



The Athelstan Trust

Pay Policy - Teachers 2025-2026

Date of Review	Approved by	Date of Approval	Next Review Date	Website
Annual	Board	16 th October 2025	October 2026	Y

Contents

1. Aims	1
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities.....	2
5. How we will decide pay on appointment	3
6. How we will decide on pay progression	3
7. Moving to the upper pay range	5
8. Additional allowances	6
9. Leadership pay	7
10. Salary safeguarding arrangements	8
11. Information to be included in pay statements.....	8
12. Appealing a decision on pay progression	9
13. Further sections	9
14. Monitoring arrangements	9
15. Links with other policies	9

1. Aims

This policy aims to:

- Clearly explain how we will determine teachers' pay and how decisions will be made without linking performance to pay progression
- Set out a clear framework for pay and progression throughout the school, while minimising the impact on workload for all concerned

Adopting this policy will:

- Maximise the quality of teaching and learning at our school
- Support the recruitment and retention of high-quality teachers
- Enable us to recognise and reward teachers for their contribution to the school
- Help to ensure that decisions on pay are made in a fair, just and transparent way, while eliminating unnecessary bureaucracy for all concerned

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



The Athelstan Trust

Pay Policy - Teachers 2025-2026

2. Legislation and guidance

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

As an academy, we are free to determine our own approach to deciding teachers' pay. However, since our staff have a contract that specifically incorporates conditions from the School Teachers' Pay and Conditions Document (STPCD), these will continue to apply due to the [Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

As such, this policy complies with the [STPCD](#). It is also based on the [model pay policy](#) created by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

When implementing our pay policy, we will abide by:

- The [Employment Relations Act 1999](#), which establishes a number of statutory work rights
- The [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly
- The [Equality Act 2010](#), which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
- The [Seven Principles of Public Life](#), which require those conducting the procedures to be objective, open and accountable
- The [Data Protection Act 2018](#), which sets out requirements on how we handle personal data

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

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

3. Definitions

- **Teacher** includes all staff qualified and appointed to teach at the school. This includes the leadership team and the headteacher, unless otherwise stated
- **Teaching and learning responsibility** is a payment awarded to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable
- **Main and upper pay ranges** are the ranges on which a classroom teacher's salary will be set
- **Unqualified teacher pay range** is the range on which an unqualified teacher's salary will be set
- **Leadership group** comprises the headteacher, deputy headteacher and assistant headteacher

4. Roles and responsibilities

With the exception of Headteacher Pay, final pay decisions are made by the governing board. Responsibility for making teacher pay decisions is delegated to the pay committee of the governing board and ratified by the full governing board.



The Athelstan Trust

Pay Policy - Teachers 2025-2026

5. How we will decide pay on appointment

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

To determine the salary, the Leadership Team will take into account a range of factors, including:

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

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

5.1 Unqualified teachers

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

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

6. How we will decide on pay progression

Our schools do not link pay progression to teacher performance and Teachers on the MPS should expect to receive annual pay progression within their pay range. However, there is an expectation that the Athelstan Trust Appraisal Policy will be adhered to. We will only withhold pay progression if:

- The teacher is subject to capability proceedings
- The teacher has been notified that they are subject to a disciplinary procedure, and this is ongoing. In this case, the increase will be withheld until the disciplinary procedure is concluded, and will then be backdated until 1st September unless the procedure results in a dismissal, demotion or agreed exit.
- The teacher is moving to the Upper Pay Scale.

Teachers who have joined the Trust part way through the Academic year will be eligible for salary progression in the September of the new academic year, unless their appointment letter or employment contract states that alternative arrangements will apply. This will ensure that any new starter will have at least one increment in the 12 months from their start date.

Teachers on the UPS will be considered for pay progression every 2 years and should refer to the guidance in Annex F.



The Athelstan Trust

Pay Policy - Teachers 2025-2026

6.1 Annual reviews

The governing board will ensure that:

- Each teacher's salary is reviewed annually, with effect from between 1 September and no later than 31 October each year
- All teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled, in alignment with our annual appraisal period

Our appraisal arrangements are set out in full in our appraisal policy.

