



**THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST**

Trust Pay Policy

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Section 1 POLICY

1.1 Introduction

This policy sets out the framework for making pay decisions within the Diocese of Sheffield Academies Trust (DSAT) and the pay appeals process. This policy complies with our funding agreement and articles of association.

The School Teacher's Pay and Conditions Document (STPCD) requires schools to have a pay policy which sets out the basis on which they will determine teacher's pay. The Trust follows the principles of the STPCD. Academies can set their own conditions for new staff, however DSAT continues to refer to the STPCD. The provisions of the STPCD also apply to our staff in academies who had their employment transferred at the point of conversion.

Pay decisions relating to Executives within the Trust are made in accordance with the Trust Executive Performance Management and Pay Policy. From the 2024/25 academic year, the statutory requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders has been removed from the STPCD. DSAT had already removed performance related pay for teachers on Main Pay Scale in 2023/24.

1.2 Aims

The Trust will manage pay decisions in a fair, transparent and responsible way, having regard to relevant legislation and equal pay principles, and in line with the Scheme of Delegation.

DSAT aims to use pay and reward effectively to:

- Maximise the quality of teaching and learning at the school.
- Support the recruitment and retention of a high quality, skilled and flexible workforce.
- Enable our academies to recognise and reward teachers and leaders appropriately for their contribution to the school
- Determine the annual pay budget.

1.3 Principles

- All teachers and leaders are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD).

- Support staff are paid in accordance with National and Local Conditions of Service for Support Staff.
- All pay related decisions will be taken in compliance with relevant legislation and employment law.
- Pay decisions at this school are made by and overseen by the Trust's Executive Leaders. The Trust is responsible for the establishment and review of the Pay policy in accordance with the Scheme of Delegation.
- The Executive Headteacher/Headteacher is responsible for the effective performance management of all staff and shall make any required recommendations regarding teachers' pay to the Trust Executive.
- Annual pay progression within main pay salary ranges will be automatic and not linked to performance (Except in cases of formal capability. Where an employee has been engaged on a support plan in year but has made the required progress they will progress). The Trust expects all employees to perform in line with their specific job roles and against national standards where applicable; including Teachers Standards (and Headteacher Standards in the case of Executive Headteachers/Headteachers and Head of Schools).
- Employees who are already receiving pay at the top of their pay range will remain at that level. It will be expected that they will continue to meet the professional standards and DSAT career stage expectations at that level.
- The Trust Review panel (made up of Trust Executive Leaders) will scrutinise and have final oversight of Teaching and Learning Responsibilities (TLRs) and movement to and through the Upper Pay Range (UPS) in accordance with strategic intent. DSAT will always look to support local recommendations with full regard to the legal framework and diversity policy, whilst ensuring consistency across the Trust.
- The Trust Review Panel will ensure the school is mindful of the local context and impact of pay decisions on other schools within DSAT
- The Local School Board will check that the policy is implemented appropriately and within required time-scales.
- Where an employee has transferred into the Trust and has enhanced terms that are subject to TUPE then the enhanced terms will continue to apply.
- The pay policy will be made available to staff annually before their annual performance management review.

1.4 Timing of Salary Determination and Notification

- Executive Headteacher/Headteacher's pay decisions will be made by 30 September each year. This decision is undertaken by the CEO/Trust Executive.
- Teachers' pay decisions (for new TLRs and UPS threshold applications) will be made by 31 October each year with effect from 1st September. This decision is recommended by the Executive Headteacher/Headteacher to the Trust Executive for approval (see Appendix 1 flowchart).
- Decisions on Upper Pay Range applications will be made within 30 working days of the closing date for applications (subject to Trust approval)
- Reviews may take place at other times to reflect any changes in circumstances which may change the basis of how someone's pay is calculated.
- Where a pay determination leads to the start of a period of salary safeguarding, the Trust will give the required notification no later than one month after the date of the determination.

1.5 Basic Pay Determination on Appointment

The Executive Headteacher/Head will determine the appropriate pay range(s) for any vacancy prior to advertising it, in consultation with the Trust Director of People & Culture. For leadership posts this is done so in collaboration with the Chief Executive Officer (CEO) and the Director of People & Culture. On appointment, the panel will determine the appropriate starting salary within that range to be offered to the successful candidate. In some circumstances the Executive Headteacher/Headteacher may increase a salary range for an exceptional candidate. Where this is likely it will be clearly stated in the advertisement and approved by the Trust. There is no assumption that a Leader/Teacher will be paid at the same rate as they were being paid in a previous school however DSAT follows the principles of pay portability in the majority of cases.

