



Teachers' Pay Policy

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1. Introduction

- 1.1 This policy has been adopted by Reach South Academy Trust to establish a consistent and transparent framework for managing pay and grading for all teaching staff within the Trust.
- 1.2 Teachers' pay within Reach South Academy Trust is underpinned by the School Teachers' Pay and Conditions Document (STPCD), which sets out the statutory framework for teachers' pay and conditions in England. It is also supported by the contractual provisions outlined in the Burgundy Book.
- 1.3 Any changes to this policy, particularly those affecting terms and conditions of employment, are made following consultation with recognised trade unions, in accordance with statutory requirements and best practice.
- 1.4 The Trust is committed to taking decisions in accordance with the 'key principles of public life': objectivity, openness and accountability.
- 1.5 The Trust recognises its responsibilities under relevant legislation, including (but not limited to) the Equality Act 2010, the Employment Relations Act 1999, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and the Employment Rights Act 1996. The Trust will ensure that all pay-related decisions are made fairly, equitably, and in compliance with statutory requirements.
- 1.6 This policy does not form part of your employment contract, and the Trust may update it at any time in consultation with Trade Unions.

2. Personnel responsible for implementing the policy

- 2.1 The Board has overall responsibility for the effective operation of this policy, however, has delegated day-to-day responsibility for its operation to the Chief Executive Officer (CEO) and the Director of People.
- 2.2 Responsibility for monitoring and reviewing the operation of this policy, and making recommendations for change to minimise risks, lies with the CEO and the Director of People. All managers have a specific responsibility for ensuring the policy is followed and that all staff understand its contents. Operating outside the boundaries of this policy is not aligned with expected practice and may lead to inconsistencies or risks; therefore, adherence is essential to maintain fairness, transparency, and compliance.
- 2.3 All staff are responsible for the success of this policy and should ensure that they take the time to read and understand it as and when it applies to them.

3. Aims

- 3.1 The purpose of this pay policy is to:
 - Secure excellent and aspirational outcomes for all pupils.
 - Align with and support the strategic aims and priorities set out in the School Improvement Plan.
 - Ensure that staff are appropriately valued, motivated, and rewarded for their contribution to the school.
 - Facilitate the recruitment, retention, and professional development of a high-quality teaching workforce.
 - Promote fairness, transparency, and consistency in all pay decisions, ensuring they are evidence-based and applied equitably across Reach South.

3.2 The Trust will, in addition, consider any advice issued by the Department for Education (DfE), relevant national bodies, recognised trade unions and relevant statutory legislation.

4. Diversity, Inclusion and Belonging Statement

4.1 At Reach South Academy Trust, we are committed to creating a vibrant and inclusive environment that celebrates diversity and fosters a sense of belonging for all. This commitment extends to every aspect of our work, from the education we deliver to the staff we employ. We believe in fairness, equity, and promoting social mobility for all.

4.2 We actively promote inclusivity through our People policies and practices. We value and respect every individual, regardless of background, and strive to build a diverse staff and student body that reflects the richness of the communities we serve.

4.3 We dismantle barriers to opportunity by ensuring equal access to resources and development opportunities for all staff members. Our People policies are designed to be fair and unbiased, promoting a level playing field for career progression regardless of social or economic background.

4.4 Serving Our Local Communities: We actively engage with local communities to understand their needs and perspectives. Our recruitment practices prioritise attracting talent from diverse backgrounds within our local area, further strengthening the connection between the Trust and the communities it serves.

4.5 Our People policies are developed and implemented in accordance with the Equality Act 2010. We are committed to eliminating all forms of discrimination on the grounds of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, and sexual orientation. This ensures an environment characterised by dignity and respect, free from harassment, bullying, and victimisation.

5. Job Descriptions and Responsibilities

5.1 All staff must be provided with a job description, and in accordance with the agreed staffing structures. This will outline the role and responsibilities of the post and will include the pay range and any additional payments and allowances, where applicable. The job description will detail the reason for additional allowances and their duration, whether permanent or fixed term.