6.2 Mid-year reviews

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

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

6.3 Early career teachers

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

Decisions on ECTs' pay will be made by means of the [statutory induction process for ECTs](#). The appropriate awarding body is responsible for deciding whether the ECT has met the induction standard on the basis of the headteacher's recommendation.

In the case of ECTs, the appropriate awarding body must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

ECTs may be awarded pay progression at the end of the first year of their induction period. However, annual progression is not automatic or guaranteed.

6.4 Part-time teachers

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

Our governing boards will give part-time teachers a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

Governing Bodies are responsible for ensuring that part-time teachers have a clear statement of the sessions hours they will be required to work.

Appendix A shows the arrangements for part time staff with regard to hours to be worked relating to the FTE.

6.5 Supply teachers

Teachers who are employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days. Periods of employment for less than a day will be calculated pro-rata.



The Athelstan Trust

Pay Policy - Teachers 2025-2026

7. Moving to the upper pay range

7.1 Making applications

Qualified Teachers on MPS6 are automatically invited to apply for movement to UPS as part of the appraisal process.

Teachers and their appraisers should begin a conversation around UPS progression at the start of their MPS6 year so that the appraisal process can enable the teacher to demonstrate they are ready to move to the UPS.

Teachers on MPS6 who do not wish to move to the UPS should discuss this with their Appraiser. Any teacher who indicates at the start of their MPS6 year that they don't wish to be considered for a move to the UPS, should be supported in their development towards UPS and their decision reviewed at the end of the year. The final decision to refuse progression lies with the Teacher.

Teachers not already on MPS6 who wish to put themselves forward to be paid on the UPS must notify their Headteacher in writing between 1st September and 31st October each year. Notification should include how they believe they meet the eligibility criteria.

Teachers should submit their application in writing to the Headteacher and will be reviewed by line managers and a senior leader. All applications will be treated fairly and impartially.

When submitting an application, please include:

- Results of appraisals under [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).
- Where this information is not available, (or if a candidate wishes to provide supporting evidence) a statement and summary of evidence to demonstrate that the assessment criteria have been met.

There is no requirement to submit any additional evidence. However, if a teacher wishes to submit information, this must not be discounted by the Governing Board and Headteacher.

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

7.2 Assessment

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

- The teacher is highly competent in all elements of the Teachers' Standards and
- The teacher's achievements and contributions are substantial and sustained

For the purpose of this policy:

- **'Highly competent'** means:

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

- **'Substantial'** means:

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



The Athelstan Trust

Pay Policy - Teachers 2025-2026

- **'Sustained'** means:
The teacher's contributions have been maintained for a long period.

Further information about Upper Pay Scales is available in Annex F.

7.3 The decision

The assessment will be made and the applicant notified within 20 working days after 30th November.

The decision will be made by the Governing Body Pay Committee (on the recommendation of the Headteacher) who will also determine where the teacher will be placed on the upper pay range. Considerations will include the nature of the post, the responsibilities it entails, and the qualifications, experience and skills of the teacher.

If successful, applicants will move to the upper pay range from the start of the academic year. Pay will be backdated.

If unsuccessful, feedback will be provided by line managers in a 1-to-1 meeting, within 20 working days of the decision notification. The line manager will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future.

Decisions will also be communicated in writing. Any appeals against a decision not to move a teacher to the upper pay range are covered by our staff grievance procedures.

8. Additional allowances

- **Teaching and Learning Responsibility Payments (TLRs)**

TLRs will be awarded to the holders of the posts as assessed by the schools' leadership team and approved by the CEO or LGB and the Board of Trustees. TLR rates will be in line with **Appendix B**

A TLR is a payment integral to a post in the school's staffing structure and the Local Governing Body will therefore award the TLR integrated with this post to two or more people when job sharing that post.

Any teacher can apply for and be awarded a TLR. At the Headteacher's discretion, TLRs may be awarded to a part time teacher. The amount will be paid pro rata at the same proportion as the teacher's part time contract. For part time staff who hold a substantive role such as Head of Faculty, the whole TLR may be awarded at the Headteacher's discretion.

