

Pay Policy 2025-2026

History of Policy Changes

Policy Owner: HR Officer

Authorising Body: Pay Committee

Reviewed: Annually

Date	Page	Details of Change
September 2025	Throughout	Teacher pay award Support staff pay award TLR Payment Calculation
January 2025	Throughout	In line with BBC update in the STRB's 34 th report from the 1 st September 2024: <ul style="list-style-type: none"> A 5.5% increase will be applied to all pay and allowance ranges and advisory points. The removal of performance related pay as a requirement from the standard teachers pay and conditions from September 2024.
November 2022	Throughout	Support Staff Pay Changes April 2022, Update from BCC
October 2022	Throughout	Teaching Salary changes September 2022
July 2022	Throughout	Uplift to Teaching and Support Staff Salaries Change of terminology for ELT and SLT
December 2021	8 20 & 21 23, 24 & 25	Update unqualified teacher range School and Staff Establishment Pay Scales
September 2021	12	Addition of SEN Allowance points, 2, 3, 4 and 5
14 October 2020	Throughout	Uplift of 5.5% to minima of Main Scale Uplift of 2.75% to Maxima of Main Scale, Minima and Maxima of UQT Pay Scale, Upper Pay Scale, Leadership Scale and all points on allowances Uplift of 2% to all other reference points Addition of Standards for Upper Pay Range to Appendix 4
1 September 2019	Throughout	Uplift of 2.75% to all minima, maxima, inc Leadership and allowances Added model threshold assessment process as Appendix 4
1 September 2018	Throughout	3.5% uplift to minimum/maximum of MPR 3.5% uplift to minimum/maximum of UQPR 2% uplift to minimum/maximum of UPR 2% uplift to minimum/maximum of TLRs and Allowances 1.5% uplift to Leadership Group Pay Range

1 September 2017	Throughout	2% uplift to minimum/maximum of MPR Uplift of 1% to all other reference points Alternative 1% uplift on MPR reference points.
1 September 2016	Throughout	Uplift of 1% to all reference points Support staff adjustments made in line with new WAP. Areas of discretion incorporated into pdf version.
1 September 2015		Uplift of 1% to all reference points except the top point of each headteacher group range. A 2% increase to the top of the teachers main pay range
1 September 2014		Teacher changes in accordance with the STP&CD 2014
September 2013		Teacher changes in accordance with the STP&CD 2013 Support staff updated in line with BCC policy changes.

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Introduction

- 1.1 The Governing Body of Briarwood School has agreed this Pay Policy which applies to all staff employed to work at the School.
- 1.2 This Policy sets out the framework for making decisions on pay. It has been developed to comply with current legislation, the requirements of the School Teachers Pay and Conditions Document (STPCD) and the City Council's pay policy/job evaluation arrangements for support staff. It should be read in conjunction with other HR policies and procedures, and relevant legislation as appropriate.
- 1.3 The school will maintain and publish a staffing structure, which shows the number and grades of jobs within the school. The current staffing structure is attached as Appendix 1.
- 1.4 The Governing Body has delegated full powers to the Pay Committee which is responsible for determining all pay matters in accordance with the Pay Policy.
- 1.5 Through this Policy the governors' aim is to:
 - Maximise the quality of teaching and learning at the School
 - Support the recruitment and retention of a highly skilled workforce
 - Support the school's development and improvement including current priorities and targets
 - Demonstrate that all pay decisions are made consistently and fairly, in compliance with all relevant legislation.
- 1.6 The Governing Body, operating through the Pay Committee, Operations Committee and Teaching and Learning Committee will promote equality in all aspects of the school life, including all decisions on advertising posts, appointing, promoting paying, training and development of staff. It will ensure that this policy is applied in a fair, equitable and consistent manner.
- 1.7 Appendix 2 sets out the terms of reference of the Pay Committee
- 1.8 Adjustments will be made to take account of special circumstances, e.g. an absence due to maternity leave. Each case will be considered on an individual basis taking the full circumstances into consideration.
- 1.9 The outcome of pay decisions will be monitored by the Governing Body to ensure fairness of application.
- 1.10 The differentials required by the STPCD will be maintained where relevant.
- 1.11 In setting the budget the Governing Body will ensure that appropriate funding is allocated to support pay decisions and for pay progression at all levels. It is the Governing Body's intention to recognise and reward performance through this pay policy, not to withhold or prevent incremental progression.
- 1.12 Appeals against any pay review will be heard by the Appeals Panel of the Governing Body.

Part One – Teaching Staff

2. Pay Reviews

- 2.1 The Governing Body will ensure that each teacher's salary is reviewed annually, by no later than 31 October each year, to take effect from 1 September.
- 2.2 All teachers will receive a written statement setting out their salary and any other financial benefits to which they are entitled.
- 2.3 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 the pay determination was made. The next review date may also be discussed as it is likely to be a year in September (to ensure that there is not more than one review in the year and to bring in line with the rest of the school)
- 2.4 Where a pay determination leads, or may lead, to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

3. Pay Determination on Appointment

- 3.1 Prior to a post being advertised the Governing Body will determine the pay range for the post. On appointment of the successful candidate it will determine the starting salary to be offered, within that range.
- 3.2 In making such determinations the Governing Body may take into account a range of factors, including, as appropriate:
 - the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider school context
- 3.3 A teacher will be paid in accordance with this pay policy. As this pay policy applies specifically to Briarwood School any teacher appointed may not be assessed to receive the same rate as they were paid in a previous school, or is receiving in another school where they still work if they are employed to work at more than one school.
- 3.4 Classroom teachers will always start on the Teachers Main Scale or UPR 1, with exceptions detailed in 4.3.
- 3.5 Appointment to UPR will only be made if the post is advertised as a UPS position. Appointment will be dependent upon satisfactory assessment at interview.

4 Pay Scales for Teaching Staff

See Appendix 3 for Pay Scales 2025-26

4.1 Classroom Teacher Posts

- 4.2 Classroom teachers will be paid on the Main Pay Range on appointment. Progression to the Upper Pay Range is conditional on fulfilling certain progression criteria. Where appropriate assessment of these criteria may take place at the appointment interview. (See para 4.6 onwards).