In making pay determinations, the Trust may take into account a range of factors, including

- The nature of the post
- The level of qualifications, skills and experience required
- The wider school context e.g. challenges, complexities and circumstances of the school
- Market conditions e.g. ability to recruit

- Additional accountabilities
- Long term provision of services to other schools
- Candidate specific factors e.g. opportunity for pay progression and previous experiences
- Level of disadvantage, e.g. number of free school meals, pupil premium
- Proven experience in other contexts

1.5.1 Headteachers/Heads of School

Decisions on setting or amending pay ranges for Headteachers and Heads of School will be taken in accordance with the principles of the STPCD considering the school's size (Group) and Individual School Range (ISR) alongside the DSAT Growth Strategy, SEF and DEP. These pay ranges will be within the Leadership Pay Range, see appendix 2.

The Trust will determine the pay range for Headteacher/Head of School when they propose to make a new appointment, or at any time if they consider this necessary to reflect a permanent and significant change in the responsibilities of the post.

1.5.2 Deputy and assistant head teachers

Decisions on setting or amending pay ranges for Deputy and Assistant Heads will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the pay ranges for those staff and taking into account the DSAT Growth Strategy, SEF and DEP, in consultation with the Director of People & Culture. These pay ranges will be within the Leadership Pay Range, see appendix 2.

The Trust will determine the pay range for a deputy or assistant head teacher when they propose to make a new appointment, or at any time if they consider this necessary to reflect a permanent and significant change in the responsibilities of the post.

1.6 Pay Increases

The school will normally increase pay points and allowances for all teachers and leaders in line with the outcomes of the annual school teachers review body (STRB) pay review and the School Teacher's Pay and Conditions Document (STPCD). Where the STPCD allows for any discretion, this will be subject to approval by the Trust Board and in consultation with the Trust Executive.

1.7 Annual Appraisal/Performance Management

In this Trust all leaders and teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The feedback should be timely, clear, and delivered in a respectful and supportive manner. Regular constructive feedback (at least termly) will also include opportunities for the individual to ask questions, seek clarification, and provide their own input and ideas. The arrangements for teacher appraisal are set out in the school's appraisal policy.

1.8 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 (2 years).

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

ECTs will be awarded pay progression if they have successfully completed the first year of their induction period.

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 regard to the ECT's previous experience, knowledge and skills
- With due regard to the government guidance that ECTs should not be negatively affected by the extension of the induction period from one to two year

Section 2 PAY PROGRESSION

2.1 Pay Progression

Employees will be awarded pay progression within the Main Pay Range, if available, (not including movement from main scale to upper pay scale or within upper pay scale) on an annual basis. It is expected that all staff will progress unless significant concerns about standards of performance have been raised throughout the appraisal cycle. Decisions regarding pay progression through the Upper Pay Range will be made with reference to the teachers' performance management/appraisal reports and the criteria as determined by the school and within DSAT Career stage expectations.

Final decisions about whether or not to accept a pay recommendation from a Executive Headteacher/Headteacher or Head of School will be made Trust Executive Leaders.

The following groups will be awarded pay progression in accordance with the provisions outlined in this policy.

- lead practitioner teachers
- unqualified teachers
- qualified teachers
- leadership roles

The Trust is committed to ensuring that decisions relating to pay will be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions by the Trust Pay Review Panel (see Appendix 1).

A range of evidence will be used including and giving priority to performance management/appraisal process. The evidence we will use to inform appraisals and measure performance will include:

- Pupil Data
- Outcomes within books
- Book Sampling
- Discussions with children
- Professional discussions with staff
- Observations of teaching
- Mentoring and Development Plan discussions
- Performance against the DSAT Career Stage expectations

Where teachers have joined the school part way through a performance management/appraisal cycle, the Executive Headteacher/Headteacher will, where necessary, seek evidence from the previous schools to assist pay decisions and will seek evidence from the teachers themselves. The Trust Director of People & Culture will be consulted for consistency. The Trust will ensure that appropriate funding is allocated for pay progression for all eligible teachers and leaders in consultation with the CEO and CFO.

