

ADVICE & GUIDANCE

Pay policy guidance (England) 2023/24

The government has proposed teacher pay increases for England effective from 1 September 2023. This follows acceptance by teaching unions of the government's offer to fully implement the recommendations of the STRB report, with a 6.5% pay increase to all school teacher pay points and allowances in England, and to provide extra funding to schools amounting to £900 million per annum to pay for the increase. The increase of 6.5% to all pay points and allowances is effective from 1 September 2023.

In an online consultative ballot of NAHT members, run between 17 and 28 July, 85% of members who responded voted to accept the pay offer. A condition on acceptance of the award was the establishment of a workload reduction taskforce with representation for all trade unions, and a commitment to review all aspects of inspection.

While the pay award is an important initial step forward, it does not restore pay in real terms or protect salaries against current inflation. NAHT's 'four pillars' campaign on pay and funding, workload and well-being, recruitment and retention, and mitigating the impact that inspection on mental health and well-being of members, continues. 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 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 2023.

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 2023/24 academic year) about what will be expected of them so that they can progress through their pay range on review in 2024.

Summary of the changes since 2022: September 2023 pay award

The government has published the 2023 STPCD in response to the recommendations of the School Teachers' Review Body's (STRB's) 33rd report:

'In line with the recommendations in the STRB's 33rd Report, from 1 September 2023 a 6.5% increase will be applied to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range to achieve a minimum starting salary of £30,000.

'All pay uplifts will be back dated to 1 September 2023.'

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

- 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 2023 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 uprated as appropriate.

The non-statutory guidance from the DfE [Implementing your school's approach to pay. \(October 2022\)](#) states that schools may wish to consider 'that they are free to adopt whichever system of pay scales, within the statutory pay ranges, as they see fit; some schools have opted to retain a traditional six-point main and three point upper pay range whilst others have chosen a different approach' (page 16).

NAHT is a signatory to a joint union pay scale document, published in conjunction with ASCL, NASUWT, NEU and Community (see the [joint union advice on pay scales for 2023/24](#)).

Our advice in respect to pay scales is as follows:

- The recommended pay scale points set out in the joint 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 2023/24 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) which 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.

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 government announced in July 2023 that £525 million would be allocated to support schools with the September 2023 teachers' pay award, with a further £900 million in 2024 to 2025. The government has indicated that the funding is being split between mainstream schools, special schools and alternative provision (AP), early years, and 16-to-19 provision. It states that the split reflects relative pupil numbers, and core funding amounts, across these different types of provision. The methodology utilised by the government in allocating the additional grant is to be found in [Teachers' pay additional grant 2023 to 2024: methodology](#).

NAHT has produced a guide to the methodology along with some FAQs. It is recommended that is read in conjunction with the government document referred to above – see [Teachers' pay additional grant \(TPAG\) – methodology and FAQs](#).

Please note that the teachers' pay additional grant is unaffected by the DfE budget error on the 2024/25 National Funding Formula. Please see our [FAQs on the budget error on the 2023-24 National Funding Formula that was announced on 6 October 2023](#).

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 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 performance through the award of performance-related pay progression, 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.

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 performance-related pay progression, it's the governing body's responsibility to decide on the pay of the head teacher, taking account of section two, part two, and paragraph 11.2 of the STPCD. It's neither within the external advisor's remit to advise the governing body on the determination of the head teacher's pay range nor that of any other leadership group member.

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 justify their decisions. In terms of performance-related pay progression, there must be in place a system that provides a secure evidence base for any pay decisions and is compliant with the Data Protection Act 2018 and the principles of the General Data Protection Regulation.

Pay policy guidance in the light of the covid-19 pandemic

Please note that at the time of writing, schools are expected to operate normally from September 2023. However, it is possible that, dependent on the pandemic, there could be further disruption that may impact on the approach to staff appraisal. In any such circumstance the governing body and the headteacher should seek and be guided by appropriate advice.

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

The [KS2 technical guidance](#) has been published and pages 8 and 9 set out how the performance data from 2022/23 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, in this case the ongoing uneven impact of the pandemic on pupils and schools and the caution needed when using the 2022/23 performance data, should also be taken into account.’

Secondary accountability technical guidance will be updated in October 2023 to explain the approach to the use of the data.

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 [Implementing your school’s approach to pay \(October 2022\)](#).

