

## ADVICE & GUIDANCE

### Pay policy guidance (England) 2024/25

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The government has proposed teacher pay increases for England effective from 1 September 2024. This follows acceptance by teaching unions of the government's offer to fully implement the recommendations of the STRB report, with a 5.5 % pay increase to all school teacher pay points and allowances in England and a commitment that schools, early years and post-16 settings will receive an additional £1.2 billion in the 2024-25 financial year.

The increase of 5.5% to all pay points and allowances is effective from 1 September 2024.

NAHT welcomes the government's acceptance of the School Teachers' Review Body's (STRB's) recommendation of a 5.5% uplift to all salaries and allowances in payment. Further, we welcome the delivery of additional funding of approximately £1.2bn through the core schools budget grant to support schools in delivering this uplift. The principle that all pay uplifts should be fully funded is an important one,

We recognise that while the above inflation pay award (the first for some time) is an important step forward, it does not restore pay in real terms or fully counter the impact of the inflationary pressures of previous years.

A condition on acceptance of the 2023 pay award was the establishment of a workload reduction taskforce with representation from the teaching unions. NAHT welcomes a key recommendation from the group and the subsequent confirmation within the STPCD that the obligation to use performance-related pay (PRP) will be removed from September 2024. This represents a significant policy win for NAHT and we encourage schools and trusts to move to a model of automatic pay progression, delivering immediate workload reduction for teachers, leaders, and governors/trustees.

We have revised our [model appraisal and capability policy](#) and also our [model pay policy](#) to reflect this important and positive step. We know that many local authorities and trusts will likewise review their model policies in the light of this significant change.

This guidance is for use in maintained schools in England and educational establishments where the [School Teachers' Pay and Conditions Document \(STPCD\)](#) is incorporated into contracts of employment.

The 'relevant body' in a school with a delegated budget is the governing body.

**It's important to read this guidance in conjunction with our accompanying [model pay policy](#). There is also a section below entitled 'Model pay policy – specific advice/comments' that sets out the issues you will need to consider before relevant bodies make final decisions about their pay policy.**

Please note, where the text is highlighted in grey in the accompanying [model pay policy](#) it means it's important for the relevant body to read that section and the corresponding advice below it. Similarly, where the text in the pay policy is both highlighted in grey and in italics, it indicates a relevant body is required to make a specific choice, or some text may need to be inserted/deleted.

Our model pay policy may not suit all schools or circumstances (for example, academies and other non-maintained schools should note that the Appraisal Regulations 2012 in England don't apply to them). Schools with their own appraisal policy may need to adapt this policy.

All members should read the model pay policy carefully and adjust it as necessary to suit their school's circumstances. Schools should amend their pay and appraisal policies to set objectives as soon as possible in the autumn term of 2024.

**You should consult staff and school union representatives on the new policies, which should be ratified by the governing body.**

All teachers, including the leadership group, should be clear (as near as possible to the start of the 2024/25 academic year) about what will be expected of them so that they can progress through their pay range on review in 2025.

### **Summary of the changes since 2023: the September 2024 pay award**

The government has published the STPCD 2024 in response to the recommendations of the School Teachers' Review Body's (STRB's) 34th report:

'In line with the recommendations in the STRB's 34th Report, from 1 September 2024 a 5.5% increase will be applied to all pay and allowance ranges and advisory points.

All pay uplifts will be back dated to 1 September 2024.'

In addition to the pay award, the STPCD and accompanying guidance includes the following:

- the removal of performance-related pay as a requirement in the document from September 2024
- changes relating to planning, preparation and assessment time
- the annex five administrative task list is moved from section three to section two
- ongoing flexibility in the consecutive use of TLR3 payments as the pay mechanism for tutoring (by main pay range teachers/upper pay range teachers) in addressing learning disruption caused by the pandemic.

You should read section three of the guidance on the application of the uplift.

