

# GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

## Teachers Pay Policy [United Learning Staff] 2024-2025

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Signed by: Mr. James Dempster  
Position: Chair of the Local Governing Body

## United Learning Academy Teachers' Pay Policy (September 2024)

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## 1. Scope

- 1.1 This Pay Policy applies to teachers employed on the United Learning Academy contract (ULT contract). The Pay Policy does not apply to Headteachers or those teachers who are on different contractual terms as a result of TUPE.
- 1.2 This policy must be read in conjunction with the United Learning Performance and Development Review Guidance. The Pay Structure is set out in Annex C.
- 1.3 We are a values-led organisation which puts children first, expects the best from everyone and aims to bring out the best in everyone.

## 2. United Learning's Objectives

- 2.1 United Learning will seek to reward its teaching staff:
  - a) In a fair way based on transparent policies;
  - b) At competitive market rates to recruit and retain good teaching staff;
  - c) At levels which are affordable within the funding available to the Academy as agreed by the DfE, using public funds in the best possible way to the advantage of the students within United Learning Academies;
  - d) In a way which inspires staff to raise their professional standards.
- 2.2 United Learning expects its teaching staff:
  - a) To teach to a high standard, in line with evidence-based principles of good professional practice;
  - b) To enable motivated pupils to work hard to progress;
  - c) To make a contribution to the life of the Academy outside the classroom. *Where staff make such contributions it is done so on a voluntary basis and is not part of the contractual obligation;*
  - d) To commit to continuing professional development.

## 3. Salary on Appointment

- 3.1 The salary of a first year **Early Career Teacher (ECT)** will normally commence on the first point within the PT scale. Previous teaching and other relevant experience will be taken into account when determining the starting point on the scale.
- 3.2 For **teachers other than ECTs**, the starting point within the United Learning Academy Pay Policy will be determined by:
  - a) Number of years of post qualification teaching experience;
  - b) Other relevant experience;
  - c) Whether or not the teacher has successfully fulfilled threshold requirements;
  - d) Any proposed leadership responsibilities;
  - e) Any proposed management responsibilities.



3.3 In normal circumstances, a teacher's starting salary will be no less than their current salary.

#### **4. Annual Pay Review**

4.1 United Learning will conduct an annual review of its teachers' pay ranges across all its Academies, which will usually be applicable from 1st September each year.

4.2 In negotiation with United Learning Academies recognised unions, United Learning will take into account:

- a) Our desire to attract and retain the best staff;
- b) The affordability of any increase to pay ranges, with particular reference to the level of funding available to the Academies as agreed by the DfE;
- c) The pay award for teachers in the maintained sector proposed by the School Teachers' Review Body (STRB);
- d) The submission from United Learning Academies recognised unions and negotiations annually at the Joint Negotiating Committee;
- e) Headline inflation over the period since the previous annual review;
- f) Any other relevant factors.

#### **5. Individual Pay Awards under United Learning Academies Contribution Based Pay Scheme**

5.1 This section sets out the framework for assessing individual contribution for pay review purposes. Headteachers are required to operate this framework with a view to achieving the objectives set out in point 1.2 above.

5.2 The purpose of Contribution Based Pay within academies is to:

- a) Encourage the skills and attitudes which will underpin the success of individuals and United Learning;
- b) Enhance the impact of teaching on students' achievements and their personal development;
- c) Clearly align the individual teacher's objectives with the development of the academy;
- d) Encourage continuous improvement and development of all teachers;
- e) Provide a basis for considering an individual's contribution and reviewing their pay.

5.3 Each individual will have three Objectives (four if they have additional responsibility), covering:

- a) What they plan to achieve in their role during the year;
- b) How they will develop their performance;
- c) What they will contribute beyond their core role.

5.4 Teachers' Objectives will reflect the Teachers' Standards, the school's teaching and learning priorities, and their personal areas for development, and available evidence.

5.5 Every member of staff with line management or other leadership responsibilities will have an Objective specifically related to this.

5.6 It is not envisaged that teachers are assessed in a tick-list fashion against each individual Standard, but instead they should be used as a basis for dialogue to highlight strengths and achievements, identify areas for development and possible Objectives.