No more than two TLR 2a's will be awarded to the same member of staff and they will be awarded as a TLR2b. It will not be possible for holders of a TLR2b or higher to gain another permanent TLR post.

TLR3's which are temporary are exempt from this limitation and can be awarded to any member of the teaching staff.

TLR3s may be awarded for a fixed term school improvement project or for a one-off externally driven responsibility(s).

- **Recruitment and Retention incentives and benefits**

The Trust will not award recruitment and retention points.

- **Special Educational Needs**

The Trust may award SEN allowances where a teacher is taking significant responsibility and in line with DfE guidance. SEN allowances may be approved for new posts in line with Trust recruitment procedures.



The Athelstan Trust

Pay Policy - Teachers 2025-2026

• Acting up Arrangements

In the case of an acting Head teacher, Deputy Head teacher or Assistant Head teacher payment will be at the lowest point of the appropriate range if the duties of the post are to be carried out in full or where the teacher is already paid at a point on the range, at least one point higher than the teacher's substantive point.

The period of time for which the post is to be covered before a payment is made is 4 weeks. A payment will then be paid retrospectively from the beginning of the period of absence. Where the leadership member is not required to fulfil the full range of duties the Local Governing Body will review the salary of the teacher within 4 weeks of the duties being assigned to the teacher.

• Additional Payments

There will be no additional payment for out of school learning, Initial Teacher Training or CPD unless it meets the operational needs of the Academy and has been approved by the Pay Panel.

• Honoraria

The Trust will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher. There is no provision within the School Teachers' Pay and Conditions Document for the payment of honoraria. Any such award made to a teacher for their teaching work would be unlawful.

9. Leadership pay

Those on the leadership spine play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to Learning.

To achieve progression, the School Teachers' Pay and Conditions Document (STPCD) requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

A successful performance review, as prescribed by the performance management regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant);
- other evidence.

To ensure that there has been high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and, where relevant, teaching expertise.



The Athelstan Trust

Pay Policy - Teachers 2025-2026

10. Salary safeguarding arrangements

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

- Closure of the school or education establishment
- Organisational restructuring

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

- Teaching and learning responsibility (TLR) payment: TLR1 or TLR2
- SEN Allowance
- Unqualified teacher's allowance
- Leadership pay range or leading practitioner pay range

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

11. Information to be included in pay statements

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

The statement will be issued by the CEO.

For all teachers, statements will include:

- Payments or other financial benefits awarded
- Any safeguarded sums
- Information on where the teacher can access a copy of the school's staffing structure and pay policy

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

- The basis on which the salary has been determined
- The criteria on which their salary will be reviewed in future

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

- The date that the fixed period or the contract will end, or the circumstances that will lead to the contract ending

Statements for classroom teachers or unqualified teachers who are paid and eligible for allowances as a qualified teacher will also include:

- The teacher's position within the pay ranges
- The nature and value of any allowance received
- The value of any teaching and learning responsibility (TLR) payment awarded and details of what it was awarded for
- Where a TLR was awarded to cover a teacher's absence, the end date, or the circumstances in which it will end
- For TLR3s, the letter should also include a statement that the payment will not be safeguarded

Statements for unqualified teachers will also include:

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



The Athelstan Trust

Pay Policy - Teachers 2025-2026

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

12. Appealing a decision on pay progression

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

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

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

Reasons may include:

- The pay policy was incorrectly applied
- The decision contravenes the STPCD the teacher is employed under
- The decision contravenes equality legislation
- Relevant evidence was not taken into account
- The decision was biased

The rest of the grievance procedure is set out in our staff grievance procedures. If the appeal is upheld the governing body will re-issue the pay statement with the correct information.

13. Further sections

The Scheme of Delegation sets out how pay decisions are delegated within the Athelstan Trust.

14. Monitoring arrangements

This policy will be reviewed and approved annually by our Board of Trustees.