Except for advisory pay points for the main pay range (MPR), the upper pay range (UPR) and unqualified teacher pay range (UTPR), the STPCD only prescribes pay ranges with minimum and maximum points

The Department for Education (DfE) sets out in annex three of the STPCD 2024 the advisory pay points for the MPR and the UPR. Annex four contains the advisory pay points for the UTPR. The DfE makes it clear that these pay points are not mandatory, and it no longer publishes any further pay scale points for reference, either in the STPCD or its advice documents for the remaining ranges.

The STPCD continues to permit the adoption of fixed pay scale points as the basis for teachers' pay progression, including by continuing to use previous STPCD pay scale points updated as appropriate.

The revised non-statutory guidance from the DfE published in July 2024 on [managing teachers' and leaders' pay](#) states that the department supports the STRB's recommendation to reintroduce advisory pay range points into the STPCD for unqualified, main and upper pay range teachers – 'though schools do remain free to adopt whichever system of pay points, within the statutory pay ranges, as they see fit'.

NAHT is a signatory to a joint union pay scale document, published in conjunction with ASCL, NEU and Community – see the [joint union advice on school teachers' pay in England 2024/25](#).

Our advice in respect to pay scales is as follows:

- The recommended pay scale points set out in the joint union advice are the advisory pay points in the STPCD plus in addition recommended pay points for the leadership pay range
- The decision to restore advisory pay points to the STPCD and align their values with those recommended in joint union advice underlines the appropriateness and importance of using the pay scales set out in the joint union advice of 2024/25 and in previous editions of the annual pay advice
- In previous years teachers and school leaders should (as has been the case in many schools) have been paid at least at the pay levels set out in the union advice. Where schools are still paying below the pay points in the advice, pay for teachers and school leaders in those schools should be moved to the value of the next highest point
- The pay levels set out in the advice should be a minimum, so where schools are paying above the value of the relevant point, the teacher should be paid on the next highest point above the teacher's current pay level. This should be updated in future years in line with the relevant pay increase
- The principles supporting the use of national pay points for the main and upper pay ranges apply equally to the pay points for leaders set out in the advice

- NAHT will continue to call for the restoration of the national pay structure with the mandatory pay points as a minimum entitlement.

## General

The STPCD places statutory duties and confers discretionary powers on 'relevant bodies'. Section two contains the statutory provision, and you can find the DfE's statutory guidance in section three of the STPCD. Relevant bodies must take account of it when determining the pay of teaching staff. The term 'relevant bodies' denotes the body (either the governing body or local authority) that is responsible for pay decisions.

Please note that paragraph references from the STPCD relate to section two, unless otherwise stated.

**Teaching staff:** part one, paragraph two of the STPCD places a statutory duty on the relevant body to have a pay policy for teaching staff, including arrangements for pay appeals. The pay policy must set out the basis on which relevant bodies will determine pay and the date they will make this decision.

**Support staff:** regulation 17 of the School Staffing (England) Regulations 2009 requires the governing body of the community, voluntary controlled, community special and maintained nursery schools to pay in accordance with pay grades used by the local authority.

Regulation 29 relates to foundation, voluntary aided and foundation special schools, and while allowing the governing body to employ support staff, it is silent on the matter of pay scales. Governing bodies may find it more straightforward to use the local authority's pay grades. However, under both regulation 17 and regulation 29, governing bodies may exercise choice over the particular grading on appointment, only in light of the circumstances of the school and the advice of the head teacher.

Schools in England are required to establish an appraisal policy. The lack of an appraisal policy, which is a breach of regulations, does not relieve a relevant body of its duties to review pay under the STPCD nor does it remove the need to establish a clear pay policy.

From the 2024/25 academic year, the requirement for objectives and the appraisal process to lead to performance-related pay outcomes for teachers and leaders will be removed. This is reflected in the STPCD 2024, however, the statutory requirement to make a pay decision following the completion of the appraisal process remains.