- 5.7 For further details about setting Objectives and reviewing performance in line with the Teachers' Standards, please refer to the United Learning Performance and Development Review Guidance.
- 5.8 The documented outcome of the end of year review must include an assessment of whether the teacher has achieved or exceeded their Objectives, in line with the expected standard (Annex A). A final decision may be withheld until exam results are received or pending internal moderation.
- 5.9 The outcome of the end of year review will be considered when annual pay decisions are made, in line with this Pay Policy.
- 5.10 Once the Performance and Development Review record has been completed and signed off, it will be submitted to the Headteacher.
- 5.11 Having received the Review record, the Headteacher will follow up some or all aspects raised by the Performance and Development Review with the appropriate line manager.
- 5.12 The Headteacher will consider the merits of each Performance and Development Review record and make recommendations for pay awards in line with the appropriate sections of this Pay Policy.
- 5.13 In making recommendations for pay awards, the Headteacher will consider contribution in all three (or four) Objectives, with reference to the behaviours set out in the Teachers' Standards and the documented assessment of performance following the end of year review. As set out in point 4.6 above, the Teachers' Standards should not be used in a tick-list fashion and the review of an individual's performance should start from the premise that all the standards are being met unless clear evidence to the contrary is provided.
- 5.14 In making recommendations for pay awards, the Headteacher is expected to exercise judgement as is necessary and to show leadership in moderating the management of the Performance and Development Review system within the academy. They will take into account additional significant evidence as may be necessary to ensure completeness, consistency and fairness of the pay review process across the academy.
- 5.15 Individual pay awards are determined according to the policy set out below.
- 5.16 Failure to meet all Objectives will not automatically result in no pay progression if significant progress has been made and/or failure to meet Objectives were due to reasons beyond the teacher's control.
- 5.17 Progression may be withheld or delayed where informal support interventions are ongoing or where a teacher is the subject of a formal capability procedure.
- 5.18 It will be possible for a 'no progression' determination to be made without recourse to the separate United Learning Capability Procedure.
- 5.19 Final decisions on pay awards will be made by the local moderation panel (see section 5 below) following recommendations by the Headteacher.
- 5.20 The timeline for the pay review process is shown below:



## **6. Pay Review Moderation**

- 6.1 The Headteacher and the Moderation Panel are responsible for ensuring the consistency and fairness of the pay review process and outcomes and ensuring that the implementation of the Contribution Based Pay and non-consolidated recognition awards meet the requirements of United Learning's Equality Guidelines.
- 6.2 Each academy will form a local moderation panel usually consisting of the Headteacher, Head of Junior School (if applicable), Chair of the Local Governing Body (or designated Local Governing Body member(s) as appropriate), Senior Leadership Team members (as appropriate) and their Central Office HR Business Partner. The panel should meet no later than the end of September.
- 6.3 The purpose of the local moderation panel is to ensure the consistency and fairness of the Performance and Development Review process and pay recommendations within the academy.
- 6.4 The role of the Headteacher will be to present their pay review recommendations and answer questions. The Moderation Panel will be responsible for approving the final pay awards.
- 6.5 To ensure consistency and equality between academies, the Central Office HR team and the Education Director (or their deputies) will undertake a review of this policy within academies across United Learning from time to time. Group summary reports and the operation of this policy will be discussed annually with recognised trade unions.

## **7. Professional Teacher (PT1-6) Salary Range and Progression**

- 7.1 Points 1, 2 and 3 in the Professional Teacher salary range are fixed salary scale points. Beyond this, points 4 to 6 are guidance points for reference only to help academies manage pay progression through this range and clarify teachers' expectations. These guidance points are not mandatory and academies have the flexibility to work outside them.
- 7.2 Teachers with up to two years post qualification experience will normally be paid on the first two points of the Professional Teacher scale (PT1 and 2) and salary progression will be incremental, including progression onto PT3. This increase will be applied annually on 1st September during each of the first two years after they have qualified. Such increases will be made in addition to any increase agreed within the general pay review as described in paragraph 3.
- 7.3 Such increments will be applied automatically unless:
  - a) The teacher is the subject of a formal capability procedure, in which case an increment may be withheld or delayed;
  - b) The teacher fails satisfactorily to complete the induction period as set out in the United Learning Academy policy for teachers in the first two years of the profession.
- 7.4 The salary progression for teachers with more than two years and up to six years post qualification experience will be assessed on an annual basis through the Contribution Based Pay scheme. Subject to meeting expectations, as defined in Annex A, teachers will progress through the band each year on 1st September.
- 7.5 Professional Teachers whose contribution is judged to be significantly exceeding expectations, as defined in Annex A, may be considered for progression at a faster rate within the band.



