR2s may only be awarded on a temporary basis where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in cases of cover for secondments, maternity or sick leave or vacancies pending permanent appointment) and for the duration of that responsibility. The date on which the temporary award will end, or the circumstances in which it will end, must be included in the teacher’s notice of a revised pay determination, as specified in paragraph 3.4(c)(iii). A teacher who holds a TLR1 or TLR2 awarded on a temporary basis or who is on a fixed-term contract does not receive a safeguarded sum when the TLR comes to an end, unless the TLR is ended earlier than specified and their contract extends beyond the date when that TLR ends.

53. If a teacher is given a new post or revised responsibilities, then the relevant body must determine whether a different TLR (or no TLR) applies to the post. A teacher may not be awarded more than one TLR1 or TLR2 concurrently.

54. A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to safeguarding.

55. The range for TLR3s 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. 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 TLR3s.

# SEN allowance (paragraph 21)

## General principles

56. SEN allowances may be held at the same time as TLRs. However, relevant bodies should, when keeping their staffing structures under review:

a) ensure that holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;

b) consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments, it would be more appropriate to award a TLR payment instead of a SEN allowance of a lower value;

c) not award new SEN payments solely for the purposes of recruitment and retention; and

d) ensure that any SEN responsibilities are clearly specified in individual teachers' job descriptions.

57. Where the criteria for the payment of a SEN allowance are met, the relevant body must award an allowance and the teacher's written notification given at the time of the award should specify the amount, and the reason for the award.

### Assessment of appropriate allowance values

58. In establishing appropriate values for their SEN allowances, schools should ensure that they have considered the full range of payments available and that the values chosen are properly positioned between the minimum and maximum established in the national framework. Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

59. Similarly, local authorities will want to ensure that there is an objective assessment of the nature and challenge of the work entailed for teachers in their central SEN services to establish appropriate relative levels for allowances between the national minimum and maximum values provided for in the national framework.

60. Schools should take account of the way in which SEN provision is organised and delivered locally and may want to consult their LA for advice on establishing appropriate payments.

## Additional payments (paragraph 26)

### Continuing Professional Development (CPD)

61. Relevant bodies should decide which CPD activities teachers may be paid for and set an appropriate level of payment in their pay policy. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full-time teachers; or the appropriate proportion of the 1265 hours of directed time for part-time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed.

### Initial Teacher Training (ITT) activities

62. Relevant bodies should decide whether to make additional payments to any teacher for activities related to providing ITT. Such payments may be made only for ITT which is provided as an ordinary incident in the conduct of the school. Relevant bodies should set an appropriate level of payment for ITT activities in their pay policy.

63. Except for those employed on the pay range for leading practitioners, who may be required to carry out this duty, teachers undertaking school-based ITT activities do so on an entirely voluntary basis. Such activities might include supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competence.

64. Other aspects of ITT activities cannot be regarded as an ordinary incident in the conduct of the school. Such activities include the additional requirements of School Centred ITT (SCITT), where schools take the lead in providing ITT courses. They may include planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students.

65. Separate non-teaching contracts of employment should be issued to cover those aspects of involvement in ITT which require the exercise of a teacher's professional skills or judgment but which go beyond activities which may be described as an ordinary incident in the conduct of the school. No teacher should routinely carry out administrative and clerical ITT-related activities.

## Service provision

66. Where a headteacher in one school is providing a service to another school, for example as a National Leader of Education (NLE), the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The relevant body whose headteacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the Document and the school's pay policy, for example where the contract requires work outside school sessions.

67. Consideration should be given to the remuneration of other teachers who as a result of the headteacher's additional role are taking on additional responsibilities and activities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic, and should be in line with the provisions of the Document and the school's pay policy.

68. Where the arrangement for the headteacher is temporary, any adjustment to pay of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease. The relevant body should consider the appropriate use of acting allowances and other temporary payments. Where there is a deputy headteacher in the school, it may be more appropriate to temporarily increase his or her pay range to take account of the increased responsibilities in the absence of the headteacher. Additionally a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment; and where none of those are appropriate, the relevant body can make use of additional payments at paragraph 26.1(d).

69. The following table sets out the operating principles and requirements which apply to the provision of services to other schools. All references below to the governing body are to the governing body of the school whose headteacher is providing services to another school.