**Please note that pay decisions for the 2023/24 academic year, which will be taken in September/October 2024, will continue to be based on the requirements for performance-related progression as set out in the September 2023 STPCD.**

If a school decides to retain some or all elements of performance-related pay, it should ensure the impact on the workload for individual teachers, line managers, school leaders and governing boards is kept to a minimum.

You should review the pay policy annually, and you should consult staff about any pertinent changes (eg any uplift to the national framework).

## Resourcing the pay award

Resourcing considerations are central to the implementation of any pay award. The increase is fully funded at a national level by the government.

Additional funding has been based on the government's calculation that schools will have already budgeted for an uplift of approximately 2% (for 2024/25) and is designed to cover the 3.5% difference between that and the 5.5% award.

It is understood that approximately £300m of the additional £1.2bn has been allocated to support schools with the forthcoming support staff pay award costs.

The additional funding to each school is delivered using formula factors, not actual staffing costs.

Schools, early years and post-16 settings will receive an additional £1.2bn in the 2024/25 financial year.

The government has committed to meeting the costs of the pay increase falling in the 2024/25 financial year. NAHT remains committed to the principle that the government should fully fund pay increases to support the investment in teachers' pay, while also increasing other elements of schools' budgets in real terms.

**NAHT continues to press the government to fully fund all future pay uplifts** to ensure all schools have the resources to deliver the pay award fully.

## Roles

**The pay committee:** the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 allow the relevant body to delegate the powers of pay decisions to the head teacher or a single governor. However, we advise that relevant bodies only delegate such powers to a committee of the governing body, comprising three non-employee governors, who should carry out determinations of pay in accordance with the pay policy.

At each of its meetings, the pay committee should have a copy of the relevant STPCD, its pay policy and its appraisal policy. It's imperative that the committee carefully minutes any decisions taken by relevant bodies on pay to ensure there's a clear audit trail.

The committee should only take account of relevant factors, eg recognise an acting up arrangement through the award of an acting allowance, not by awarding retention payments.

**The external advisor:** the role of the external advisor (not applicable to academies/non-maintained schools) is to advise the governing body (based on available evidence) when agreeing the head teacher's objectives and reviewing performance against those objectives. Regulations require all schools to secure external advice. However, there is no requirement to buy in such advice from the local authority. It's not within the external advisor's remit to advise the governing body on the determination of the head teacher's pay range or that of any other

leadership group member.

The work of the external advisor will normally include the following:

- reading, reviewing and analysing documents supplied
- giving written advice to the appointed governors that review the head teacher's progress against objectives and suggests areas for future objectives
- holding pre-review meetings with the head teacher and with the appointed governors attending the review meeting
- carrying out agreed functions from the pre-review meetings
- conducting any agreed post-review work.

Although the external advisor can give a professional judgement that suggests the governors award pay progression, it's the governing body's responsibility to make a recommendation on pay in writing as part of the appraisal report for the head teacher.

In line with section two, part two, paragraph 11.2 of the STPCD 2024, if a governing body chooses to retain performance-related pay, it should set this out in its pay policy and may only withhold pay progression for reasons related to poor performance.

In all other schools where performance-related pay has been removed from the appraisal process, pay progression may only be withheld if a teacher is in capability proceedings.

### **Model pay policy – specific advice/comments**

Please note, the specific comments/advice in this section reflect the corresponding headings in our accompanying [model pay policy](#).

#### **Statement of intent**

Governing bodies should ensure there are clear audit trails and minutes in relation to pay decisions, and they should be able to objectively justify any such decisions. Governing bodies should satisfy themselves that they have a secure evidence base for any pay decisions and that all record retention arrangements are robust and compliant with the Data Protection Act 2018 and the principles of the General Data Protection Regulation.