7.6 Such increases will be made in addition to any increase agreed within the general pay review as described in paragraph 3.

## **8. Threshold**

8.1 All teachers who have completed at least one year's service on PT6 will be automatically considered for progression into the Experienced Professional Teacher (EPT) pay band.

8.2 When a teacher first attains PT6, the Headteacher or line manager should discuss with them the higher performance expectations on the EPT pay band and clarify any development needed to meet these.

8.3 In addition, any qualified teacher (i.e. those currently below PT6) may choose to apply to be paid in the EPT band. Teachers wishing to be considered should notify their Headteacher in writing of this request by no later than 30th September and submit evidence from their most recent PDRs. The Headteacher will acknowledge receipt of all applications.

8.4 Assessments will be made once a year following the end of year Performance and Development Review (PDR). For teachers with an attendance gap in the previous academic year (e.g. due to maternity/long term sickness absence) evidence may be considered from the previous three years.

8.5 The assessment will be successful where the Headteacher is satisfied that:

- a) The teacher is highly competent in all elements of the Teachers' Standards; *and*
- b) The teacher's achievements and contribution to the school are substantial and sustained.

8.6 For the purposes of this pay policy:

- a) 'Highly competent' means that the teacher shows consistently strong performance against the Teachers' Standards and is a role model for professional behaviours;
- b) 'Substantial contribution' means that the teacher has made a wider contribution to the school and has evidence of improving practice, standards and pupil outcomes; *and*
- c) 'Sustained achievement/contribution' means that the teacher has demonstrated the above consistently and for at least two years.

8.7 If successful, the teacher will move to the minimum of the Experienced Professional Teacher scale from 1st September (this will be backdated as appropriate).

8.8 If unsuccessful, feedback will be provided by the Headteacher as soon as possible and within 10 working days of the decision, and will cover the reasons for the decision and the appeals arrangements available to the teacher.

8.9 If a teacher is unhappy with the outcome of their application they should refer to the Appeals Procedure detailed in Annex B.

## **9. Salary Progression for Experienced Professional Teachers with no Leadership or Management Responsibilities**

9.1 The salary of teachers with no specific leadership or management responsibilities will be determined within the Experienced Teacher band (EPT). Salary progression within this band will reflect contribution as assessed following two successful Performance and Development Reviews (over a two year period) under the Contribution Based Pay Scheme.

9.2 Whilst there are no formal salary scales applicable to Experienced Professional Teachers there are guidance points for reference only to help academies manage pay progression through this range





and clarify teachers' expectations. These guidance points are not mandatory and academies have the flexibility to work outside them to reward teachers as appropriate.

- 9.3 Experienced Professional Teachers whose contribution is meeting expectations, as defined in Annex A, following two successful Performance and Development Reviews (PDR) (over a two year period) will progress on 1st September.
- 9.4 Experienced Professional Teachers whose contribution is judged to be exceeding expectations, as defined in Annex A, will be consider for progression at a faster rate within the band and are eligible to progress to the EPT3 guidance point.
- 9.5 Salary increases within the Experienced Professional Teachers Band will be made in addition to any increase agreed within the general pay review as described in paragraph 3.
- 9.6 Headteachers have the discretion to pay beyond the EPT3 rate in exceptional and clearly defined circumstances, such as recruitment and retention requirements.

## **10. Leading Practitioner Band**

- 10.1 Teachers who are judged to be consistently outstanding classroom teachers and whose primary purpose is the modelling and leading of teaching skills improvement will be promoted to the position of Leading Practitioner.
- 10.2 Leading Practitioner's pay falls within the Leading Practitioner Band. At the point at which a teacher is promoted to the status of Leading Practitioner a decision will be made as to their starting point within the band. This pay decision will take into account:
  - a) The teacher's current pay position;
  - b) Experience;
  - c) The specific Leading Practitioner role which is being offered.
- 10.3 Leading Practitioners whose classroom practice is judged to be consistently outstanding with a demonstrable impact on teaching and learning in the wider school, as defined in Annex A, may progress on 1st September.
- 10.4 The Leading Practitioner Band has no upper limit.
- 10.5 Salary increases within the Leading Practitioner Band will be made in addition to any increase agreed within the general pay review as described in paragraph 3.

## **11. Leadership and Management Pay**

- 11.1 Teachers will receive payment of an appropriate TLR1 or TLR2 for undertaking permanent additional responsibilities.
- 11.2 The Headteacher may award a TLR1 or TLR2 to a classroom teacher for undertaking clearly defined and sustained additional responsibility in the context of the academy's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.
- 11.3 The Headteacher may award a TLR3 for clearly time-limited school improvement projects. Criteria for such an award should be agreed in advance by both parties. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term.



- 11.4 Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.
- 11.5 The salary and any allowances, except for TLR3 of a part time teacher, should be paid on a pro rata basis.
- 11.6 Before making an award, the Headteacher must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
- a) Is focused on teaching and learning;
  - b) Requires the exercise of a teacher's professional skills and judgement;
  - c) Requires a teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum (does not apply to TLR3);
  - d) Has an impact on the educational progress of students other than the teacher's assigned classes or groups of students; *and*
  - e) Involves leading, developing and enhancing the teaching practice of other staff (does not apply to TLR3).
- 11.7 Before awarding a TLR1, the Headteacher must also be satisfied that the significant responsibility above includes line management responsibility for a significant number of people.

## 12. Leadership Pay Range

- 12.1 Teachers who are members of the leadership team and have significant leadership responsibilities across the whole school are eligible to be paid in the Leadership Band.
- 12.2 Schools should determine which roles in their structure are eligible for the Leadership Band.
- 12.3 At the point at which a teacher is promoted or recruited into the Leadership Band a decision will be made as to his or her starting salary, this pay decision will take into account:
- a) The Teacher's current pay position;
  - b) Experience;
  - c) The specific leadership role which is being offered;
  - d) Current relevant market rates.
- 12.4 The Leadership Band has no upper limit and does not attract a TLR.
- 12.5 Teachers in the Leadership Band whose contribution is judged to be meeting expectations with regards to having a whole school impact, positive outcomes that they are accountable for and meeting all their line management responsibilities, as defined in Annex A, may progress on 1st September.
- 12.6 Such increases will be made in addition to any increase agreed within the general pay award review as described in paragraph 3.

## 13. Unqualified Teachers

- 13.1 The salary progression for Unqualified Teachers will be assessed on an annual basis through the Contribution Based Pay scheme. Subject to meeting expectations, as defined in Annex A, Unqualified Teachers would be eligible to progress each year on 1st September.



- 13.2 Such increases will be made in addition to any increase agreed within the general pay award review as described in paragraph 3.
- 13.3 Unqualified Teachers who are judged to be exceeding expectations, as defined in Annex A, may be considered for salary progression at a faster rate.

#### **14. Acting Allowances**

- 14.1 Where a teacher is required to act as a Headteacher, Deputy Headteacher or Assistant Headteacher for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is considered appropriate.
- 14.2 Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

#### **15. Special Educational Needs (SEN) Allowances**

- 15.1 The Headteacher may award a SEN allowance to a classroom teacher where:
- a) The SEN post requires a mandatory SEN qualification;
  - b) It is in a special school;
  - c) They teach pupils in one or more designated special classes or units.
- 15.2 Where a SEN allowance is to be paid, mandatory qualifications, other qualifications and experience of the teacher relevant to the post and demands must be considered.