Main Pay Range

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

- 4.3 New teachers to the school who are appointed on the Main Pay Range will be appointed to the minimum point except in relation to previous experience where one point will be awarded for each year of service, post qualification and satisfactorily completed (evidence in the form of performance management reviews, that indicate the person was not on a capability plan and the pay grade they left on), as a classroom teacher in a LA Maintained, MOD school or Education Action Forum, or a school in the EEA or in a school where the STPCD was applied.

These points will be permanent for as long as the teacher remains as a class teacher at this school.

- 4.4 Once a minimum of one academic year's teaching in this school has been completed there may be progression of one increment (until the top of the Main Range is reached) subject to paragraph 8 below, and with effect from 1 September each year.
- 4.5 A teacher new to the school need not be paid on the same level as they were receiving in any other school which they were working at.

4.6 Upper Pay Range

Reference Point	£
U1	47,472
U2	49,232
U3	51,048

- 4.7 Progression to the Upper Pay Range must be by application. It is effective from 1 September following successful application, or the date of appointment if assessed at interview.

- 4.8 Any teacher applying for appointment at this school will only be offered a post on the Upper Pay Range, if the post is advertised as UPR and where they have been subject to assessment at interview and satisfied the panel that they meet the UPR criteria for this school.
- 4.9 Subject to the conditions of paragraph 8 below, once on the Upper Pay Range, progression to subsequent points (to the top of the range) is bi annual until they reach the maximum pay range. Progression may only be withheld if the teacher is subject to capability procedures.

Advice for application to the UPR is contained in Appendix 4

5 Leading Practitioner Posts

- 5.1 Briarwood does not have Leading Practitioners within the staffing structure.

6 Unqualified Teacher Posts

- 6.1 Unqualified teachers will be paid on the Unqualified Teacher Range.
- 6.2 The Governing Body has established the following reference points for unqualified teachers employed in classroom teacher posts:

Unqualified teacher range

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

- 6.3 New unqualified teachers to the school will be appointed to the minimum point of the Unqualified teacher scale except that one point may be awarded for every three years' of relevant pre-qualification, or other relevant experience where not working as a classroom teacher.
- 6.4 Once a minimum of one academic year's teaching in this school has been completed there may be progression of one increment with effect from 1 September each year (until the top of the unqualified teacher scale is reached). Progression may only be withheld if the teacher is subject to formal capability procedures subject to paragraph 8 below.

7 Leadership Group

- 7.1 This school is a group 7 school.
- 7.2 The Executive Headteacher pay range for this group school is £91,158 - £130,274 (L24 - 39)

- 7.3 The Executive Headteachers Pay Range, and the ranges for the Head of Education, Head of Learning & Development, Head of Provision, Head of Inclusion (Deputy Head), Assistant Headteachers and Heads of School employed at the school are set out in the school's staffing structure (see Appendix 1).
- 7.4 The Executive Headteacher's Pay Range at this school has seven incremental points (L25 – L31) and will not exceed the top of the range for the group size of the school.
- 7.5 The Head of Education, the Head of Learning & Development, the Head of Provision and Head of Inclusion range has five incremental points (L12 – L16), Assistant Headteacher range and Head of School pay range has five incremental points (L7 – L11).
- 7.6 Any new appointment to the Executive Headteacher post will be on one of the first three incremental points of the range.
- 7.7 Any new appointment to the post of Head of Education, Head of Learning & Development, the Head of Provision and the Head of Inclusion will be on incremental range (L12 – L16) and will be appointed within this stated range.
- 7.8 Any new appointment to the post of Assistant Headteacher will be within the stated range dependent on experience and differential between Assistant Headteacher and teachers within the staff establishment at the time of appointment.
- 7.9 Progression of one increment with effect from 1 September, subject to paragraph 8 below will be awarded to the Executive Headteacher, Head of Education, Head of Learning & Development, Head of Provision, Head of Inclusion or Assistant Headteacher until they reach the maximum of the pay range. Progression may only be withheld if they are subject to the formal capability procedures.
- 7.10 Higher than normal payments to the Executive Headteacher - prior to determining any additional payments the Governing Body will take advice from its HR provider.
- 7.11 Any discretionary payment made to any member of the leadership group will be in accordance with the provisions of the STPCD and will be reviewed annually.

8 Pay Progression for All Teachers

- 8.1 All teachers will receive regular, constructive feedback on their performance and development during the appraisal process that acknowledge their strengths and informs future development plans that support the improvement of their professional practice. The procedures for teacher appraisal as outlined in the school appraisal policy are designed to ensure that all teachers demonstrate and continue to meet the required standards for their pay level. The objectives set by appraisers will reflect these standards.
- 8.2 In the case of Early Career Teacher's (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory process. ECT's have an induction period of two years; the school can award pay progression at the end of the first year, if applicable.

- 8.3 One increment will be awarded to all teachers on the Main Range or the unqualified teacher range until they reach the maximum of their pay range. Pay progression may only occur for teachers who are not subject to formal capability procedures.
- 8.4 For teachers on the UPR one increment will be awarded bi-annually (every two years). Pay progression may only occur for teachers who are not subject to formal capability procedures.
- 8.5 Briarwood does not have Leading Practitioners within its staffing structure.
- 8.6 The pay policy and pay decisions will be monitored annually to ensure fairness and consistency of application.

Leadership Group

- 8.9 Progression on the leadership spine for the Executive Headteacher, Head of Education, Head of Learning & Development, Head of Provision, Head of Inclusion, Assistant Headteacher and Heads of School will be automatic until the maximum of their pay range. Pay progression may only occur for those who are not subject to formal capability procedures.