#### **Using data from statutory testing and qualifications for performance management or decisions about pay progression**

The key stage two technical guidance has been published and pages six and seven set out how the performance data from 2023/24 will be used. It states the following in respect to key stage two:

‘As set out in DfE guidance, school and trust leaders should not make pay progression for teachers dependent on the assessment data for a single group of pupils. Performance management targets relating to pupil performance should not be used in isolation and other factors should also be taken into account. From the 2024/25 academic year, the requirement for objectives and the appraisal process to lead to performance-related pay

outcomes for teachers and leaders will be removed. The statutory requirement to make a pay decision following the completion of the appraisal process remains.'

Please note, the [secondary accountability technical guidance](#) is currently written in relation to the 2022/23 data and is due to be updated shortly. We would expect the updated document to mirror the approach set out in the key stage two technical guidance.

## **Equalities and performance-related progression**

Governing bodies and head teachers should note that where they read the phrase 'a year of employment' within the STPCD, there is a definition available in section two, annex two, paragraph six. Head teachers and governing bodies must read this definition. All teachers, including the leadership group, are entitled to an annual pay review, and any pay award is effective from 1 September each year.

You need to take care when making a pay decision for a teacher who has been absent because of pregnancy, maternity leave or disability-related sick leave. You must not disadvantage such teachers in those circumstances.

The DfE has produced advice on equalities issues, which is in its [non-statutory guidance on managing teachers' and leaders' pay](#).

Wherever possible, schools need to adjust appraisal objectives, appraisal cycles and pay recommendations/decisions in relation to such teachers. For example, as soon as a teacher returns from maternity or sick leave, it is a matter of priority that you set or adjust their objectives.

If a teacher is going on maternity leave, you should review their performance before they commence their leave, and if the teacher is not returning before the school's pay reviews take place, you should make a recommendation on pay at that point. You should gather as much evidence as is reasonable, within the limited time frame, to facilitate an assessment in line with the school's appraisal and pay policies.

If circumstances are such that there's little evidence to draw from the current cycle, you should look at evidence from previous appraisal cycles to make a pay decision. As a consequence, the teacher is neither disadvantaged nor advantaged by their absence on maternity or disability-related sick leave, albeit the evidence is from a shorter or different appraisal cycle. You should be flexible and pragmatic using all reasonable means possible to mitigate potential discrimination.

## **Monitoring**

Governing bodies should regularly assess the impact of their policy to ensure continued compliance with equalities legislation as set out under 'governing body's obligations' in our accompanying model pay policy.

We recommend that, if possible, each governing body has an 'equalities champion' who is willing to be trained in equalities issues and can work with the school's personnel/legal provider to assess whether the pay policy remains compliant with relevant equalities legislation.

If a school is considering informal support or capability proceedings for teachers who have been absent because of pregnancy, maternity leave or sick leave, it should take advice from its personnel/legal provider.

You can find further information on equalities issues, particularly in relation to pay but also on other aspects of terms and conditions, at [acas.org.uk](https://www.acas.org.uk) and [equalityhumanrights.com](https://www.equalityhumanrights.com).

## Appraisals

To ensure consistency of objective setting, it would be sensible for there to be a moderation process. The highlighted text (*italics*) in the model pay policy may require amendment depending on who will undertake the moderation process. Where schools have removed performance-related pay from the appraisal process, this should be reflected in less onerous moderation arrangements.

## Differentials

All prescribed salary differentials between different posts have been removed from the STPCD, apart from the fact that the pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances<sup>1</sup>. In addition, the maximum of a deputy or assistant head teacher's pay range mustn't exceed the maximum of the head teacher group.

Relevant bodies should take account of job weighting when determining pay ranges; we recommend suitable differentials are maintained to avoid potential challenges, to motivate individuals and ensure appropriate remuneration.

## Procedures

Schools should assign funds for pay progression and the use of any other discretionary payment. The governing body should monitor and review decisions on pay in keeping with good financial practice.