5.2 Job descriptions may be reviewed from time to time (other than as part of the formal performance development review process) in consultation with the individual employee concerned. This will be with a view to making reasonable adjustments in line with Trust needs. If a significant change in role is necessary, a new job description will be agreed with the member of staff.

5.3 If there are significant changes to a significant number of job descriptions

consideration will be given to reviewing the whole staffing structure, with appropriate consultation with staff and trades unions in compliance with the Trusts Management of Change Policy.

6. Access to records

- 6.1 The Trust will ensure that all staff have reasonable access to their own employment records in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018). Requests for access will be managed in line with the Trust's Workforce Privacy Notice and other relevant data protection policies published on the Trust website.

7. Discretionary pay awards

- 7.1 Discretionary pay awards will only be made in accordance with the criteria set out in this policy.

8. Pay on Appointment

- 8.1 Pay ranges for teaching roles are determined in line with the nationally agreed Main Pay Range (MPR) and Upper Pay Range (UPR). For senior leadership team (SLT) positions, pay ranges are set by the Executive Team in accordance with this policy. The starting salary within the advertised range will be confirmed upon appointment. The Trust applies the principle of pay portability for all new appointees.

9. Leadership Pay on Appointment

- 9.1 The Trust is responsible for setting the pay for all leadership roles in accordance with the STPCD and the Trust's pay principles.
- 9.2 When determining pay ranges, the Trust will consider:
- The full scope of the role and permanent responsibilities.
 - Any specific challenges associated with the role.
 - Other relevant factors.
- 9.3 The Trust will determine a seven-point Individual School Range (ISR) for each Headteacher post, considering the size and context of all schools within the Trust.
- 9.4 This process will align fully with the requirements of the STPCD.
- The ISR will be based on the school's group size, calculated in accordance with the STPCD.
 - Where a Headteacher is appointed to more than one school, the combined unit score will be used to determine the appropriate group size and ISR.
 - Pay ranges for Headteachers should not normally exceed the maximum of the relevant Headteacher group. In exceptional circumstances, the range may exceed this maximum by up to 25%, subject to:
 - - A clear business case.
 - Benchmarking against comparable roles.
 - Approval by the Trust's Remuneration Committee.
- 9.6 The Trust will determine a six-point Individual Spine Range (ISR) for each Deputy and Assistant Headteacher post. This range must not overlap with the Headteacher's ISR range.

9.7 For new appointments, the Trust will set the pay range to be advertised and agree the starting salary on appointment within the determined ISR. The starting salary may be above the minimum of the relevant ISR where justified by:

- The candidate's experience; and
- Comparison with other similar roles within the Trust to ensure equity of pay.

9.8 Where there is significant growth in pupil numbers at a school a review of all leadership ISRs will be undertaken in the line with the most recent pupil census.

10. Annual Determination of Pay

10.1 The salaries of all teaching staff, including members of the senior leadership team, will be reviewed annually.

10.2 For teachers on the Main Pay Range and the Leadership Pay Range, this review will normally result in an annual increment each September to the maximum of the pay scale or the pre-determined Individual Spine Range (ISR) for the role, subject to the following eligibility criteria:

- The teacher is not subject to a formal Improving Staff Performance process.
- The teacher has completed 12 months on their current pay point, either within Reach South Academy Trust or at another school or academy covered by the Redundancy Payments (Continuity of Employment in Local Government, etc.) (Modification) Order.

Note:

The Modification Order ensures continuity of employment across specified local authority and maintained school employers for certain employment rights, including redundancy and pay progression. This means that service in another school or academy listed under the Order will count towards the 12-month eligibility requirement.

11. Progression to the Upper Pay Range

11.1 Decisions relating to progression to and within the Upper Pay Range are made in full accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) and the contractual conditions set out in the Burgundy Book.

12. Pay and Conditions

12.1 All teachers in Reach South are employed in accordance with policies that include contractual terms, such as those set out in the Conditions of Service for School Teachers in England and Wales (the Burgundy Book). Any changes to such policies, particularly those affecting terms and conditions of employment, are subject to consultation with the recognised Trade Unions, in line with statutory requirements and best practice. This policy outlines the framework for pay decisions, ensuring transparency, fairness, and consistency across all teaching roles.