9 Movement to the Upper Pay Range

Applications and Evidence

- 9.1 Any qualified teacher may apply to be paid on the upper pay range provided the teacher has been employed as a teacher (on the teachers' main scale) at this school for at least four terms at the effective date of progression (see Appendix 4 for further details). Any such application will be assessed in line with this policy and the Appraisal Policy. It is for the teacher to decide whether or not they wish to apply to be paid on the upper pay range.
- 9.2 Applications may be made once a year by staff. All applications must be received by 31 August for progression with effect from 1 September (backdated after the decision has been made by the pay committee no later than the 31st October). There can be no exceptions to this.
- 9.3 Any application for progression to the upper pay range can only be for progression in this school. This school will not be bound by any pay decision made by another school. Any teacher, therefore, who is simultaneously employed at another school, or schools, may be paid at different rates of pay at the different schools.
- 9.4 All applications should demonstrate sustainability and include the outcome of reviews or appraisals from at least the past two years, including any recommendations made on pay, these will form part of the assessment process (or, where that information is not applicable or available due to employment at another school, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Progression will be based on performance within the Threshold Standards taking into account the two most recent Performance Management and reviews. Applications should contain supportive evidence from

at least the previous two years including where necessary, or appropriate, evidence acquired whilst working in other schools.

The Assessment

- 9.5 An application from a qualified teacher will be successful where the Governing Body is satisfied that:

The teacher is **highly competent** in all elements of the relevant standards and
The teacher's achievements and contribution to the school are **substantial and sustained**

- 9.5.1 For the purpose of this pay policy:

'highly competent' means: performance which is not only good but also good enough to provide coaching and mentoring to teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

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

'sustained' means: maintained continuously over at least 2 academic years.

- 9.5.2 The application will be assessed robustly, transparently and equitably. The Head of Learning & Development makes the initial assessment and passes recommendations to the Executive Headteacher and Pay Committee and the Pay Committee on behalf of the Governing Body makes the final determination.
- 9.6 The outcome of any application received by 31 August will be given by 31 October each year.
- 9.7 Successful teachers will move to the bottom of the UPR (UPR1) with effect from 1 September following their application.
- 9.8 If unsuccessful, feedback will be provided by the Head of Learning & Development or the Executive Headteacher within 10 working days of decision.
- 9.9 A teacher who is unsuccessful may appeal, in writing, to the clerk to governors within 10 working days of receiving the written outcome. Any appeal will be heard by a governors' panel.
- 9.10 See Appendix 4 for UPR application form and detailed process.

10 Part-Time Teachers

- 10.1 Part-time teachers will be paid the percentage of the appropriate full-time equivalent salary (based on teaching time) as calculated under the provisions of the STPCD.
- 10.2 The same percentage will be applied to any allowances awarded to the part-time teacher.

11. Supply Teachers

- 11.1 A supply teacher employed to work at the school (not those provided by agencies) will be paid in accordance with the LA's pay policy for centrally employed and unattached teachers except where they have previously worked at the school on a contract and have continuity of service with the school, in which case they will be paid at the rate of pay that they had achieved at the time they left the school. This will be paid as an hourly or daily rate.
- 11.2 A daily rate is calculated as 1/194 of the teacher's assessed salary and will be payable where the teacher is directed to work at such times and at such places as specified by the Executive Headteacher, for 6.5 hours in that day (hours spent travelling to and from work should not count towards this 6.5 hours).
- 11.3 An hourly rate will be payable where para 11.2 does not apply. The hourly rate will be 1/1258.5 of the teacher's actual salary.

12. Discretionary Allowances and Payments for all Teaching Staff

Teaching and Learning Responsibility Payments (TLRs)

- 12.1 TLRs will be awarded to classroom teachers undertaking sustained additional responsibilities above those required of all classroom teachers and for which they are accountable in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure (as detailed in Appendix 1).
- 12.2 In addition to paragraph 12.1 above a TLR 1 payment will include line management responsibility for minimum of five people.
- 12.3 The values of TLRs have been set by the Governing Body and are shown in the school's staffing structure (Appendix 1). The school will review the value of the TLRs annually taking into account any pay awards made under STPCD.
- 12.4 From 1st September 2025 the school can choose to decide the value of an existing or new TLR1 and TLR2 payments based on the proportion of the full time equivalent responsibility the teacher is undertaking.
- 12.5 For part time teachers schools are no longer required to use the usual pro rata calculations for TLR1 and TLR2 payments.
- 12.6 Full time teachers can also be awarded a 'part time' TLR if they share the responsibilities with another teacher.
- 12.7 From 1st September 2026, it will become a requirement to determine the value of all existing and new TLR1 and TLR2 payments based on the proportion of the TLR a teacher is undertaking, i.e. the proportion of the full-time equivalent responsibilities.
- 12.8 The pro rata principle does not apply to any TLR3s awarded.

- 12.9 TLR posts can be awarded on a temporary basis to teachers who temporarily undertake the responsibilities of Permanent TLR post holders due, for example to cover maternity or sick leave, a vacancy or secondment. In such cases the teacher will not receive any safeguarding when the TLR ends.
- 12.10 A teacher cannot hold a TLR 1 and a TLR 2 concurrently.
- 12.11 A TLR3 will be awarded for a time limited period, for school improvement projects, or one-off externally driven responsibilities. The duration of the TLR3 will be made and stated at the outset and be paid monthly with the salary.
- 12.13 A TLR 3 can be held concurrently with another TLR.

Special Educational Needs (SEN) Allowances

- 12.14 The Governing Body will award SEN allowances to all teachers.
- 12.15 The value of the SEN allowance will range from £2,679 to £5,285. A point will only be awarded after 2 full academic years of service, and incrementally 2 years thereafter. Pay progression may only occur for teachers who are not subject to formal capability procedures.

Point	Value
Point 1	£2,787
Point 2	£3,326
Point 3	£3,867
Point 4	£4,410
Point 5	£4,951
Point 6	£5,497

Acting Allowances

- 12.16 Any teacher who is appointed to carry out the duties of the Executive Headteacher, Head of Education, Head of Learning & Development, Head of Inclusion, Head of Provision, or Assistant Head, for a period of four weeks or more, will be paid at an appropriate point of the relevant pay range, as determined by the Pay Committee. Normally payment will be at the bottom of the range. Payment will be backdated to the commencement of the duties. There will be no pay protection at the end of the Acting Up period.
- 12.17 Any teacher who has been appointed to carry out the duties of a TLR in the temporary absence of the postholder, for four weeks or more, will receive the payment for the duration of the absence. The payment will be backdated to the first day of cover. There will be no pay protection at the ending of the Acting Up period.