## Provision of services to other schools – operating principles and requirements

a) Any services provided by the headteacher of one school to another school must be authorised formally by the governing body and, where the work extends over more than a 12 month period, the agreement of the governing body must be formally reviewed annually or sooner if appropriate. The governing body should also agree arrangements for terminating such work.

b) Before such work is undertaken, the governing body and the headteacher must take into account:

- the needs of the school and its pupils;
- the benefits that the activity would bring to the school;
- the impact of any absence on other staff, including their workload; and
- the workload and work-life balance of all the individuals concerned.

c) In particular, before reaching a view the governing body should satisfy itself that these matters have been fully considered within the school's leadership team.

d) Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the governing body (or the finance committee) and decisions duly minuted.

e) The headteacher and governing body should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.

f) The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the governing body. The terms of such an agreement must be set out in a memorandum signed by the chair of governors and the headteacher and any other members of staff involved.

g) Any income derived from external sources for the work of a school's staff should accrue to the school. The governing body should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities and, if so, determine the appropriate amount.

h) The governing body should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

## Out-of-school hours learning activities

70. Relevant bodies should decide whether to make payments to teachers who agree to participate in out-of-school hours learning. The level of payment should be covered by the school's pay policy. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the1265 hours of directed time for full-time teachers or the appropriate proportion of the 1265 hours of directed time for part-time teachers. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

## Recruitment and retention incentives and benefits (paragraph 27)

71. Schools may make payments or provide financial assistance or benefits to aid recruitment or retention. An advance of salary for a rental deposit is one of a number of tools that schools may wish to consider as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. Other examples of assistance are transport season ticket loans for travel costs, a one-off payment such as a contribution to removal costs, or a time-limited allowance. Recruitment and retention incentives and benefits must not be made for carrying out specific responsibilities and should be in line with the relevant body's pay policy.

72. Relevant bodies are free to determine the value of any award. However, any award to a member of the leadership group under paragraph 27, including non-monetary benefits (for which a notional monetary value must be given), is subject to the overall limit on salary and payments at paragraph 10.2; and should be awarded only to reimburse for reasonably incurred housing or relocation costs.

73. Where a teacher is given an incentive or benefit under paragraph 27, written notification given at the time of the award should state:

    a) whether the award is for recruitment or retention;

    b) the nature of the award (cash sums, travel or housing costs etc.);

    c) when/how it will be paid (as applicable);

    d) unless it is a 'one-off' award, the start date and expected duration of the incentive;

    e) the review date after which it may be withdrawn; and

    f) the basis for any uplifts which will be applied (as applicable).

## Salary sacrifice arrangements (paragraph 28)

74. Employers may offer the salary sacrifice arrangements detailed in paragraph 28 to their employees if they choose to do so, and are encouraged to do so as the

arrangements should be cost-neutral. Paragraph 28 permits teachers to participate voluntarily in such arrangements, subject to the limitations set out in the paragraph. Local authorities and governing bodies should ensure that any relevant information about such arrangements covered under paragraph 28 is passed on to teachers at their schools, to enable the teachers freely to decide whether or not salary sacrifice is an appropriate option. Participation in salary sacrifice is voluntary on the part of current employees. Employers may not withhold access from those wishing to participate.

# Safeguarding (paragraphs 29-37)

## Teachers paid a safeguarded sum

75. The relevant body should ensure that appropriate notice is given of any new duties which are being given to the teacher as work commensurate with their safeguarded sum or sums. All such additional responsibilities allocated should be kept under review, including taking such action as may be required when the safeguarding period ends. Headteachers will want to consider whether the additional duty is still required; whether it should now attract an additional payment (such as a TLR payment); and, if so, the most appropriate person to undertake the duty.

76. Relevant bodies should be aware of the general principle that requires the relevant body to consider whether a teacher's position within a pay range or new allowance has caused the teacher's pay to increase by as much as or more than the value of their previous pay and any safeguarded sum they were receiving (changes in the value of allowances or within pay ranges which result from the provisions of the Document are excluded)[(45)]. If a range of safeguarded elements is being paid, 'safeguarded sum' does not mean the total of all safeguarded elements, but any safeguarded element within the total.

77. Where any such increase is larger than any safeguarded sum, the relevant body must cease to pay any sum or sums equal to or less than the increase. If there is a decision needed as to which sum or sums to cease paying, the relevant body should always cease paying the smaller or smallest sum first, followed by the next smallest, at any time when necessary to ensure that the principle is correctly applied.

78. Teachers in receipt of a safeguarded sum on 31 August 2013 should continue to receive that sum for as long as the provisions of the 2013 Document require it to be paid.

(45) Generally this means increases resulting from any awards following recommendations of the School Teachers' Review Body.

79. Safeguarding payments to those formerly employed as advanced skills teachers or excellent teachers must continue to be paid under the terms of the 2012 Document.

## Working time (paragraph 51)

### Part-time teachers

80. The conditions of employment for part-time teachers mirror those of full-time teachers (see Part 7 of the Document). To avoid claims of discrimination against part-time teachers, schools should, as a minimum, ensure that their arrangements for the deployment of part-time teachers do not breach the relevant legal provisions regarding equal opportunities and unlawful discrimination (see paragraph 39 above).