Annual performance related pay awards will be backdated to the 1st September in the current academic year.

The school promotes and encourages outstanding performance in its teachers, therefore teachers who demonstrate consistent and sustained performance will have access to progression within their range up to the maximum available point.

2.1.2 Employees who are on maternity leave

Employees who are on maternity leave at any point during the annual cycle of appraisal will have a review meeting with their appraiser to set objectives at the earliest opportunity on their return to school. A range of evidence from the previous cycle and the return to work period will be used to inform pay decisions in line with the criteria determined by the school. Schools are reminded that employees on maternity leave must have their performance assessed and be included in any pay recommendations and any employee within the Main Pay Range will have automatic progression.

2.1.3 Upper Pay Range

A teacher on the upper pay range will be paid a salary within the minimum and maximum of the upper pay range (see Appendix 2). This Trust adopts the advisory pay points for the upper pay range as set out in the STPCD to help support decisions about pay for teachers on the pay range. Teachers do not need to apply for pay progression once they are on the upper pay range but will be expected to meet robust performance targets in order to progress through the range. All decisions relating to annual pay progression within the UPR continue to be based on performance against their annual objectives which will be set in line with DSAT Career Stage Expectations and subject to approval by the Trust Executive. In the case of progression through the Upper Pay Range, teachers will be awarded progression every 2 years where eligible, subject to agreement following annual performance management reviews.

2.2 Appeals

The arrangements for considering appeals with respect to pay are as follows:

A teacher or leader may seek a review of any determination in relation to their pay or any other decision taken by the Trust that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or panel by whom the decision was made: –

- a) incorrectly applied any provision of the school's pay policy or STPCD;
- b) failed to have proper regard for statutory regulation or guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased, or
- f) otherwise unlawfully discriminated against the teacher/leader.

The order of proceedings is as follows:

1. The teacher/leader receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head/Headteacher.
3. Where this is not possible or where the teacher continues to be dissatisfied, he/she may make a formal representation to the Trust.
4. The teacher/leader should set down in writing the grounds for questioning the pay decision and send it to the Trust panel who made the determination.
5. The timescale for steps 1 – 4 in this process will be a period of 10 working days from the original decision. Where there is a delay in meeting the individual to discuss the rationale for the decision, the timescale will be extended as appropriate.
6. The Trust Executives or panel who made the determination should provide a hearing, normally within 20 working days of receipt of the written appeal, to consider the representations and give the teacher an opportunity to make representations in person. The employee will be given at least 10 working days notice of the date of the hearing and is entitled

to be accompanied by a Trade Union representative or work colleague. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

7. Any appeal should be heard by a panel of three members of the Trust Executive/Local School Board who were not involved in the original determination. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be final and will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

Section 3 Movement to the Upper Pay Range

Qualified teachers may apply to be paid on the Upper Pay Range at least once a year in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. Applications to be paid on the Upper Pay Range from 1st September must be made in writing to the Headteacher/Head of School before the final date of the appraisal cycle as specified within the school's appraisal policy. The Headteacher/Head of School will then make a recommendation to the Trust Executive. A decision will be given to the applicant no later than 31st October.

The Trust Executive will assess any such application received and make a determination, in line with this policy, on whether the teacher meets the criteria for progression;

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

In this Trust highly competent means:

- The teacher is highly competent in all elements of the relevant standards as set out in the DSAT Career Stage Expectations
- Performance is not only good but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc.
- Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards
- Makes clear wider contributions to the work of the school in addition to their high quality work in the classroom

Substantial means:

- Consistently plays a critical role in the life of the school
- Provides a role model for teaching and learning and in their personal and professional responsibilities
- Consistently uphold the ethos of the school
- Makes distinctive contribution to the raising of pupil standards
- Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

Sustained means:

- High level performance sustained over at least 2 school years (the most recent)

In making its decision, the Trust will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate the above points. Reviews will be deemed to be successful if the teacher demonstrates that they meet all of the criteria.

Following a successful application to progress to the upper pay range a teacher will normally be placed on the minimum of that range. If the teacher is not successful, they will be given the reasons for this verbally and will have the right to appeal, as above.

All teachers on the Upper Pay Range will have a whole school and/or Trust wide responsibility which will be monitored for impact on a termly basis.