13 Other Payments

Recruitment and Retention Incentives and Benefits

- 13.1 Any awards made under this paragraph will be temporary and formally reviewed annually.
- 13.2 No award will be made to the Executive Headteacher, Head of Education, Head of Learning & Development, Head of Provision, Head of Inclusion or Assistant Headteacher (except in accordance with para 27.3 of the STPCD). Any award currently in place for the Head of Education, Head of Learning & Development, Head of Provision, Head of Inclusion or Assistant Headteacher will continue until the agreed review date / the date at which any pay range for these posts is determined.
- 13.3 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified.
- 13.4 In this school a Recruitment and Retention difficulty is defined as where the school is unable to appoint having advertised a post on the appropriate websites on two separate and consecutive occasions.
- 13.5 Where it is determined to pay an incentive/benefit, the amount will be determined on an individual basis to meet the circumstances of the case.
- 13.6 Any incentive/benefit will be paid for one year and will be reviewed at the end of that year, after which it may be withdrawn.

Continuing Professional Development Outside Directed Time; Initial Teacher Training Activities; and Out-of-School Learning Activities

- 13.7 Payment for such activities will be made in accordance with the provisions of the STPCD.

In Service Training for Teachers ("Inset")

- 13.8 Payment for INSET may only be made in accordance with the provisions of the STPCD (except in the case of part-time teachers where it has been agreed locally that the appropriate proportion of 1265 hours will apply).
- 13.9 Where a classroom teacher undertakes such training outside of their directed hours (and where payment is authorised, in writing, in advance) an additional payment may be made on an hourly basis of 1/1265 of the teacher's actual salary.

Honoraria

- 13.10 There is no provision for teachers to be paid an honorarium payment other than the additional payments as outlined above.

14. Salary Safeguarding

- 14.1 Salary safeguarding will be paid to eligible teachers under the provisions of the STPCD.

15 Written Pay Statements

- 15.1 All teaching staff will receive a written pay statement, annually, detailing their rate of pay and how it is arrived at, and for part time staff it should show the percentage time worked and how it was calculated.

Part Two – Support Staff

16 Staffing Structure

- 16.1 The staffing structure for support staff is attached at Appendix 1.
- 16.2 The duties/outcomes of each role will be set out in a job description, and may be supplemented by a job evaluation questionnaire (JEQ) and employee specification.
- 16.3 Vacancies will be filled in accordance with the school’s Recruitment and Selection Policy.

17 Grading of Posts

- 17.1 In accordance with the requirements of the School Standards and Framework Act 1998 the school will consult the Council on the grading of all support staff posts and grade them in accordance with the Council’s adopted scheme. Bristol City Council pays the UK living wage to all its employees. The UK living wage is updated each November and paid by the council from 1 April the following year. Support staff pay scales can be requested from HR.
- 17.2 The Executive Headteacher will consult with the staff and trade unions regarding changes in job descriptions and/or JE questionnaires, within the school.

18 Starting Salary Point

- 18.1 The Executive Headteacher will determine the starting salary for new starters who will normally be appointed at the minimum scale point of the agreed grade. The Executive Headteacher will take into account:
- the appointee's existing pay
 - their relevant experience and qualifications
 - the pay of other employees in the workgroup (to ensure equity)
 - any market rate considerations that can be objectively justified
 - any temporary pay variations within the workgroup (e.g. acting-up, additional increments)
 - any career grade progression procedures which may apply to the job
- 18.2 The formula for calculating salaries for staff who work on a “term time” only basis will be applied.

19 Incremental Progression and Acceleration

- 19.1 Incremental progression on the salary range for the post is awarded annually on 1 April of each year until the maximum of the scale is reached. If the employee has less than 6 months’ service in the grade by 1 April they will be granted their first increment six months after the appointment, promotion or re-grading.
- 19.2 The Executive Headteacher may recommend to the Governing Body that one accelerated increment is awarded to an individual employee on the grounds of :

- special merit or ability
- need to retain skills where the employee is in a hard to fill post and another employer has made a formal offer.

Where the Governing Body agrees, the accelerated increment will be payable from the date determined and will not affect the employee's entitlement to annual incremental progression as set out in 19.1 above.

19.3 From the anniversary of the completion of five years' continuous Local Authority service, staff who are employed term time only will have their salary adjusted to take account of their entitlement to additional leave.

20 Withholding an Increment

20.1 An annual increment (as set out in para 19.1) may be withheld, exceptionally and where formal capability proceedings are in place. Only the Executive Headteacher or Governing Body can determine this. Once an increment has been withheld it can only be reinstated with the agreement of the Executive Headteacher/Governing Body if performance subsequently improves significantly and any improvement plan is removed. It cannot be backdated.

21 Authorising and Paying for Working Additional Hours.

21.1 Additional hours may only be worked with the prior agreement of the Executive Headteacher. Where staff work additional hours additional payment will be made in accordance with the council's Working Arrangements policy.

22 Payment Above the Grade

22.1 Staff will not be paid increments above the grade.

23 Pay Protection

23.1 Where an employee is displaced and is redeployed into a lower graded post, they will be entitled to pay protection as set out in the School's Managing Change Procedure. During the period of pay protection the employee's pay is 'frozen' and increments/annual pay awards will not be paid (unless the salary of the new post exceeds the protected salary).

23.2 Pay protection, as set out in paragraph 23.1 above is also paid to employees whose post is 'downgraded' under the Single Status JE Scheme.

24 Nursery Nurses/Learning Support Assistants

24.1 In accordance with a decision of the Council's HR Committee, Nursery Nurses/Learning Support Assistants who were employed by the LA, or in locally managed schools on or before 1 January 2004, were given the opportunity to retain their National Nursery Staff's pay and conditions

("NSG") rather than transfer to Single Status pay and conditions, for the duration of their employment in their current post.

- 24.2 Employees who exercised this option on/before 31 October 2004 may also retain NSG conditions of service if they are compulsorily transferred/redeployed into an alternative NSG post.
- 24.3 Any employee covered by 24.1 and 24.2 above who applies for, or voluntarily accepts an appointment to an alternative nursery nurse/learning support assistant post (e.g. promotion or transfer), will transfer to Single Status conditions (with effect from the date of their appointment).