13. Part-Time

- 13.1 Part-time employees must be treated no less favourably than their full-time comparators.
- 13.2 Teachers employed on an on-going basis at this school, but who work less than a full working day or week are deemed to be part-time. The Trust will give them a written statement detailing their working time obligations and the mechanism that is used to determine their pay, subject to the provisions of the statutory pay arrangements.
- 13.3 Part-time teachers will be entitled to be paid for their contractual hours' pro rata to a full-time teacher, and will also be entitled to PPA time, other non-contact time, directed time and duties allocated on a pro rata basis.

14. Acting Allowances and Temporary Uplifts

- 14.1 The Trust will apply the provisions of the STPCD in relation to acting appointments and temporary uplifts for leadership roles.

14.2 Acting Allowances

- Where a teacher is assigned and carries out the duties of a Headteacher, Deputy Headteacher, or Assistant Headteacher (without formal appointment), the Trust will, within four weeks of commencement, determine whether an acting allowance will be paid.
- If an acting allowance is awarded, it will ensure that the teacher's total remuneration is at least equal to the minimum of the pay range for the post being covered.
- Acting allowances may be backdated to the date the additional duties commenced.
- While an acting allowance is paid, the teacher will be treated as if permanently appointed to that post for the purposes of duties and working time.
- No safeguarding will apply when the acting arrangement ends.

14.3 Temporary Uplifts for Headteachers

- 14.3.1 Where a Headteacher assumes temporary additional responsibilities (e.g., accountability for more than one school), the Trust may award a temporary uplift in accordance with the STPCD.

- Any temporary payment must:
 - Reflect the additional responsibilities undertaken.
 - Be time-limited and subject to regular review (maximum duration normally two years).
 - Not exceed 25% of the Headteacher's substantive salary (plus any permanent allowances), except in wholly exceptional circumstances.
- Any proposal to exceed the 25% limit must:
 - Be supported by a clear business case.
 - Be benchmarked against comparable roles.
 - Be approved by the Trust's Remuneration Committee.
-

14.3.2 All acting allowances and temporary uplifts will be determined by the Trust in line with its pay principles and the statutory requirements of the STPCD; these arrangements will not attract safeguarding when they cease, and this policy should be read alongside the Burgundy Book and the STPCD, which provide the statutory framework for pay and conditions of service.

15. Upper Pay Range (UPR) – Applications and Progression

15.1 Applications to access the Upper Pay Range (UPR) will be considered in line with the statutory provisions of the STPCD and the Trust's pay principles. Teachers may apply once per year, using the Trust's application process, by the published deadline of 31 October each year. Successful applications will normally take effect from 1 September.

15.2 Decisions will be based on evidence from the performance development review process and must demonstrate that the teacher:

- Is highly competent in all elements of the Teachers' Standards; and
- Has made a substantial and sustained contribution to the school.

15.3 Progression within the UPR will be determined through the performance development review process and will reflect continued evidence of meeting these criteria. Movement will normally be by one point, with accelerated progression considered only in exceptional circumstances where performance is consistently outstanding. All decisions will be fair, transparent, and evidence based.

15.4 A break in continuity of employment does not include maternity leave, secondment, or TUPE transfer.

15.5 Absences such as maternity leave must not disadvantage teachers in pay progression decisions.

15.6 Further details, including definitions of "substantial" and "sustained," and the application process, are set out in **Appendix 1**.

16. Safeguarding (Pay Protection)

16.1 Where a pay determination leads (or may lead) to the start of a period of safeguarding/pay protection, the Trust will comply with the relevant provisions of the STPCD. Safeguarding or pay protection will be carried out on a mark-time basis, meaning total earnings are preserved at the previous level without entitlement to future pay increments or cost-of-living increases. The level of protection will reduce annually as the substantive salary increases, until it meets or exceeds the protected amount.