## Leadership group pay – arrangements brought in by the STPCD 2014

There's no effective date of the change, instead, there are 'triggers' for review:

- if an individual is appointed to a leadership post on or after 1 September 2014, or if the responsibilities of a member of the school leadership team have significantly altered after that date<sup>2</sup>
- if the relevant body decides to review the pay of all leadership posts to maintain consistency with pay arrangements for new appointments to the leadership team on or after 1 September 2014, or another member of the leadership group whose responsibilities have changed significantly since that date<sup>3</sup>.

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<sup>1</sup> s2, part 2, para 9.4 STPCD 2024

<sup>2</sup> s2, part 2, para 4.1 STPCD 2024

<sup>3</sup> s2, part 2, para 4.2 STPCD 2024



We recommend that schools consider reviewing all relevant leadership posts at the same time to maintain consistency.

The status quo remains until there's a 'trigger' as set out above.

When moving to the new arrangements, the relevant body is required to take account of all 'the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations' when determining the pay range for a leadership group member under the new arrangements<sup>4</sup>.

All mandatory spine points have been removed from the leadership group spine; however, it's possible to use pay points, and we recommend that you continue to use the leadership group spine points (see above: 'Summary of changes since 2023: the September 2024 pay award' for details around the September 2023 pay uplift).

The requirement for performance-related pay to be linked to the appraisal process in a school was removed and confirmed in the STPCD 2024. If a governing body chooses to retain performance-related pay, it should set this out in its pay policy and may only withhold pay progression for reasons related to poor performance. In all other schools where performance-related pay has been removed from the appraisal process, pay progression may only be withheld if a teacher is in capability proceedings (see section two, part two, paragraph 11.2.b).

There's no scope to make new awards of retention payments/benefits to leadership group members, other than as reimbursement of reasonably incurred housing or relocation costs. However, if a leadership group member is already in receipt of such a payment/benefit, it can continue (subject to review) at its existing value until they 'trigger' the new leadership group pay arrangements. At that point, you must examine all recruitment and retention considerations when determining the leadership group member's salary range<sup>5</sup>.

Our advice documents on head teachers' pay in England and on deputy and assistant head teachers' pay in England in 2024 (available soon) will set out detailed guidance on leadership group pay. We recommend that schools read these NAHT guidance documents because it is not possible to cover all aspects of leadership group pay in this guidance accompanying the model pay policy.

### **Head teachers – pay structures and temporary payments**

The group range for head teachers is calculated in the same way as in the past, and it considers pupil numbers. Section two, part two, paragraph five of the STPCD 2024 sets out the minimum and maximum values for each group size of the school. A relevant body can't set the head teacher's pay range below the minimum of the group range. However, in fully justified circumstances, a relevant body can set the pay range higher, but it must not exceed the maximum of the head teacher group by more than 25% other than in exceptional circumstances and when supported by a business case. Before exceeding the 25% limit, the relevant body must seek external independent advice<sup>6</sup>.

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<sup>4</sup> s2, part 2, para 9.2 STPCD 2024

<sup>5</sup> s2, part 2, para 27.3 STPCD 2024

<sup>6</sup> s2, part 2, para 9.3 STPCD 2024

See the section 'Leadership group pay – arrangements brought in by the STPCD 2014' above for the criteria for determining the pay range under the appropriate arrangements.

You can only award temporary payments to head teachers for clearly temporary responsibilities or duties<sup>7</sup>. This effectively means they would have a time limit from the outset, and the duties are in addition to the post for which the head teacher's pay range has been determined. There are percentage limits on the award of temporary and other payments<sup>8</sup>. See 'Guidance on head teachers' pay, above.

### **Deputy and assistant head teachers – pay structures and additional payments**

As under previous STPCDs, the pay range of a deputy or assistant head teacher is not linked to the group size of the school other than a deputy/assistant head teacher's pay range can't exceed the group range for the school.

You can only review the pay range for a serving deputy or assistant head teacher in the following circumstances:

- when there is a significant change to the responsibilities of the serving deputy/assistant head teacher
- when there's a need to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014
- When a member(s) of the leadership group whose responsibilities significantly change on or after that date.