25 Hard to Fill Posts

- 25.1 In this school a hard to fill post is where the school is unable to appoint a suitably qualified or experienced person having advertised the post on the appropriate web sites on two separate and consecutive occasions.

Where there is a hard to fill post, the governing body will consider:

- Other ways of filling the vacancy
- Restructuring the section or team
- Redesigning the duties and responsibilities of the post
- The introduction of a career grade or trainee position allowing for the appointment of a candidate with lesser skills but who will be supported to develop in the post
- Awarding a market supplement, linked to specific skills not recognised through the job evaluation process. This supplement will:
 - not change the grade of the post
 - be a maximum of 15% of the top of the grade
 - be reviewed periodically (at least every three years). The level of supplement may be revised up, down or be discontinued as a result of the review
 - cease should it no longer be difficult to recruit for the same type of job
 - not attract any pay protection when it is removed
 - be pensionable

- 25.2 Market supplements are intended as a recruitment tool and will not be awarded to existing post holders.

26 Change of Duties Over Time (See Also Para 17)

- 26.1 Where the duties of a post change significantly over time the school will seek to review the grading. This will follow a review of the job description, and the job evaluation questionnaire (JEQ), in conjunction with the post holder. The school will seek advice from its HR Provider. New and additional responsibilities can be added into this documentation, which reflect changes and proposed changes in the role following consultation with the employee and the trade union representative.

- 26.2 The school will utilise 'model' job descriptions/JEQs provided by the City Council/HR provider, unless there is no appropriate template available in which case the school will draw up its own. Where the school and the employee fail to reach agreement on the level of responsibility of the duties within the post the school's decision will be final.
- 26.3 New/revised documentation will be sent to the schools City council/HR Support Provider for evaluation.
- 26.4 Where, as a result of job evaluation the schools City Council/HR Support Provider advise that the post's grade has increased by more than one grade the school will follow a managing change process.

Part Three – Appeal Arrangements all Staff

27 Appeal Arrangements

- 27.1 Any employee dissatisfied with any pay decision affecting them made in accordance with this Pay Policy may appeal and seek a review of that decision.
- 27.2 If, when an employee receives written advice of their pay determination they are not satisfied they should seek to resolve this by discussing the matter informally with the Executive Headteacher, within ten working days of the decision being received in writing.
- 27.3 The outcome of this informal discussion should be confirmed in writing by the Executive Headteacher.
- 27.4 Where an informal resolution is not possible, or where the employee continues to be dissatisfied, they may follow a formal process.
- 27.5 Within ten working days of written notification of the outcome of the discussion at para 27.2 the employee should put the grounds for dissatisfaction in the pay decision and the remedy being sought, in writing, to the Executive Headteacher.
- 27.6 Taking account of the need to circulate relevant documentation the Executive Headteacher should arrange a hearing, normally within ten working days of receipt of the written grounds for questioning the pay decision. The employee will be given the opportunity to make representations in person to the Pay Committee. Following the hearing the employee should be informed in writing of the decision, the reasons for the decision and the right to appeal.
- 27.7 Any appeal should be heard by a panel of three governors not previously involved, normally within twenty working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations at the appeal hearing in person.
- 27.8 The decision of the appeal panel will be given in writing, within five working days. Where the appeal is rejected the letter will include a note of the evidence considered and the reasons for the decision.
- 27.9 The employee is entitled to attend the meeting of the appeals panel and has the right to be accompanied and represented at any such meeting by a trade union representative, friend or colleague.
- 27.10 Advice from an HR Adviser should be sought if the appeal relates to the grading of the post, as determined under the Single Status JE Scheme.

28 Related Documents

28.1 This Pay Policy will be applied as supplemented by specific provisions contained within:-

- The School Teachers Pay & Conditions Document
- The NJC National Agreement on Pay and Conditions of Service (“the Green Book”)
- The Council’s Pay Policy covering job evaluation, gradings and other local agreements.
- The Managing Change Policy
- The TP & LGPS and the Council’s policy regarding “discretionary” pension provisions, as determined by the HR Committee and the school’s governing body.
- The School’s Capability Procedure for Teachers and Improving Performance Policy for support staff as recommended to Governing Bodies.
- The School’s Appraisal Policy

29 Date of Implementation

The Governing Body formally agreed this Pay Policy at its meeting of ???.

