



Derwent and Southill Federation

*We are a Values-led Federation
We respect ourselves; We respect others; We respect the environment.*



Pay and Conditions Policy 2026-27

This Pay and Conditions Policy is taken directly from the DfE July 2025 advice on implementing teacher's pay for maintained schools.

[School teachers' pay and conditions guidance 2025](#)

(to be updated when the STPCD 2026 is published)

The Governance Board of Derwent and Southill Federation first adopted this policy in 2024 and this is the review for 2026 which is adopted for the coming academic year 2026-2027.

Aims

In adopting this policy, the aim is to

- Clearly explain how we will determine teachers' pay
- Set out a clear framework for pay and progression throughout the school
- Ensure that teaching and learning through recruitment and retention of a highly trained and qualified workforce is prioritised.
- Maintain a focus on curriculum leadership and the consequent impact on learning across a broad range of subjects for all pupils is excellent.
- Enable the leadership in the federation is developed, with succession in mind
- Ensure that the professional development of teachers is maintained as a key element of working for the federation.
- Enable teachers to have clarity and surety that their wellbeing and life in and out of school is balanced and hence attendance at work is very high.
- This policy has been consulted on by staff and relevant trade unions.

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

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 (which in turn are governed by policies from Central Bedfordshire).

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

Definitions

The term teacher includes all staff qualified and appointed to teach at the school. This includes the leadership team and the Head teacher, 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.

The leadership group comprises the headteacher, assistant headteachers.

Roles and responsibilities and pay award determination

SLT will make recommendations on a teacher's progression following the teacher's appraisal. **This is no longer linked to performance management objectives**

Final pay decisions are delegated to the Pay Award Committee and ratified by the governing board.

The federation will follow government advised pay awards as published by the DfE. Over the next four years this is set at 6.5% uplift.

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

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

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

Unqualified teachers will be paid in the unqualified teacher pay range. 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.

The governing board will ensure that each teacher's salary is reviewed annually between 1 September and 31 October, in alignment with our annual appraisal period.

All teachers will be notified in writing by 31 October each year of their annual salary.

The salary will be decided with reference to the appraisal reports.

When making decisions the Headteacher of the school will advise the Pay Award Committee to take into account:

- The performance of the teacher over the appraisal period, using evidence of their performance the Teachers' Standards collected throughout the appraisal period.

Our appraisal arrangements, including what evidence will support judgements, are set out in full in our appraisal policy

The pay recommendation made in the teacher's appraisal report

Advice from the senior leadership team

Any changes to the responsibilities and expectations of the teacher's role

The governing board Pay Award Committee decision can be '**no pay progression**' without triggering the capability policy.

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 will give information about why it was made. At this federation the headteacher and nominated line managers will carry out mid-year performance reviews in February.

Early career teachers

Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period.

Decisions on ECTs' pay will be by means of the [statutory induction process for ECTs](#).

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, and decisions regarding pay progression will be made based on:

Evidence gathered during progress reviews and assessment periods

Formal assessment reports

There is no statutory requirement to award ECTs pay progression on completing their induction. The decision on any pay progression will instead be made:

With regard to the ECT's performance and their final review

With due regard to the government's expectation that good classroom teachers should expect to reach the maximum of their pay range within 5 years of starting their career teaching

Pay Reviews

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

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

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

Performance related pay

The basis of performance related pay has been removed by the federation following the update guidance in July 2024. This is to remove the administrative burden on leaders and teachers and to ensure fairness in salary progression. This means that teachers will move to the maximum in their pay range unless subject to capability procedures.

This federation ensures that all teachers receive regular and constructive feedback on their performance as laid out in the [Teacher Standards](#). We will ensure that the annual appraisal meeting recognises strengths and informs future development linked to the wider federation aims in the Development Plan. In the case of ECT's pay decisions will be made by means of the statutory induction process. It will be possible for a no progression determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance linked to maintaining professional teaching standards will be rooted in evidence. In Derwent and Southill Federation this is by a range of sources including: -

- Learning Wander feedback by SLT, governors, professional visits by the SIA and if appropriate peers in subject lead feedback.
- Weekly professional development attendance and engagement
- Evidence from work in pupil books across a range of subjects
- Pupil Progress meeting feedback
- Mid-year performance review feedback

- Final annual review of teaching evidence including SEN outcomes
- Contributions to the wider life of the school linked to the School Development Plan

The School Business Manager, Head teacher and the bursar will ensure that appropriate funding is allocated to accommodate pay progression and this will be reported in the FAR committee minutes.

Measures of performance are not absolute and will be relative to the progress and attainment of specific cohorts, the skills and experience of the teacher and the input into the development of their own practice as well as offering their service to the wider life of the school.