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 performance evidence as possible, within the limited time frame, so judgement on the teacher’s performance can be determined 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, as a decision on pay fulfills the requirement of being related to performance, albeit the evidence is from a shorter or different appraisal cycle.

To comply with the Appraisal Regulations and the STPCD 2023, you must set objectives and review performance, including making a pay recommendation – even if using evidence from a shorter cycle than normal or previous appraisal cycles. 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, including trends in progression, to ensure continued compliance with equalities legislation as set out under 'governing body's obligations' in our accompanying model pay policy. For example, by monitoring trends, the governing body may find that, over time, teachers who work part-time don't progress up the relevant pay scale as quickly as full-time staff. The governing body then needs to decide how to address this issue. It could be that insufficient evidence-gathering is taking place, and you need to develop a more robust methodology.

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 the refusal of pay progression 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 and assessment of performance, 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.

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 circumstances¹. In addition, the maximum of a deputy or assistant head teacher's

¹ s2, part 2, para 9.4 STPCD 2023

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 and motivate staff.

Procedures

Schools may wish to assign funds for more rapid progression and the use of any other discretionary payment. We appreciate however that some schools (particularly small schools) will have extremely challenging budgets. If this is the case and can be justified, schools may choose the 'or' option in the model pay policy. The governing body should monitor and regularly review its decision on this matter in the light of any change to the budget.

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 date²
- 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 date³.

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 arrangements⁴.

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 2022: September 2023 pay award' for details around the September 2023 pay uplift.)

The criterion for performance-related pay progression remains the same as previous STPCDs for all leadership group members, ie sustained high quality of performance having regard to the outcome of the latest appraisal "should give the individual an

2 s2, part 2, para 4.1 STPCD 2023

3 s2, part 2, para 4.2 STPCD 2023

4 s2, part 2, para 9.2 STPCD 2023

expectation of progression up the pay range”⁵.

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’ (see ‘general’ above) 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 range⁶.

Our advice documents [Head teachers’ pay \(England\) 2023 and Deputy and assistant head teachers’ pay 2023](#) 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 2023 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 advice⁷.

Read the general advice 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 duties⁸. 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 payments⁹. 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

5 s2, part 2, para 11.2(e) STPCD 2023

6 s2, part 2, para 27.3 STPCD 2023

7 s2, part 2, para 9.3 STPCD 2023

8 s2, part 2, para 10 STPCD 2023

9 s2, part 2, para 10.2 and 10.4 and s.3 paras 13 to 15 STPCD 2023

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.

Read the 'general' advice 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.

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 [Implementing your school's approach to pay \(October 2022\)](#), 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 pay scales for 2023/24](#)).

Schools should decide how much they can afford for accelerated pay progression because of exceptional performance (see model pay policy). This will depend on

such matters as affordability. It is, however, important that governing bodies can clearly justify their decisions and treat all teachers, be they full-time or part-time, fairly and consistently.

You will need to remove the text highlighted in grey with italics in the model pay policy if your school's budget can't support accelerated progression. Note the advice contained in 'procedures' above.

Section two, part three, paragraph 19.2(g) outlines that you may decide not to award progression; this is regardless of whether the teacher is subject to 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.

Schools should conduct mid-term reviews with all teachers; indeed, they may wish to have termly discussions with teachers about their performance. This is particularly important if a teacher is 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 [Implementing your school's approach to pay \(October 2022\)](#).

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'¹⁰. (All provisions connected to progression every two years in relation to UPR were removed from the STPCD 2013). The STPCD goes on to say "continued good performance, as defined by an individual school's pay policy, should give a ...teacher an expectation of progression to the top of their respective pay range"¹¹. Therefore, a teacher on UPR must receive an annual pay review, and if they meet the performance criteria, there's an expectation of pay progression, effective from 1 September each year.

10 s2, part 3, para 19.1 STPCD 2023

11 s2, part 3, para 19.2(f) STPCD 2023

The onus is on the school to ensure UPR teachers receive an annual pay review, and a decision on pay progression is based on performance 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 2023, 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 teachers¹².

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 range¹³. 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

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

¹² s2, part 7, para 49 STPCD 2023

¹³ s2, part 3, para 16 STPCD 2023

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 2023 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."¹⁴

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'¹⁵. 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.

¹⁴ s3 para 53 STPCD 2023

¹⁵ s2, part 2, para 10 STPCD 2023