Appendix 1

Briarwood School Staff Establishment - September 2025

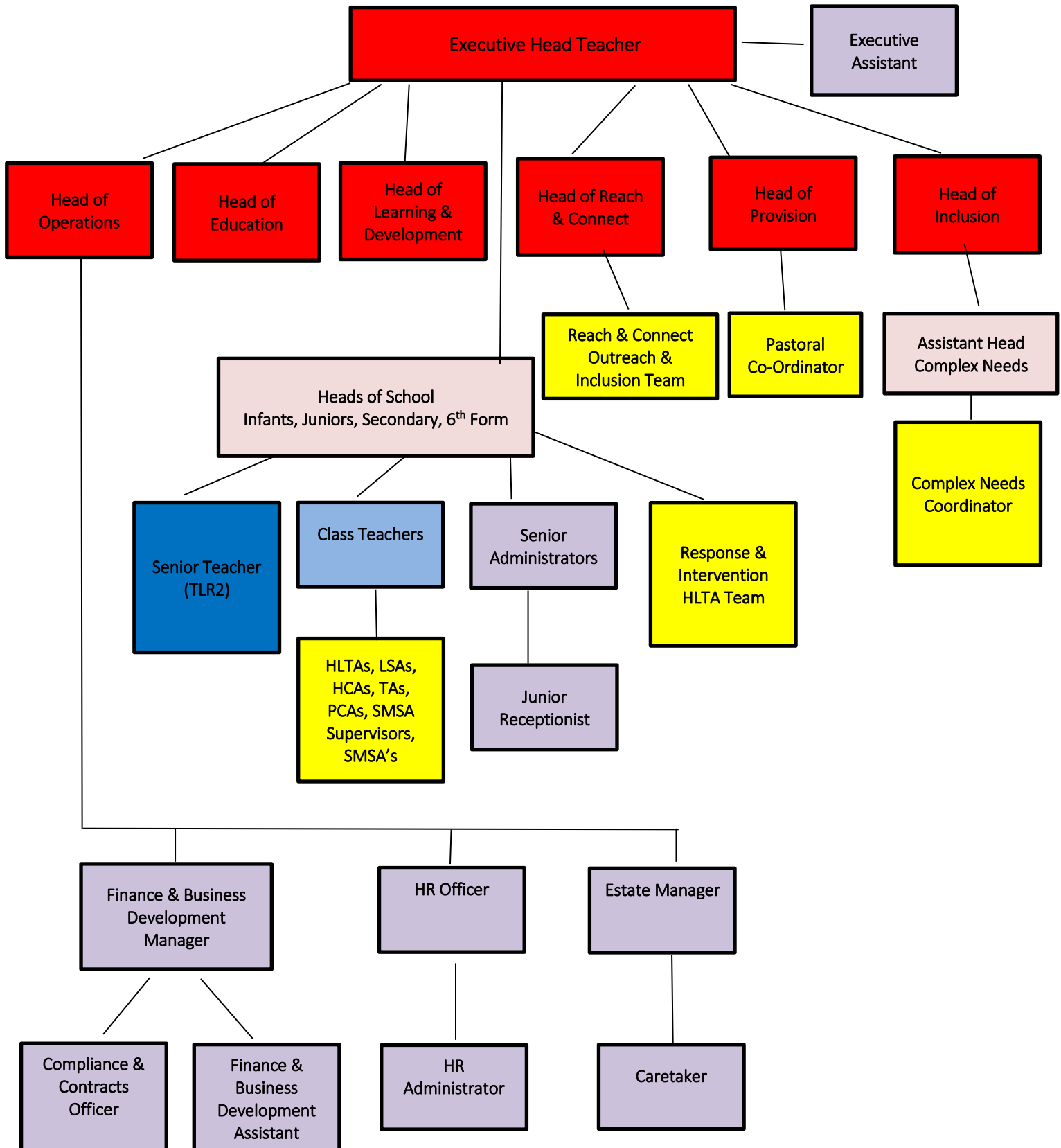
Post Title	No. of posts excluding posts not filled	Salary Grade
Executive Headteacher	1 1 FTE	Leadership
Head of Operations	1 1 FTE	SCP46
Head of Education	1 0.6 FTE	Leadership
Head of Learning & Development	1 0.6 FTE	Leadership
Head of Provision	1 0.8 FTE	Leadership
Head of Inclusion	1 1 FTE	Leadership
Head of Reach & Connect	1 0.4 FTE	Leadership
Complex Needs Assistant Head	1 1 FTE	Leadership
Head of School	4 3.6 FTE	Leadership
Other Senior Management	0 FTE	0 x TLR + SEN
UPS Teacher	3 2.88 FTE	UPS Scale +SEN
Main Scale Teacher	16 (1 Mat Leave) 15.24 FTE	Main Scale +SEN
FE Lecturer	2 2 FTE	UQT
Postgraduate Teacher Apprentice	2 2FTE	UQT
Finance and Business Development Manager	1 1 FTE	BG12
Compliance and Contracts Management Officer	1 1FTE	BG9
HR Officer	1	BG9
Executive Assistant	1	BG9
Administrators	7 6.29 FTE	BG10/BG8/BG7/BG5 (Pastoral Admin Co-ordinator, Senior Admin, HR Admin, Finance Admin, receptionist)
Clerk to Governors	1 0.14 FTE	BG8
Caretaker	1 0.68 FTE	BG8

Complex Needs Co-ordinator	1 0.88 FTE	BG10
Higher Levels Teaching Assistant – Response and Interventions	6 4.40 FTE	BG9
Higher Level Teaching Assistants	19 13.12 FTE	BG9
LSAs	42 32.38 FTE	BG8
Apprentice LSAs	4 3.25 FTE	National Apprenticeship Scheme (BG5 – 80% under 18)
Health Care Workers	0	BG6
Teaching Assistants	27 22.71 FTE	BG5
Personal Care Assistants	13 7.96 FTE	BG4
School Meals Supervisory Assistants	9 2.60 FTE	BG3 Includes 2 x Senior SMSA BG4

Leadership Scales

Executive Headteacher	L25 -L31
Head of Education Head of Learning & Development Head of Provision Head of Inclusion (Deputy Heads)	L12 – L16
Head of Reach & Connect Head of School Complex Needs Assistant Head	L7 – L11

Staff Establishment September 2025



Appendix 2

Terms of Reference for the Pay Committee

The Pay Committee membership will comprise of a Governor from the Operations Sub-Committee and the Chair of Governors (also Vice-Chair of the Operations Sub-Committee).

The Executive Headteacher may attend in an advisory capacity and will withdraw when their salary is under consideration.

The terms of reference for the Pay Committee will be determined from time to time by the Governing Body. The current terms of reference are:

- To implement the Pay Policy in a fair and objective manner and to consider any individual representations that may be made in respect of pay decisions;
- To undertake an annual pay review for each member of staff based on the criteria set out in the Pay Policy with effect from 1 September;
- To observe all statutory and contractual obligations, including making arrangements to notify pay decisions to individual members of staff within appropriate timescales;
- To minute clearly the reasons for all decisions and report these decisions to the next meeting of the Governing Body;
- To recommend to the Governing Body the annual budget required for pay purposes, including provision for discretionary pay advancement arising from performance reviews;
- To keep informed of relevant developments including legislation and statutory guidance affecting the Pay Policy and to review and to recommend changes or modification to the Governing Body, as appropriate and at least annually;
- To carry out the performance review of the Executive Headteacher
- To work with the School Improvement Partner.

In the case of new appointments to the staff, decisions on starting salary will be delegated to the Executive Headteacher or Selection Panel as appropriate.

In the case of a new Executive Headteacher appointment, the full Governing Body will determine the salary range however the determination of the starting salary will be made by the Selection Panel under their delegated powers.