See the section 'Leadership group pay – arrangements brought in by the STPCD 2014' above for the criteria when determining a pay range under the new arrangements.

### **Classroom teachers' pay on appointment and 'pay portability' (all teachers)**

Before the STPCD 2013, there was a requirement for the pay of classroom teachers to be portable between schools. The new employer of a teacher who was previously on UPR 3 at their old school couldn't pay them less than the value of this pay point. In other words, pay followed the teacher. This requirement no longer exists. The STPCD 2013 gave relevant bodies the ability to determine the starting salaries of teachers new to the school.

Please note: many schools continue to recognise 'pay portability', ie they will honour the existing salary of a new teacher to the school. If this is the case in your school, you should set that out in your pay policy. You may also wish to make the school's 'pay portability' position clear in any advertisement so that you secure the widest possible field of applicants.

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<sup>7</sup> s2, part 2, para 10 STPCD 2024

<sup>8</sup> s2, part 2, para 10.2 and 10.4 and s.3 paras 13 to 15 STPCD 2024

We support 'pay portability' in our model pay policy. We believe this can minimise any possibility of schools inadvertently applying their policy in such a way that it discriminates against one group – for example, those who have been on a career break because of childcare. See the DfE's [non-statutory advice on managing teachers' and leaders' pay](#), which contains advice on equalities issues.

If you choose not to recognise 'pay portability', you should set out in your school's pay policy what factors the school will consider when determining starting salary for each post it advertises, eg the responsibilities and challenges of the position, market conditions and so on.

### **Annual pay determinations – see separate advice below on upper pay range (UPR) progression**

We have opted to continue to use 'pay points' across all pay scales in our model pay policy.

Schools will need to insert the relevant pay points, depending on the appropriate pay scale – ie England, inner London, outer London, fringe. As outlined earlier, NAHT is a signatory to a joint union pay scale document (see the [joint union advice on school teachers' pay in England in 2024/25](#)).

Our [model pay policy](#) reflects the decision by the governing body to remove the link between performance-related pay and appraisal, therefore, unless a teacher is subject to capability proceedings, a teacher will progress by one incremental point with effect from 1 September.

Section two, part three, paragraph 19.2 b II of the STPCD 2024 permits pay progression to be withheld if a teacher is in capability proceedings. It's important that teachers who are not performing to the level required by the school, as set out in their pay policy, are given as much support as possible at the earliest opportunity.

Schools should conduct mid-term reviews with all teachers; indeed, they may wish to have termly discussions with teachers. This is particularly important if a teacher is deemed to be underperforming. You should provide support, training or mentoring in such cases.

There must be 'no surprises' at the final review. The DfE has included guidance on appraisal and pay appeals in its [non-statutory advice on managing teachers' and leaders' pay](#).

### **Applications to be paid on the UPR**

Read section two, part three, paragraph 15 of the STPCD, and section three, paragraphs 29 to 32. Please see our [model pay policy](#).

Governing bodies/head teachers have the choice of whether to deal with applications throughout the year or to have a single cut-off date. We suggest the latter may be more convenient. It will, therefore, be necessary for schools to fill in applicable dates that suit the school – refer to the sub-section entitled 'process' in the application to be paid on the UPR section of the model pay policy.

Although the relevant body has legal responsibility for the process, it can delegate the receipt and assessment of applications to the head teacher (or person with management responsibility in the case of unattached teachers) in line with the school's pay policy.

### **UPR – annual pay determinations**

It's important to note that the STPCD states the governing body **must** consider each year whether to increase the salary of teachers (including UPR teachers) who have completed a 'year of employment'<sup>9</sup>. (All provisions connected to progression every two years in relation to UPR were removed from the STPCD 2013).

The onus is on the school to ensure UPR teachers receive an annual pay review, and a decision on pay progression is made in line with the STPCD and your pay policy.