17. Overseas Trained Teachers

17.1 Teachers who trained and qualified in the European Economic Area (EEA), Australia, Canada, New Zealand, and the United States of America must apply for Qualified Teacher Status (QTS) through the Department for Education. Once QTS is awarded, they will be paid in accordance with the pay ranges applicable to all qualified teachers in England.

17.2 Non-EEA trained teachers (with the exceptions outlined above) will be paid on the Unqualified Teacher pay scales. A Recruitment and Retention allowance may apply in certain circumstance as detailed in section 18.

18. Recruitment and Retention (R&R) Allowances for Unqualified Teachers (UQTs) in Special Schools

18.1 The Trust recognises the significant recruitment and retention challenges faced by special schools and, in exceptional circumstances, may apply Recruitment and Retention (R&R) allowances for Unqualified Teachers (UQTs) under the following conditions:

- The post is in a special school and is identified as a hard-to-fill role with a clearly evidenced skills gap.
- The candidate's current or expected salary exceeds the maximum of the UQT pay scale.
- The allowance is required to secure a high-quality candidate with relevant experience and expertise.
- The individual is actively working towards Qualified Teacher Status (QTS) and expected to achieve it within the agreed timeframe (normally within one year).
- The allowance is time-limited to a maximum of two years and subject to annual review.
- The total value of the allowance does not exceed the minimum SEN allowance.
- The arrangement is linked to clear performance objectives and monitored through the appraisal process.

Conditions

- Upon successful completion of QTS, the teacher will transfer to the Main Pay Scale (MPS) at the appropriate point. This progression will be reviewed and confirmed in consultation with the Headteacher to ensure accountability and equitable application in line with the Trust's Pay Policy, promoting consistency and fairness across all schools.
- The use of R&R allowances for UQTs will be exceptional, targeted, and temporary, ensuring alignment with the Trust's commitment to a fully qualified teaching workforce.
- All cases must be approved by the CEO and/or Director of People in line with the Trust's governance arrangements.

18.2.3 This provision is consistent with the STPCD and the Trust's pay principles. It applies only to special schools in response to evidenced recruitment challenges and will be subject to periodic review.

19. Unqualified Teachers

19.1 Definition of an Unqualified Teacher

19.1.1 For the purposes of this policy, an Unqualified Teacher (UQT) is defined in accordance with the STPCD as:

"A teacher who does not hold Qualified Teacher Status (QTS) and who is employed under a contract of employment as a teacher in a school and is prescribed by Order

under section 122(5) of the Education Act 2002 as a school teacher for the purposes of that section”.

19.1.2 Within the Trust, an unqualified teacher must be either:

- A trainee actively working towards QTS; or
- An overseas-trained teacher who has not exceeded the four-year period permitted without obtaining QTS.

19.1.3 The Headteacher will appoint unqualified teachers to the Unqualified Teacher Pay Scale on a salary within the minimum and maximum points set out in the STPCD.

19.1.4 Unqualified Teachers are subject to the statutory conditions of employment that apply to teachers, as well as the contractual provisions set out in the Burgundy Book, unless otherwise stated.

19.1.5 Unqualified teachers are not eligible for teaching and learning or special educational needs allowances.

19.1.6 Under the Trust’s policy, Recruitment and Retention (R&R) allowances may be applied in special schools under defined conditions (**see Section 18: Recruitment and Retention Allowances for UQTs in Special Schools**).

19.2 An Unqualified Teacher who becomes Qualified

19.2.1 Upon obtaining Qualified Teacher Status (QTS), an unqualified teacher must be transferred to a point on the Main Pay Range (MPR) that correlates appropriately with their previous salary, including any applicable Recruitment and Retention Allowance. This point must be the next available on the MPR that ensures the teacher’s total salary is not lower than the sum of their previous remuneration (including any safeguarded sums). This adjustment must be backdated to the date on which QTS was awarded.

20. Allowances

20.1 Teaching and Learning Responsibility Payments (TLRs)

20.1.1 TLR payments will be awarded to the holders of the posts indicated as having these on the school staffing structure.