Appendix 3

Payscale Leadership & Teacher Salaries September 2025

		Salary September 2025
	Spine Point	
Teachers Main Pay Range	M1	£32,196
	M2	£34,823
	M3	£37,101
	M4	£39,556
	M5	£42,057
	M6	£45,352
Teachers Upper Pay Range	UPS1	£47,472
	UPS2	£49,232
	UPS3	£51,048
Unqualified Teacher Pay Range	UQ1	£22,601
	UQ2	£25,193
	UQ3	£27,785
	UQ4	£30,071
	UQ5	£32,667
	UQ6	£35,259
Allowances	SEN 1	£2,787
	SEN 2	£3,326
	SEN 3	£3,867
	SEN 4	£4,410
	SEN 5	£4,951
	SEN 6	£5,497
	TLR1a	£10,174
	TLR1b	£17,216
	TLR2a	£3,527
	TLR2b	£8,611
TLR3a	£702	
TLR3b	£3,478	

Briarwood Leadership Pay Scale

Assistant Head and Heads of Schools	L7	£60,145
	L8	£61,534
	L9	£63,070
	L10	£64,691
	L11	£66,368
Heads of Education & Skills Head of Provision Head of Inclusion	L12	£67,898
	L13	£69,596
	L14	£71,330
	L15	£73,105
Executive Head	L16	£75,049
	L25	£93,424
	L26	£95,735
	L27	£98,106
	L28	£100,540
	L29	£103,030
	L30	£105,595
	L31	£108,202

Leadership Pay Range

	Minimum	£91,158
	Maximum	£131,578

Bristol Grade Pay Scale - April 2025

Bristol Grade (BG) and Spinal Column Point (SCP)	Pay per year	Pay per month	Pay per hour
BG4, SCP02	From 1 April 2025: £24,413	From 1 April 2025: £2,034.42	From 1 April 2025: £12.65
BG4, SCP03	From 1 April 2025: £24,796	From 1 April 2025: £2,066.33	From 1 April 2025: £12.85
BG5, SCP04	From 1 April 2025: £25,185	From 1 April 2025: £2,098.75	From 1 April 2025: £13.05
BG5, SCP05	From 1 April 2025: £25,583	From 1 April 2025: £2,131.92	From 1 April 2025: £13.26
BG6, SCP06	From 1 April 2025: £25,989	From 1 April 2024: £2,165.75	From 1 April 2024: £13.47
BG6, SCP07	From 1 April 2025: £26,403	From 1 April 2025: £2,200.25	From 1 April 2025: £13.69
BG7, SCP08	From 1 April 2025: £26,842	From 1 April 2025: £2,235.33	From 1 April 2025: £13.90
BG7, SCP09	From 1 April 2025: £27,254	From 1 April 2025: £2,271.17	From 1 April 2025: £14.13
BG7, SCP10	From 1 April 2025: £27,694	From 1 April 2025: £2,307.83	From 1 April 2025: £14.35
BG7, SCP11	From 1 April 2025: £28,412	From 1 April 2025: £2,345.17	From 1 April 2025: £14.59
BG8, SCP12	From 1 April 2025: £29,064	From 1 April 2025: £2,422	From 1 April 2025: £15.06
BG8, SCP13	From 1 April 2025: £29,540	From 1 April 2025: £2,461.67	From 1 April 2025: £15.31
BG8, SCP14	From 1 April 2025: £30,024	From 1 April 2025: £2,502	From 1 April 2025: £15.56
BG8, SCP15	From 1 April 2025: £30,518	From 1 April 2025: £2,543.17	From 1 April 2025: £15.82
BG8, SCP16	From 1 April 2025: £31,022	From 1 April 2025: £2,585.17	From 1 April 2025: £16.08
BG9, SCP17	From 1 April 2025: £32,061	From 1 April 2025: £2,671.75	From 1 April 2025: £16.62
BG9, SCP18	From 1 April 2025: £32,597	From 1 April 2025: £2,716.42	From 1 April 2025: £16.90
BG9, SCP19	From 1 April 2025: £33,143	From 1 April 2025: £2,761.92	From 1 April 2025: £17.18
BG9, SCP20	From 1 April 2025: £33,699	From 1 April 2025: £2,808.25	From 1 April 2025: £17.47
BG9, SCP21	From 1 April 2025: £34,434	From 1 April 2025: £2,869.50	From 1 April 2025: £17.85
BG10, SCP22	From 1 April 2025: £35,412	From 1 April 2025: £2,951	From 1 April 2025: £18.35

BG10, SCP23	From 1 April 2025: £36,363	From 1 April 2025: £3,030.25	From 1 April 2025: £18.85
BG10, SCP24	From 1 April 2025: £37,280	From 1 April 2025: £3,106.67	From 1 April 2025: £19.32
BG10, SCP25	From 1 April 2025: £38,220	From 1 April 2025: £3,185	From 1 April 2025: £19.81
BG10, SCP26	From 1 April 2025: £39,152	From 1 April 2025: £3,262.67	From 1 April 2025: £20.29
BG11, SCP27	From 1 April 2025: £39,862	From 1 April 2025: £3,321.83	From 1 April 2025: £20.66
BG11, SCP28	From 1 April 2025: £40,777	From 1 April 2025: £3,398.08	From 1 April 2025: £21.14
BG11, SCP29	From 1 April 2025: £41,771	From 1 April 2025: £3,480.92	From 1 April 2025: £21.65
BG12, SCP30	From 1 April 2025: £42,839	From 1 April 2025: £3,569.92	From 1 April 2025: £22.20
BG12, SCP31	From 1 April 2025: £44,075	From 1 April 2025: £3,672.92	From 1 April 2025: £22.85
BG12, SCP32	From 1 April 2025: £45,091	From 1 April 2025: £3,757.58	From 1 April 2025: £23.37
BG12, SCP33	From 1 April 2025: £46,142	From 1 April 2025: £3,845.17	From 1 April 2025: £23.92
BG13, SCP34	From 1 April 2025: £47,181	From 1 April 2025: £3,931.75	From 1 April 2024: £24.46
BG13, SCP35	From 1 April 2025: £48,226	From 1 April 2025: £4,018.83	From 1 April 2025: £25.00
BG13, SCP36	From 1 April 2025: £49,282	From 1 April 2025: £4,106.83	From 1 April 2025: £25.54
BG13, SCP37	From 1 April 2025: £50,269	From 1 April 2025: £4,189.08	From 1 April 2025: £26.06
BG14, SCP38	From 1 April 2025: £51,356	From 1 April 2025: £4,279.67	From 1 April 2025: £26.62
BG14, SCP39	From 1 April 2025: £52,413	From 1 April 2025: £4,367.75	From 1 April 2025: £27.17
BG14, SCP40	From 1 April 2025: £53,460	From 1 April 2025: £4,455	From 1 April 2025: £27.71
BG14, SCP41	From 1 April 2025: £54,495	From 1 April 2025: £4,541.25	From 1 April 2025: £28.25
BG15, SCP42	From 1 April 2025: £55,529	From 1 April 2025: £4,627.42	From 1 April 2025: £28.78
BG15, SCP43	From 1 April 2025: £56,707	From 1 April 2025: £4,725.58	From 1 April 2025: £29.39
BG15, SCP44	From 1 April 2025: £57,884	From 1 April 2025: £4,823.67	From 1 April 2025: £30.00
Technical Professional 1 (Appointment) - SCP45	From 1 April 2025: £68,653	From 1 April 2025: £5,721.08	