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

15. Links with other policies

This policy links with our policies on:

- Staff grievance procedures
- Appraisal Policy
- Family Leave Policy
- Early career teacher (ECT) Policy



The Athelstan Trust

Pay Policy - Teachers 2025-2026

Annex A- Part-time teaching contracts and number of 'days' worked

Introduction

Schools within the Trust will need to deploy part-time staff to provide the best possible timetables for students. This means that it is not always possible to restrict the number of days that a part-time teacher is required in school to cover their timetable commitment. The Trust, however, recognizes that there should be limits on the flexible arrangements that part-time staff are asked to make. Given the number of part-time staff the school employs, the policy below has been drawn up linking the full-time equivalent (fte) contract with the number of days that a member of staff may be required to attend to complete their contractual obligations, unless this is agreed differently at the recruitment stage. The Trust will not normally employ part-time staff for less than a 0.3fte contract.

Policy

Full Time Equivalent (fte)	Maximum number of days required 'in school'
Up to 0.3	2
0.3-0.49	3
0.5-0.7	4
Above 0.7	5

The Local Governing Body has adopted the following method of calculating part-time pay:

General Principles

- I. Part-time staff need to be available for registration on days when they teach or have PPA time period 1.
- II. Teachers are not expected to attend meetings on days (or ½ days) when they do not work. The teacher must take reasonable steps to ensure that they are familiar with the matters discussed at meetings that are relevant to them. Part-time staff who do not work on days when there are parents evenings must make other arrangements to meet parents of classes they teach on a day that they do work.
- III. When there are periods in the middle of the day, that are not taught time or PPA, staff will be given the choice of having them 'BLANKED' or being available for cover or other duties allocated by the Headteacher. Cover will be marked on the timetable.
- IV. Staff who undertake INSET (that has been approved by the Assistant Headteacher, staffing) on days when they are not paid, will be able to claim time off in lieu at a time when there is minimal impact on student learning (usually in the second half of the summer term).



The Athelstan Trust

Pay Policy - Teachers 2025-2026

Annex B -

Teachers' Pay Scales 2025/26 Effective 1 September 2025

	2025/26	% inc	
Main Pay Range			
1	32,916.00	4%	£26.02
2	34,823.00	4%	£27.53
3	37,101.00	4%	£29.33
4	39,556.00	4%	£31.27
5	42,057.00	4%	£33.25
6	45,352.00	4%	£35.85
Upper Pay Range			
1	47,472.00	4%	£37.53
2	49,232.00	4%	£38.92
3	51,048.00	4%	£40.35
Unqualified Teachers Pay Range			
1	22,601.00	4%	£17.87
2	25,193.00	4%	£19.92
3	27,785.00	4%	£21.96
4	30,070.00	4%	£23.77
5	32,666.00	4%	£25.82
6	35,258.00	4%	£27.87
TLRS			
1A	10,174.00	4%	
1B	12,516.00	4%	
1C	14,861.00	4%	
2A	3,527.00	4%	
2B	5,868.00	4%	
2C	8,213.00	4%	
3	1,000.00	0%	(fixed term only)



The Athelstan Trust

Pay Policy - Teachers 2025-2026

Teachers' Pay Scales 2025/26 – Leadership Pay Range
Effective 1 September

Leadership Pay Range 1	2025/26	
	Pay	4%
2	51,773	4%
3	53,069	4%
4	54,394	4%
5	55,747	4%
6	57,137	4%
7	58,569	4%
8	60,145	4%
9	61,534	4%
10	63,070	4%
11	64,691	4%
12	66,368	4%
13	67,898	4%
14	69,596	4%
15	71,330	4%
16	73,105	4%
17	75,049	4%
18	76,772	4%
19	78,702	4%
20	80,655	4%
21	82,654	4%
22	84,699	4%
23	86,803	4%
24	88,951	4%
25	91,158	4%
26	93,424	4%
27	95,735	4%
28	98,106	4%
29	100,540	4%
30	103,030	4%
31	105,595	4%
32	108,202	4%
33	110,892	4%
34	113,646	4%
35	116,456	4%
36	119,350	4%
37	122,306	4%
38	125,345	4%
39	128,447	4%
40	131,578	4%
41	134,860	4%
42	138,230	4%
	141,693	4%



The Athelstan Trust

Pay Policy - Teachers 2025-2026

43	143,796 4%
44	146,662 4%
45	149,757 4%
46	152,754 4%
47	155,199 4%
48	158,174 4%
49	161,339 4%
50	164,433 4%
51	167,856 4%
52	171,214 4%
53	174,638 4%
54	178,131 4%