Performance as linked to the teacher standards will be measured and assessed by the range of indicators (listed above) and teachers will have regular written and verbal feedback during the year.

Teachers who do not show that their performance has been maintained, linked to the expectations in professional development, through SLT learning wander feedback through formal observations and in pupil outcomes might still receive pay progression

Movement to the Upper Pay Range

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid in the upper pay range.

Applications may be made at least once a year. The **deadline for applications is the end of September at the start of each academic year**, in time for the final performance review with the Head teacher and prior to the Pay Award Committee which sits before the end of October each year.

The Upper Pay Range application form is in appendix one of this policy and it is part of the application that results of reviews or appraisals and other evidence is summarized to demonstrate that the criteria for pay on the upper range is applicable.

An application will be successful where the governance board is satisfied that: -

The teacher is highly competent in all elements of the standards

The teacher has a high level of achievements and their contribution is substantial and sustained

Highly competent means that the performance is good enough to provide coaching and mentoring to other teachers, able to demonstrate effective teaching practice, and make sustained contribution to the wider work of the school.

Substantial means of real importance and validity and plays a critical role in the life of the school. Makes a distinctive contribution to raising pupil standards in their daily life in school as well as their progression and attainment. The evidence for this will be in pupil progress meetings outcomes and also in the leadership of a core curriculum subject and outcomes across the federation.

Sustained means that the competent and substantial performance is maintained continuously over the last two years and is likely to continue.

Processes and procedures for the upper pay range

The assessment of movement to the upper pay range will be made within 15 working days of the final performance review by which time the application should have been submitted. The final performance review is held by the October half term.

If successful, the applicant will move to the upper pay range from the start of the term in the academic year in which it has been agreed (usually the start of the academic year but may vary in unusual cases during the school year).

If the applicant is unsuccessful, feedback will be provided by the Head teacher and the SLT of the school .

It will be given in a formal 1:1 meeting and it will include opportunities or advice for the applicant to work on in order to be successful at a later time. Any appeal against the decision not to move a teacher to the upper pay range will be heard under the school's general appeal arrangements.

Part time teachers.

Teachers employed on an ongoing basis but who work less than a full working week are deemed to be part-time. The governance board will give them a statement detailing their working time obligations and the standard mechanism used to determine their pay.

Teachers employed on a part time basis of three or fewer days a week will not be eligible for and therefore be unable to lead a curriculum subject area due to lack of opportunity to establish leadership in the short time at work and the subsequent impact on pupils' learning.

Caveat: where there is a teacher who has knowledge, skills and experience in teaching over a significant period of time but is on a part time contract due to altered circumstances (e.g. maternity return to work) they may as an exceptional circumstance be considered for an aspect of curriculum or teaching and learning leadership. This will be agreed on an individual basis by the Headteacher in discussion with the governors.

Salary safeguarding arrangements

This federation abides, as is statutory, by the STPCD and safeguards 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 such as:
 - Teaching and learning responsibility (TLR) payment: TLR1 or TLR2
 - Special educational needs (SEN) allowance
 - Unqualified teacher's allowance
 - Leadership pay range or leading practitioner pay range

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

Information to be included in pay statements

When pay is changed, teachers will receive a written statement confirming this as soon as possible and sent to the staff member by the Schools Business Manager on behalf of EPM.

The statement will be issued by the HR company, EPM working for the federation and informing the governing board.

For all teachers, statements will include:

- Payments or other financial benefits awarded
- Any safeguarded amounts

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

Statements for unqualified teachers will also include:

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

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 the teacher wishes to lodge a formal grievance, they should set out their reasons for appealing in a letter to within 15 working days of the pay statement being issued.

Reasons may include:

- The pay policy was incorrectly applied
- The decision contravenes 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, which is based on the [Acas Code of Practice](#) for addressing grievances.

If the appeal is upheld, [whoever makes pay decisions] will re-issue the pay statement with the correct information.

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

The governing board will consider the outcomes and impact of the policy, including trends in progression across specific groups of teachers, to ensure it complies with equalities legislation.

This policy is monitored annually at the first Full Governing Body meeting each year in September. This policy links with our policies on:

Staff grievance procedures

Teacher appraisal

Early career teacher (ECT) induction



Signed: Neil Parsons (Chair of Governors)

Date policy agreed: September 2026

Date of review: September 2027



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UPR Application Form

Teacher's details

Name _____

Post _____

Appraisal details

Dates of relevant appraisals (last two years)

Completed appraisal reports must be attached.

Please attach any other evidence that you wish to be taken into account in making your application including evidence relating to how you meet Teachers' Standards.

Signed _____

Print name _____

Dated _____

For the

Overall judgement and pay recommendation

Record any criteria for progression as set out in the Pay Policy which have not been evidenced