Technical Professional 1 (Competence) - SCP46	From 1 April 2025: £76,046	From 1 April 2025: £6,337.17
Technical Professional 2 (Appointment) - SCP47	From 1 April 2025: £72,878	From 1 April 2025: £6,073.17
Technical Professional 2 (Competence) - SCP48	From 1 April 2025: £80,741	From 1 April 2025: £6,728.42

Appendix 4

Access to the Teachers' Upper Pay Range

Assessment against post-threshold standards is a voluntary process and teachers are responsible for formally applying to the Head of Learning and Development, evidencing performance against expectations through the aggregation of existing information (rather than the need to necessarily create anything for this purpose). Progression will be based on performance within the Threshold Standards taking into account the two most recent Performance Management and reviews and the teacher ability to meet or exceed the teacher's standard expectation. All applications should include the outcome of reviews or appraisals from at least the past two years, including any recommendations made on pay, which will form part of the assessment process. Applications should contain supportive evidence from at least the previous two years.

Any qualified teacher may apply to be paid on the upper pay range after 4 terms in post and any such application must be assessed in line with this policy. Applications should be made by 31st August for consideration in the following September. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

Teachers who wish to apply for UPR, should be able to demonstrate that as a teacher they are highly competent in all elements of the relevant standards;

and

that their achievements and contributions are substantial and sustained

The Governing Body's definition of "highly competent" and "substantial and sustained" for the purposes of this policy:

'highly competent' means: that the teacher is meeting all the teaching standards and has evidence of meeting the UPR progression criteria.

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

and

'sustained' means maintained continuously over at least two academic years.

Applications should be submitted under the provisions of the STPCD and relevant Regulations.

Applications should reference the criteria stated within this policy. Applications may be made once a year and must be received by the end of the academic year to be considered as a part of the autumn appraisal process.

The school's reviewers will ensure that the performance criteria set for teachers who intend to apply for threshold assessment provide a basis on which to support the assessment of the teacher's performance against post-threshold standards.

UPR teachers are expected to make a substantial and sustained contribution to the school. This is manifest through evidence of UPR teachers engaging in the following activities:

- buddying up with a minimum of one named member of staff to provide coaching/mentoring, giving advice to them and demonstrating highly effective planning, preparation, teaching, learning and assessment practices to help their colleague achieve effective / highly effective teaching and learning opportunities within their own class teaching
- demonstrating their wider contribution to the work of the whole school by sharing their good and outstanding practice
- supporting the Head of Education in developing the curriculum model (and accreditation where appropriate) and medium term plans and where appropriate curriculum plans or through active subject co-ordination depending on the curriculum model
- supporting the Executive Head Teacher through the work of the strand to progress aspects of the School Improvement Plan
- supporting the move to outstanding achievement through sharing planning and offering advice and feedback to colleagues about planning and the impact of good planning on achievement and progress
- attending relevant Continuing Professional Development opportunities and sharing their learning as appropriate across the school

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

the teacher is highly competent in all elements of the relevant standards;

and

the teacher's achievements and contribution (see above) to the school are substantial and sustained.

The application will be assessed robustly, transparently and equitably. The Head of Learning & Development makes the initial assessment and provides recommendations to the Executive Headteacher and Pay Committee; the Pay Committee on behalf of the Governing Body makes the final determination.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's appeal arrangements as described within this policy.

Classroom teachers who have applied for, and passed, the threshold in accordance with the STPCD shall be paid on point U1 of the upper pay range from 1st September of the appropriate year.

Briarwood School – Upper Threshold Application Form

Name: _____

I understand that the decision on my progression will be based on my performance within the Teaching standards and the Upper Threshold Standards considering my two most recent Performance Management and reviews. This application includes the outcome of reviews or appraisals from at least the past two years, including any recommendations made on pay, which will form part of the assessment process.

I have provided a summary of the evidence taken from at least two years of my teaching practice, as detailed below, that I believe demonstrates how I have met the threshold standards. (Evidence available from Performance Management Review statements should be used to complete the relevant section in the application form).

Teacher signature: _____ Date: _____

**TO BE RETURNED TO THE HEAD OF LEARNING AND DEVELOPMENT NO LATER THAN 31st AUGUST.
APPLICATIONS RETURNED AFTER THIS DATE WILL NOT BE CONSIDERED.**

Briarwood School – Upper Threshold Evidence

Name:	Date:
<p>All evidence should include how the meeting of the UPR progression criteria in sustained and substantial:</p> <p>‘substantial’ means: of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning;</p> <p>and</p> <p>‘sustained’ means maintained continuously over at least two academic years.</p>	

Professional Attributes:

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Head of Learning & Development decision and feedback

Professional Attributes	Met / not met

Professional Knowledge and Understanding

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Share with colleagues that knowledge to strengthen practice across the school. Mentor students or inexperienced teachers.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications. Use data as an assessment and evaluation tool.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs.
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Head of Learning & Development decision and feedback

<p>Professional knowledge and understanding</p>	<p>Met/Not Met</p>
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Professional Skills

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.

Head of Learning & Development decision and feedback

Professional Skills	Met / not met
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