The Athelstan Trust

Pay Policy - Teachers 2025-2026

Annex C

Payments for Additional Hours

1. Hours worked above a member of staffs' contracted hours must be agreed in advance with their line manager and the finance manager. It is expected that the person's manager would request that additional hours are worked.
2. Hours must be needed to meet operational requirements.
3. Payments will be at the flat hourly rate until the standard 37 hours per week are worked. Hours over 37 will be paid at time and a half.
4. Claims forms must be submitted at the end of the month that the work has been carried out and must be signed by an authorised signatory (generally the person's line manager).



The Athelstan Trust

Pay Policy - Teachers 2025-2026

Annex D

General Guidance with regard to Special Paid and Unpaid Leave of Absence

Requests for absence during term time will be considered taking into account the needs of the school, a request form must be completed and submitted giving as much notice as possible. The decision on whether an absence is paid/unpaid, granted/refused will be at the absolute discretion of the Headteacher.

There is an expectation that routine appointments, such as a visit to the dentist will be made outside of working hours/term time. Further information on absence is contained in the Family Leave Policy. *Any absence in term time is a cost to the school, even when that absence is unpaid.*

For the purposes of this guidance, 'Dependant' is defined in section 19 of the Athelstan Trust Family Leave Policy.

Care for a dependant during serious illness	up to 5 days	Paid
Death of a dependant	up to 5 days	Paid
Attendance at any other funeral	maximum one day	Paid
Wedding of a near relative	1 day	Paid
All other weddings are discretionary		Unpaid
Sick dependant	3 days per year Additional days	Paid Unpaid
Moving House	1 day	Paid
Graduation of child	1 day	Paid
Holidays in term time are discretionary		Unpaid
Time off for essential meetings if a governor at another school		Paid
Time off if elected member of a local Council	Max 208 hours	Paid
To seek another appointment (account will be taken of the post applied for)	one day up to a Max of 5 days	Paid
Approved vocational examinations	duration of exam	Paid
Approved vocational training		Paid



The Athelstan Trust

Pay Policy - Teachers 2025-2026

Annex E – Template Letter for Training Fee Agreement

Agreement for Refund of Training Fees

The purpose of this Agreement is to allow you to undertake agreed training which is of direct benefit to the Athelstan Trust and yourself, and which the Trust is prepared to fund subject to your commitment to refunding the Trust in the event of your employment terminating within a given period of time. **Please note this agreement only applies where Training Fees are over £1000.**

The Trust will pay on your behalf (or reimburse you for) fees in respect of the following course(s):

XXXXXX Training which will be pursued from **XXXX** to **XXXX**

The amount to be paid by the Trust is **XXXXX** (excluding the cost of travel and accommodation).

If you do not complete the course (for whatever reason through no fault of the Trust) or your employment with the Trust ceases during the period of the course, you will refund the full amount to the Trust. (The Trust may, at its sole discretion, waive the repayment of some or all of the amount if the course is not completed with its consent).

If your employment with the Trust terminates after the completion of the course, then the whole or part of the amount paid in respect of training fees shall become due immediately and repayable to the Trust by way of deduction from pay, or otherwise, in accordance with the following schedule:

Termination of Employment	Portion of Course Fees Repayable
Up to 1 year after payment of course	100% (£XXX)
Between 1 year and 2 years after payment of course	75% (£XXX)
Between 2 years and 3 years after payment of course	50% (£XXX)
Over 3 years after payment of course	Nil

Declaration:

I have read, understand and accept the conditions set out in this Agreement.

I hereby authorise the Trust to make any deductions due under this Agreement from my pay (including any final pay due) or any other monies due from the Trust. If any balance remains outstanding after such deduction(s), I undertake to reimburse the Trust immediately.