20.1.2. A TLR (1 or 2) payment is awarded to a teacher on the MPR or UPR for undertaking sustained additional responsibilities within the school staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning, which the teacher will be held accountable for and that are not required of all teachers. Classroom teachers will not be expected to undertake permanent extra responsibilities without payment of a TLR 1 or 2.

20.1.3 TLR 1 and 2 payment values are determined based on the proportion of the TLR responsibility the teacher is undertaking i.e. the proportion of full-time equivalent responsibility. A part time TLR may be awarded to a full-time teacher where the responsibilities are being shared with another teacher. The pro-rata principle does

not apply to any TLR3 award.

20.1.4 The award may be while a teacher remains in the same post or occupies another post in the absence of a post holder. Unqualified teachers may not be awarded TLRs. TLRs must:

- Be focused on teaching and learning.
- Require the exercise of a teacher's professional skills and judgement.
- Require the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum.
- Have an impact on the educational progress of pupils other than the teacher's assigned class/es or groups of pupils and involves leading, developing and enhancing the teaching practice of other staff.

20.1.5 The range prescribed within the STPCD and adopted by Reach South Trust Board, for determining TLR payments.

20.1.6 A teacher may be awarded a TLR3 concurrently with either a TLR1 or TLR2. A teacher cannot hold a TLR1 and 2 concurrently or two of the same TLR.

20.1.7 TLR1 will only be awarded where the post includes line management responsibility for a significant number of people (this would normally be more than 6 but will depend on the size of school). The Headteacher may award a TLR3 for one off externally driven projects or school improvement projects of clearly limited duration. The value of a TLR3 can be no less than the minimum of the TLR3 range and no more than the maximum of the TLR range. The duration of the fixed term must be established at the outset and payment will be calculated and paid monthly for the duration of the term. The term cannot be any longer than 12 months.

20.1.8 There is no safeguarding/pay protection of any fixed term TLR payment.

21.2 Special Educational Needs (SEN)

21.2.1 SEN payments will be awarded under the SEN allowance framework.

21.2.2 The relevant body must award a SEN allowance to a classroom teacher:

- In any SEN post that requires a mandatory SEN qualification.
- In a special school.
- For a teacher who teaches pupils in one or more designated special classes or units in the school.
- For a teacher who teaches in any non-designated setting (including any PRU) that is analogous to a designated special class or unit where the post: -
 - Involves a substantial element of working directly with children with special educational needs.
 - Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs with a greater level of involvement than is the usual requirement for teachers throughout the school or unit within the school.

- Has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

21.2.3 Where an SEN allowance is to be paid, the Trust will determine the spot value for each post within the minimum and maximum set out in the STPCD for SEN Allowances, considering the structure of the school's SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post.
- The qualifications or expertise of the teacher relevant to the post; and
- The relative demands of the post.

21.2.4 Where a teacher has taken on a sustained additional responsibility that significantly contributes to the school's SEN provision, this will be considered when determining the SEN allowance.

22.3 Out of School Learning Activities

22.3.1 The Headteacher may make discretionary payments to teachers who participate in out of school learning activities. Teachers' involvement is entirely voluntary. Payments will only be made for substantial and, where appropriate, regular commitment outside of a teacher's 1265 hours of directed time. No full or part time member of staff will be obliged to participate in out of school hour's activities above their contracted hours.

22.3.2 Part time teachers may be awarded an additional payment for participating in these learning activities where these are not part of their contracted hours.

22.3.3 Staff will be given separate written confirmation of this additional work.

22.3.4 The following list of out of school hour's activities that may be eligible for additional payment is not exhaustive but is illustrative of the type of activity this payment relates to:

- Homework clubs
- Breakfast clubs
- Saturday school
- Summer literacy/numeracy schools

22.3.5 Any additional payments for activities which takes place outside of the school day will be made by the Headteacher at their discretion. If awarded, these payments will be calculated as 1/1265 of the teacher's annual gross salary for each hour worked, pro rata for part time teachers.

23. Pay Dispute Resolution Procedure

23.1 Informal Resolution

23.1.1 Any concerns or queries regarding pay decisions should, in the first instance, be

raised and addressed informally with the appropriate person as soon as possible. This will ordinarily be your line manager, Headteacher, or Director. Every effort should be made to resolve the matter promptly and amicably at this stage.