#### **16. Non-Consolidated Recognition Awards**

- 16.1 Headteachers may elect to reward individuals, teams or the whole Academy through the payment of a non-consolidated recognition award. Such payments can be made in addition to any individual annual award as set out in this policy but will only apply to staff on United Learning contracts.
- 16.2 Non-consolidated recognition awards should principally be used to reward one-off successes of individuals and teams.
- 16.3 The criteria which Headteachers will apply in determining recommendations for non-consolidated awards will be:
- a) The sum of money allocated in the budget for this purpose;
  - b) The percentage of the eligible population that should receive an award;
  - c) The minimum/maximum value of awards;
  - d) The relative performance of individuals, teams, sections or departments within their Academy; *and*
  - e) The appropriate balance in terms of equality.
- 16.4 Non-consolidated recognition awards will also be subject to the moderation and approval of the Moderation Panel, as set out in section 5 above.

#### **17. Part-Time Teachers**



- 17.1 Teachers employed on an on-going basis at the academy but who work less than a full working week are deemed to be part-time and as such, any salary will be paid on a pro rata basis.
- 17.2 Pay progression for teachers employed on a part time contract of employment are the same as those teachers employed on a full time basis.

## **18. Recruitment and Retention Incentives and Benefits**

- 18.1 Where the Headteachers considers it necessary as an incentive for the recruitment of new teachers or the retention of existing teachers, an additional payment may be agreed, any such payment should be subject to the following:
- a) Criteria agreed in advance;
  - b) Annual formal reviews, usually as part of pay moderation; and
  - c) Clarification given at the outset of the expected duration of the incentive/benefit and the review date after which it may be withdrawn.

## **19. Funding the Salary Bill**

- 19.1 The funding for the salary bill is contained within the grant made available by the DfE to United Learning Academies for the purposes of running each particular Academy.

## **20. Appeals**

- 20.1 If a teacher is unhappy with the pay award/no pay award given, they should refer to the Appeals Procedure in Annex B.

## **21. Pay Protection (Safeguarding)**

- 21.1 For guidance on pay protection, please refer to the United Learning Pay Protection Policy, available on the United Hub.

## **22. Monitor and Review**

- 22.1 The Central HR team will monitor and review the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers, to assess its effect and to ensure continued compliance with equalities legislation. Group summary reports and the operation of this policy will be discussed annually with recognised trade unions.

## **23. Legal Effect**

- 23.1 United Learning may revise the Pay Policy from time to time but will not change the provisions of the paragraphs which are legally binding in a way which is detrimental to the teachers to whom such paragraphs apply.



## Annex A – Framework of Expectations for Teachers

Pay Range	Performance criteria	Detail / evidence	Notes
Unqualified teacher	Achieving requirements for accessing QTS, usually over no more than two years	Passing GCSE Maths / English or other relevant qualifications while gaining classroom experience	Two-year limit may not apply to vocational instructors who are not classroom practitioners
M1-3 / PT1-3	Pass induction over two years	Early Career Framework process	
M3-6 / PT3-6	Meeting all Teachers' Standards. Teaching consistently good. Making a wider contribution to the school.	Pupils progress at expected level. Positive feedback on practice and behaviours. Evidence of improving practice or results. Demonstrated wider contribution to the school.	
Threshold (M/PT into Upper / EPT) - academies only	<b>Focus on own classroom practice</b> As above, plus 2 years' evidence of substantial and sustained contribution	Performing at post threshold standard below	PT6 automatically considered; encouraged to apply at M6
Upper / EPT	Consistently strong performance against Teachers' Standards. Teaching good to outstanding. Role model for professional behaviours. Making a wider contribution to the school.	Pupils progress at or above expected level. Positive feedback on practice and behaviours. Evidence of improving practice or results. Demonstrated wider contribution to the school.	Whole school impact is not expected if no additional responsibility.
TLR holder	PDR objective for additional responsibility, in addition to classroom expectations above. Impact beyond own classes.	Accountable for school outcomes in area of responsibility, managing others, pastoral or other responsibilities	
Line Manager	<b>Focus on wider school impact</b> Providing appropriate support and challenge to teams both individually and one to one	Includes supporting PDR and other HR processes such as induction and probation for new starters	
Lead Practitioner	Consistently outstanding classroom practice plus wider / whole school impact on T&L	Demonstrated impact on teaching or pupil progress beyond own classes	
Leadership	PDR objective for leadership responsibility in addition to classroom expectations above	Whole school impact; accountable for outcomes and line management in areas of responsibility	