### **Leading practitioner's role**

The policy should contain a statement as to whether it's the likely intention of the governing body to create leading practitioner roles. Please note section two, part seven, paragraph 49 of the STPCD 2024, which states the statutory professional responsibilities are those of 'a teacher other than a head teacher' (ie a classroom teacher). However, you may include additional duties relevant to their primary purpose of modelling and leading improvement of teaching skills in the individual job description of such teachers<sup>10</sup>.

If schools decide it's not the time to commit to the creation of such posts, they should cover this in their pay policy. If not, they could merely replace the wording in the model pay policy with 'it is not the intention of the governing body to create a leading practitioner role at this time, but the governing body will review its position from time to time'.

There is total discretion on the length of the pay range for a leading practitioner post in the minimum and maximum of the range<sup>11</sup>. We recommend that it would be no different in length from any deputy or assistant head's pay range. The amount will need to be inserted (see highlighted text in the model pay policy). And we would recommend that you use pay points.

If schools wish to create such a post(s), they should decide whether the post holder will undertake outreach work (delete highlighted text or not, as appropriate, in the model pay policy).

Schools may wish to consider the creation of such posts carefully. They provide a further career stage for outstanding teachers. In addition, schools could offer the services of their leading practitioner to other schools for a fee, thereby contributing to salary costs and spreading good teaching practice.

### **Unqualified teachers' annual pay determination**

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<sup>9</sup> s2, part 3, para 19.1 STPCD 2024

<sup>10</sup> s2, part 7, para 49 STPCD 2024

<sup>11</sup> s2, part 3, para 16 STPCD 2024

The paragraph in highlighted italics in the model pay policy will be dependent on your school's budgets. See the advice under the section entitled 'procedures' above.

### **Teacher and learning responsibility (TLR) payments**

There are now no statutory differentials between different levels of TLR in the TLR1 and TLR2 bands. Given that it may be difficult to justify inconsequential levels of remuneration (differentials), we believe the award should be significant and in line with the responsibilities for which the TLR is paid. Indeed, schools may wish to consider using their existing differentials.

If schools decide to change the number of variances between different levels of TLR, it will necessitate a review of all TLRs in their school. This is to ensure consistency and fairness and to mitigate against the risk of challenge. If a TLR is removed or reduced, that will trigger salary safeguarding in most circumstances.

TLR 3 payments are for a fixed term and should not be awarded consecutively. The STPCD 2024 continues to make provision for an exception to this stipulation in circumstances where a TLR 3 is in place for a 'responsibility' that 'relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic'<sup>12</sup>.

### **Additional payments**

Read section two, part four, paragraph 26, and section three, paragraphs 60 to 68, of the STPCD. Governing bodies can make new awards under this section to all teachers except head teachers. Where a head teacher takes on a time-limited responsibility or duty (eg service provision work), this is rewarded through a 'temporary payment'<sup>13</sup>. All indefinite responsibilities of a head teacher's post should be reflected in the pay range.

### **Recruitment and retention incentive benefits**

No new awards of recruitment and retention incentive benefits will be made to a head teacher, deputy head teacher or assistant head teacher other than as reimbursement of reasonably incurred housing or relocation costs. However, where the governing body is already paying such an incentive or benefit, determined under a pre-2014 STPCD and subject to review, it may continue with it at the existing value until the leadership group member moves to the new leadership group pay arrangements as set out in the STPCD. At that point, all recruitment and retention factors in relation to a leadership group member will be considered when determining the pay range.

### **We're here to support you**

If you need further advice on our model pay policy or this guidance, contact our specialist advice team on **0300 30 30 333** (option one) or email [specialistadvice@naht.org.uk](mailto:specialistadvice@naht.org.uk).

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<sup>12</sup> s3 para 53 STPCD 2024

<sup>13</sup> s2, part 2, para 10 STPCD 2024