Signed Date
(Employee)

Name (print)

Signed Date
(On behalf of The Athelstan Trust)

Name (print)



The Athelstan Trust

Pay Policy - Teachers 2025-2026

Annex F

Athelstan Trust UPS Guidance

Section 7 of this Policy sets out the process for moving to the UPS. Qualified teachers on MPS6 will automatically be invited to apply for a move to the UPS and the application may apply to be paid on the upper pay range and any such application must be assessed in line with this guidance. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

1. Applications to move to UPS may be made once a year and sent to the Headteacher by 31 October.
2. All applications should include evidence from the applicant together with the results of reviews or appraisals including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).
3. The Assessment: An application from a qualified teacher will be successful where the Local 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 the school are substantial and sustained.
4. For the purposes of this guidance: 'highly competent' means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice. Where the teaching standard is such that students make progress above national expectations.
'substantial' means of real importance, validity or value to the school; plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of student standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve students' learning: 'sustained' means maintained continuously over a long period e.g. two successive, successful performance appraisals
5. The application will be assessed robustly, transparently and equitably, by the Headteacher or line manager with recommendation to the pay panel to make the final determination

Differences between UPS 1, 2 and 3

Although the standards are the same for all post threshold pay increments there will inevitably be differences in teachers' experience. For example, a teacher at the UPS 3 pay increment may have more experience in training/coaching/mentoring teachers outside of their faculty to develop their practice compared to a teacher at the UPS 1 pay increment. A teacher applying for threshold will naturally have more evidence based on impact within their own subject to support their application.

This is taken into consideration when an application is being reviewed and UPS 1-3 applications should reflect the inevitable increase in experience and wider impact.

Applying to UPS2 or UPS3

A member of staff on the UPS may apply to move to UPS2 or UPS3 every 2 years. The Pay Panel of governors will require the following from teachers:

- two successive successful Appraisal reviews
- a recommendation from their line manager (a short email is fine)



The Athelstan Trust

Pay Policy - Teachers 2025-2026

- a short letter of application that outlines evidence that demonstrates the teacher:
 - is highly competent in all elements of the relevant teacher standards
 - has worked in manner that their achievements and contributions to the school are substantial and sustained

Maintaining UPS3

Teachers are advised to save any relevant evidence electronically under the eight teacher standards onto their school Appraisal recording system, in addition to the evidence uploaded in support of Appraisal targets. The Headteacher can ask to see this evidence if a pay increment is queried.

Removing UPS

Teachers can decide to move to the M6 pay point if they feel they are unable to commit to the level of whole-school impact required of a UPS teacher. The school can only remove a UPS increment through the process of capability.

Whole-school projects

Feedback from staff indicated that some teachers would appreciate examples of some whole-school projects they could undertake to help provide evidence of whole-school impact.

IMPORTANT NOTE: The list below is NOT exhaustive or specific to any Trust school; it is just a collection of ideas from various schools to get people thinking about creative ways to impact on staff/student learning in the school outside their own classroom and subject.

Teachers will also have their own ideas, and some roles may already be encompassed in another member of staff's TLR. The roles may be of differing sizes, so a teacher may decide to take on two smaller roles instead of one. There are no job specifications for these roles; it would be the responsibility of the teacher to decide what their role would entail, how it would impact on the school and how they will evidence this impact.



The Athelstan Trust

Pay Policy - Teachers 2025-2026

<ul style="list-style-type: none">• T&L Leads (Working Party)• Leading Trust wide CPD• Supporting colleagues in other Trust Schools• Leading the development of remote learning• Rewards Lead• Homework Lead• Staff Welfare Lead• Primary Liaison Coordinator• Peer Mentoring Lead• GCSE Intervention Lead• Raising Effort Lead• EDI lead• Reading Buddies Lead• Student Voice Lead• Magazine for Staff Lead• Social media lead for department• Regular contributor to the Argus• Student Newsletter Lead• Exemplary Student Work Lead• Teaching and Learning Newsletter Lead	<ul style="list-style-type: none">• Use of Student Progress Data Lead• Use of TEAMs Lead• Coaching Triad Lead• Charity Lead• Student Voice Lead• Youtube Site Lead• Student TV Channel Lead• Co-ordinating 1:1 Tutors Lead• Eco Group Lead• EAL Lead• School Environment Lead• Staff Governor• Trust consultation group member• Running the Anti Bullying group or school council
--	--