Section 4. Additional Payments/Responsibilities

4.1 Teaching and Learning Responsibility Payments (TLRs)

TLR responsibility payments will be awarded in accordance with the provisions of the STPCD and are at the discretion of the Trust.

A TLR may be awarded to a classroom teacher for undertaking a sustained additional responsibility, in the context of the school's staffing structure, for the purpose of ensuring the continued delivery of high-quality teaching and learning for which the teacher is made

accountable. Unqualified teachers may not be awarded a TLR. **TLRs are not applicable to anyone paid on the Leadership Pay Range or Executive Pay Range.**

The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

For each TLR, an assessment will be made of the level of responsibility in order to establish the value of that TLR within the parameters of the appropriate TLR range (see Appendix 2), in consultation with the Trust.

4.1.1 Criteria for the award of a TLR 2

Before awarding a TLR 2, the Trust must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that they meet all the following criteria:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to be accountable for and 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

4.1.2 Criteria for the award of TLR 3

Where appropriate, the school will make use of the provision for fixed term TLRs (TLR 3). A TLR 3 may be awarded for time-limited school improvement projects or one-off externally driven responsibilities. A TLR 3 will be time-limited (with the duration of the fixed term determined at the outset), with payment made on a monthly basis for the duration of the fixed term. See Appendix 2 for minimum and maximum values.

4.2 SEN Allowance

In this Trust, SEN allowance is payable to any postholder who is on MPR or UPR (**not** leadership pay scale) and who holds the role of SENCo – this role requires a mandatory SEN qualification therefore meets the criteria within the provisions of the STPCD.

Where a SEN allowance is to be paid, the Trust will determine the spot value of the allowance (see Appendix 2) taking into account the structure of the school's SEN provision and the following factors:

- (a) the context of the school and the number of SEN pupils with or without EHCPs
- (b) the qualifications or expertise of the teacher relevant to the post; and
- (c) the relative demands of the post

4.3 Recruitment and Retention payments

On occasion we may make such payments or provide such other financial assistance, support or benefits to a member of staff as we consider necessary as an incentive for the recruitment of new staff and the retention in the service of existing staff.

4.4 Employee benefits and methods of recognition

The benefits we offer have been developed to ensure optimum recruitment and retention of staff with a view to maximising staff satisfaction with pay and benefits packages. Employment benefits which we offer include:

- Teacher pension scheme
- Extensive CPD offer and in-house training
- Health & well-being advice and support
- Flexible working

We are continually assessing our remuneration package and looking at ways to improve our offer to assist existing employees and attract quality applicants.