81. The calculation in paragraph 43 above is specifically for establishing the proportion of remuneration (paragraphs 40 to 41 of the Document) and working time (paragraphs 51.2 to 51.12 of the Document) for part-time teachers and is to be used as the benchmark to determine a part-time teacher's remuneration and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis. The calculation, which excludes break duty, registration and assemblies, does not mean that part-time teachers cannot be required to undertake such duties (see Part 7 of the Document). This does not determine the mix of teaching, PPA and non-contact time each part-time teacher does. So it will be possible for two part-time teachers at the same school to be on a 50% contract, but to have different amounts of teaching time, PPA and non-contact time.

82. The relevant body should establish the school's timetabled teaching week for each part-time teacher as a percentage of a full-time classroom teacher's school's timetabled teaching week using the same calculation as described in paragraph 43 above (paragraphs 40 to 41 of the Document).

83. Part-time teachers will have 'directed time' hours at this percentage of 1265 hours; that being the amount that applies to a full-time teacher in any school year.

84. For example, if a full-time teacher in a school has a timetabled teaching week (i.e. that school has a total school session time) of 25 hours and the part-time teacher's school's timetabled teaching week spans every morning from 9.00 to 12.15 (i.e. 3 hours excluding 15 minutes break) the part-time percentage is 15 over 25, multiplied by 100 to produce 60%. The percentage is derived from the calculation for part-time teacher's remuneration, which is to be used as the benchmark to determine a part-time teacher's remuneration and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis within the same establishment. Thus it would follow that

the part-time teacher in the example would be required to be available for work for 759 hours directed time (1265 x 60%).

85. Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work. It should, however, be open to a teacher to attend non-pupil days or work on other days by mutual agreement with the headteacher. They may, however, be required to undertake work that is within their allocation of directed time beyond that specified in the school's timetabled teaching week, allocated reasonably on any day or part of any day on which they are required to work.

86. The relevant body should ensure that all teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the school, and the part-time teacher, regarding the deployment of working time. This should encapsulate both timetabled teaching time and leadership and management time where applicable. In addition the statement should also set out the expectations of the school in respect of directed time which is to be deployed beyond the school day.

87. The part-time teacher should not have a greater proportion of their directed time allocated outside their normal sessions than is the case for full-time teachers, as this may amount to discrimination. In arranging meetings and other activities outside of school sessions, headteachers should try to minimise situations where part-time teachers are subject to directed time either side of a period when they are not required to be available for work on any given day by structuring timetables as far as possible to accommodate working patterns.

## Leadership group/teachers on the leading practitioner pay range

88. Members of the leadership group and those on the pay range for leading practitioners do not operate on a time-bound contract and are not subject to the working time provisions of paragraph 51.2 to 51.12 of the Document. Nonetheless, the headteacher (or the relevant body in the case of the headteacher) remains duty bound to have regard to the work-life balance of such staff and should ensure that the workload of part-time members of the leadership group and those on the pay range for leading practitioners is reasonable and that they are treated fairly in comparison with their full-time equivalents (see paragraph 51.1 of the Document).

## Implementing flexible working

89. Expanding and promoting flexible working opportunities in schools can help to recruit and retain high-quality teachers, improve wellbeing, and promote equality of opportunity in the workforce. Offering flexible working arrangements can help to ensure that teaching suits employees at different stages of their life, such as those:

- with caring responsibilities

- planning a phased retirement
- returning from a career break
- combining work in a school with professional development or work in their field of study

90. By implementing flexible working, such as part-time working, personal or family days, and off-site PPA time, schools can support the working lives of their teachers and leaders in modern, practical ways. Whilst not every form of flexible working will be suitable for every teacher, it is important that teachers are given the opportunity to work flexibly where they want to, and where feasible for the school to implement.

91. To support schools to implement effective flexible working arrangements, we have published non-statutory guidance and a flexible working toolkit which includes practical resources to help school leaders implement flexible working and to support teachers and leaders to request it. These resources have been produced by school leaders and other sector experts, together with the department.

## Flexible working policy

92 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 teachers and leaders 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. Our flexible working toolkit includes an example flexible working policy.

# Further sources of information

The following links provide more detailed information on:

## Useful resources and external organisations

Acas Advice and Guidance: The right to request flexible working (from 30 June 2014)

## Relevant legislation and departmental advice

The Working Time Regulations 1998

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Flexible Working Regulations 2014

The Equality Act 2010

The Education (School Teachers' Appraisal) (England) Regulations 2012

Advice – Managing Teachers and Leaders Pay

## Other departmental resources

GOV.UK website contains a range of advice and guidance to support schools and LAs in implementing pay and conditions.

Department for Education

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