## Annex B – Appeals Procedure

A teacher may have an objection to any aspect of their pay award or performance review. Some examples are given below but this list is not exhaustive:

- a) The way in which the Performance and Development Review was conducted;
- b) The assessments arrived at as a result of the Review meeting;
- c) The pay award/no pay award given to which the teacher feels they were due.

### Informal

The teacher should initially raise the matter with their line manager who will make every effort to reach an agreement informally.

If the matter is not resolved to the teacher's satisfaction, the objection should be pursued in accordance with the following formal Appeals Procedure.

### Formal

The objection should be put in writing to the Headteacher within 10 working days of being notified of the decision against which they have an objection(s). The letter should outline the reason for the objection(s).

The Headteacher will review the objection(s) within 10 working days of receipt of the objection letter with a member of the Governing Body, who will not have been involved in the initial decision. Following the review, the Headteacher will confirm the decision within 10 working days. The decision will be final.

If the result of the Appeals Procedure is an increase in pay, the increase will be backdated to the date on which the increase would have been otherwise paid.

If the matter is not resolved to the teacher's satisfaction, the objection should be pursued in accordance with the United Learning Grievance Procedure.



## Annex C – United Learning Academy Teacher's Pay Structure 2024

### Professional Teacher Pay Structure

United Learning Academies	Inner London	Outer London	All Other Academies	Maintained Sector Comparison	Inner London	Outer London	All Other Schools
PT1	42,000	39,500	35,000	M1	38,766	36,413	31,650
PT2	44,100	41,500	37,000	M2	40,609	38,318	33,483
PT3	46,200	43,500	39,000	M3	42,536	40,322	35,674
PT4 guidance pnt	48,300	45,500	41,000	M4	44,556	42,430	38,034
PT5 guidance pnt	50,400	47,500	43,000	M5	47,069	45,000	40,439
PT6 guidance pnt	52,500	49,500	45,000	M6	50,288	48,532	43,607

### Experienced Teacher Pay Structure

United Learning Academies	Inner London	Outer London	All Other Academies	Maintained Sector Comparison	Inner London	Outer London	All Other Schools
EPT1	56,200	51,500	47,000	U1	55,415	50,210	45,646
EPT2	58,400	53,500	49,000	U2	58,138	52,068	47,338
EPT3	60,600	55,500	51,000	U3	60,092	53,994	49,084

### Leading Practitioner Pay Range (no upper limit)

	Inner London	Outer London	All Other Academies
Starting Rate	62,273	56,929	53,603

### Leadership Pay Range (no upper limit)

	Academies (Primary)	Academies (secondary)	Academies (Inner & Outer London)
Minimum Rate	46,049	52,628	65,782

### TLR Payments

	TLR 3 Fixed Term (£)	TLR 2 (£)	TLR1 (£)
Minimum	675	3,391	9,782
Maximum	3,344	8,279	16,553

### SEN Allowance

	£
Minimum	2,679
Maximum	5,285

### Unqualified Teacher Pay Structure (guidance only)

Pay Scale	Inner London	Outer London	All Other
2	30,154	28,576	24,921
3	32,238	30,744	26,716
4	34,779	33,278	29,204
5	37,295	35,792	31,724
6	39,813	38,312	34,242

## Annex D – List of London Academies

### Outer London

- Longshaw
- Newstead Wood
- Salisbury Manor
- Totteridge
- Walthamstow
- Walthamstow Primary
- Whittingham
- Winston Way

### Inner London

- Bacon's College
- Conisborough College
- Ernest Bevin
- Fulham Primary
- Goresbrook
- Holland Park
- Hurlingham
- John Roan
- Langford Primary
- Paddington
- Queen's Manor
- Sedgehill
- Sullivan Primary
- The Elms
- Wilberforce