5. Legislative Framework

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

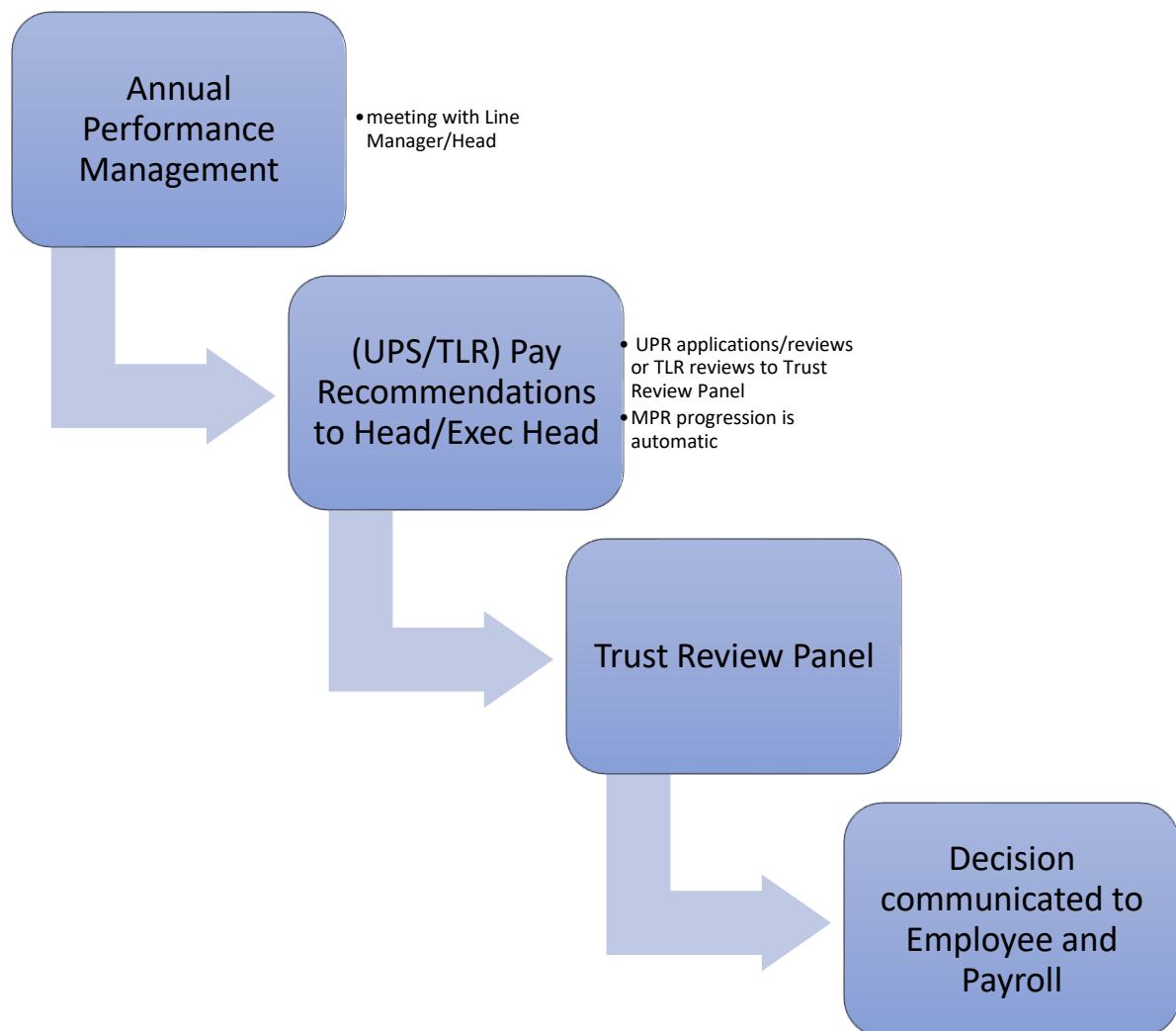
The [Seven Principles of Public Life](#), which require those conducting the procedures to be objective, open and accountable

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.

6. 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 Executive headteacher, headteacher, deputy headteacher and assistant headteacher

Appendix 1 DSAT Performance Pay Process



Appendix 2 – Pay Ranges Including Reference Points from 1st September 2025

Unqualified teachers - pay range including reference points from 1st September 2025

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,667
6	£35,259

Qualified teachers - main pay range including reference points from 1st September 2025

Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£32,916
2	£34,823
3	£37,101
4	£39,556
5	£42,057
6	£45,352

Upper pay range from 1st September 2025

Scale Point	Annual Salary England and Wales (excluding the London Area)
U1	£47,472
U2	£49,232
U3	£51,048

SEN and TLR Allowances

Values must fall within the following ranges:

Type	Minimum	Maximum
SEN	£2,787	£5,497
TLR 2	£3,527	£8,611
TLR 3	£702	£3,478

Pay range for leading practitioners from 1st September 2025

Scale Point	Annual Salary England and Wales (excluding the London Area)
Minimum	£52,026
Maximum	£79,092

Leadership Pay Range from 1st September 2025

Scale Point	Annual Salary
L1	£51,773
L2	£53,069
L3	£54,394
L4	£55,747
L5	£57,137
L6	£58,569
L7	£60,145
L8	£61,534
L9	£63,070
L10	£64,691
L11	£66,368
L12	£67,898
L13	£69,596
L14	£71,330
L15	£73,105
L16	£75,049
L17	£76,772
L18	£78,702
L19	£80,655
L20	£82,654
L21	£84,699
L22	£86,803
L23	£88,951
L24	£91,158

L25	£93,424
L26	£95,735
L27	£98,106
L28	£100,540
L29	£103,030
L30	£105,595
L31	£108,202
L32	£110,892
L33	£113,646
L34	£116,456
L35	£119,350
L36	£122,306
L37	£125,345
L38	£128,447
L39	£131,578
L40	£134,860
L41	£138,230
L42	£141,693
L43	£143,796