23.2 Formal resolution

23.2.1 Where it is not possible to resolve the concern informally, the employee may submit a formal grievance in accordance with the Trust's Grievance Policy.

24. Monitoring the Impact of the Pay Policy

24.1 Reach South will monitor the outcomes and impact of this policy annually through the Executive, People Committee and Trust Board and discuss these with the trades unions at the Joint Negotiating and Consultative Committee (JNCC). This will be done in accordance with legislative changes, changes to the STPCD, and ensuring continuing compliance with equalities legislation.

24.2 The Trust-wide outcomes and impacts of the policy will also be discussed at Trust level with the trades unions.

24.3 Changes may need to be made to the policy, if this is the case, we will make them in consultation (at Trust level) with the recognised trade unions and professional associations.

POLICY HISTORY

Policy Date	Summary of change	Contact	Implementation Date	Review Date
September 2025	Updated to reflect removal of performance related pay	People Team	September 2025	September 2026

Appendix 1

Upper Pay Range (UPR) – Application and Progression Process

1. Eligibility and Application

- Qualified teachers, regardless of their position on the MPR, may apply to be paid on the Upper Pay Range (UPR) once per academic year.
- Applications must be submitted using the Trust's UPR application form (**Appendix 2**) by **31 October** each year.
- Applications will be assessed by the Headteacher (or delegated senior leader) and decisions communicated in writing within 20 working days.
- Successful applications will normally take effect from **1 September** and will be backdated accordingly.
- Exceptions to the deadline will only be made in specific circumstances (e.g. maternity leave, long-term sickness).

2. Criteria for UPR

2.1 Applications will be assessed against the statutory criteria in the STPCD, which require evidence that the teacher:

- Is highly competent in all elements of the Teachers' Standards; and
- Has made an achievements and contribution that are substantial and sustained.

3. Definitions in the Trust Context

- **Substantial:** The teacher's achievements and contribution are significant, including:
 - Developing and implementing workplace policies and practice.
 - Modelling effective team working and excellent teaching practice.
 - Promoting collaboration and providing effective advice on pupil development and wellbeing.
 - Demonstrating practice that contributes to the professional development of colleagues.
- **Sustained:** Evidence from the previous two appraisal cycles demonstrating consistent high performance.

4. Evidence

- Evidence will primarily be drawn from the Performance Development Review (PDR) process.
- Teachers should demonstrate that they have been working at the required level for a significant period (normally two years) prior to application.
- For teachers absent due to maternity, sickness, or disability, evidence from the previous three years may be considered.

5. Assessment Process

- The Headteacher will review the application and supporting evidence.
- A recommendation will be made to the Local Governing Body in line with pay policy.
- If successful, the teacher will be placed on the minimum point of the UPR.
- If unsuccessful, written feedback will be provided, including areas for development.
- Teachers may appeal the decision using the Trust's Appeals Procedure.

6. Progression within the UPR

- Annual pay progression decisions will be based on the performance development review process and evidence of continued performance at UPR level.
- Normally, progression will be by one point on the UPR.
- Accelerated progression may be considered in exceptional cases where performance is consistently outstanding and objectives have been exceeded.
- Where concerns have been raised in writing and support provided, progression may be withheld.

Appendix 2 – Application to be paid on UPR

Name:	Job Title:
School:	Date of Application:
Current pay point:	Date of last application (if applicable):

Years covered by appraisal review statements:	
School/s covered by appraisal review statements:	
Summary of application to progress to UPR:	
<i>please ensure you detail with evidence the ways in which you meet the criteria set out in the STPCD and how those are defined in the Pay Policy (section 18) You will reference here evidence gathered and presented through the appraisal process.</i>	
<i>(continue additional sheets if necessary)</i>	
Declaration	
I confirm that at the date of this application I meet the eligibility criteria, and I submit the appraisal (and brief supporting evidence as appropriate).	
Signed (applicant):	Date: