EDUCATION WALES

Llywodraeth Cymru
Welsh Government

# School Teachers' Pay and Conditions (Wales) Document 2026/27 and guidance on school teachers' pay and conditions

October 2026

# School Teachers' Pay and Conditions (Wales) Document 2026/27 and guidance on school teachers' pay and conditions

## Audience

Teachers and school leaders in maintained schools in Wales; local authorities; schools; professional associations and teacher unions; central government education departments; other interested parties.

## Overview

This publication provides the framework for teachers' pay and conditions in Wales, comprising the School Teachers' Pay and Conditions (Wales) Document (the Document) and statutory guidance for 2026. This replaces the 2025 School Teachers' Pay and Conditions (Wales) Document (revised – March 2026).

## Action required

Employers of teachers in maintained schools in Wales must have regard for the statutory document. Section 2 (the Document) sets out what schools and local authorities must do to comply with the law. This should be read together with the Section 3 (statutory guidance) to provide a complete picture of pay and conditions for teachers in Wales.

## Further information

Enquiries about this document should be directed to:
WorkforceEngagementBranch@gov.wales

@WG_Education

Facebook/EducationWales

## Additional copies

This document can be accessed from the Welsh Government's website at gov.wales/education-skills

## Related documents

School Standards and Organisation (Wales) Act 2013
www.legislation.gov.uk/anaw/2013/1/contents/enacted

LAs and schools can find additional informative material on pay matters on the GOV.UK website (www.gov.uk/schools-colleges/careers-employment). This material includes non-statutory Departmental advice – *Implementing your school's approach to pay*, which may be helpful in so far as it applies in relation to Wales.

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Mae'r ddogfen hon ar gael yn Gymraeg hefyd / This document is also available in Welsh
Rydym yn croesawu gohebiaeth a galwadau ffôn yn Gymraeg / We welcome correspondence and telephone calls in Welsh

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# Section 1 – Introductory

*Note: This introductory section does not form part of either the statute (the School Teachers' Pay and Conditions (Wales) Document in Section 2 of this publication) or the statutory guidance (in Section 3 of this publication).*

## Introduction

1. The function to prescribe teachers' pay and conditions for teachers in Wales was transferred from the Secretary of State to the Welsh Ministers on 30th September 2018 by the Welsh Ministers (Transfer of Functions) Order 2018[1]. Therefore, the devolution of teachers' pay and conditions to the Welsh Government means that the 2018 Document was the last Document to apply to teachers in Wales as well as England. From the 2019 Document onwards the coverage of the Document is Wales only; the Secretary of State no longer has power to prescribe teachers' pay and conditions for teachers in Wales.

2. The statutory requirements for teachers' pay and conditions for maintained schools in Wales are set out in the Document, and schools and local authorities (LAs) must abide by these. The Education Act 2002 ("the Act") gives the Welsh Ministers power to issue guidance on pay and conditions matters, to which those concerned must have regard. LAs and governing bodies are required to have regard to the statutory guidance, and in respect of guidance on procedural matters a court or tribunal may take any failure to do so into account in any proceedings. Broadly speaking, this means that any party not following this guidance would need to have good reason not to do so and would need to be able to justify any departure from it.

3. Details of amendments to the School Teachers' Pay and Conditions Document since 2025 are set out below. These amendments were subject to consultation with the teacher unions, employers, and other relevant interested parties as part of the usual statutory consultation process and specific further negotiations.

[1] S.I. 2018/644.

## Summary of changes to pay and conditions since 2025

4. The main changes to the Document and accompanying guidance since 2025 are

To make provisions for the September 2026 pay award

Amendments to make provision for a single core pay scale for teachers replacing the main and upper pay scales to implement recommendation 3 of the IWPRB Strategic Review of the Structure of Teachers' and Leaders' Pay and Conditions in Wales.

New provisions to outline that school leaders should not be contacted during period of leave other than in exceptional circumstances.

To include provision for teachers and school leaders to access employer-operated salary sacrifice schemes for vehicles.

An amendment to the distribution of training and working days over a school year.

## Other information

Local authorities and schools can find additional information

Teaching and Leadership
School governance

# Section 2 – School Teachers' Pay and Conditions (Wales) Document 2026/27

This Section ("the Document") contains provisions relating to the statutory conditions of employment of school teachers in Wales, and has been prepared by the Welsh Ministers in anticipation of an order being made under section 122 of the Act [(2)]. That order refers to the Document and directs that its provisions have effect in accordance with it pursuant to section 124(3) of the Act. The order will be the School Teachers' Pay and Conditions (No. 2) (Wales) Order 2026 ("the Order").

The Document relates to teachers employed by a local authority or by the governing body of a foundation, voluntary aided or foundation special school in the provision of primary or secondary education (otherwise than in an establishment maintained by a local authority in the exercise of a social services function).

When the Order comes into force, the Document will have retrospective effect from 1 September 2026, as provided for in the Order.

(2) The Education Act 2002 (c.32).

# Part 1 – Pay – general

## September 2026 pay award

In response to the recommendations in the IWPRB's Seventh Report and further negotiations with key stakeholders from 1 September 2026

i. A 3.5% uplift has been applied to all statutory scale points and allowances (with the exception of the Unqualified Teacher Pay Scale).

ii. A 5% uplift to the Unqualified Teacher Pay Scale.

iii. All pay uplifts will be from 1 September 2026.

## 1. Entitlement to salary and allowances

1.1. Subject to paragraphs 27 to 34, and 36, a qualified or unqualified teacher in full-time service is entitled to remuneration consisting of a salary determined under Parts 2 or 3 and any allowances payable under Parts 4 and 5.

1.2. The relevant body must determine that a graduate teacher or a teacher on the employment-based teacher training scheme is to:

a) be paid and be eligible for allowances as a qualified teacher; or

b) be paid and be eligible for allowances as an unqualified teacher.

1.3. A teacher employed on a part-time basis is entitled to remuneration consisting of a salary and any allowances to which the teacher is entitled, calculated in accordance with paragraphs 34.1, 37 and 38.

1.4. A teacher employed in a school which has a delegated budget is entitled to be paid by the authority any remuneration to which the teacher is entitled by virtue of the provisions of this Document or any determinations made under it.

## 2. Pay policy and grievance procedures

2.1. The relevant body must:

a) adopt a policy that sets out the basis on which it determines teachers' pay and the date by which it will determine teachers' annual pay reviews; and

b) establish procedures for addressing teachers' grievances in relation to their pay in accordance with the ACAS Code of Practice.

## 3. Timing of salary determination and notification

3.1. Subject to paragraph 3.3, the determination of the remuneration of a teacher must be made:

a) annually with effect from 1 September;

b) whenever a teacher takes up a new post (including taking up a post in the leadership group, or the duties assigned to a teacher paid on the pay range for leading practitioners) on a date other than that stated in the school's pay policy for the annual salary determination, with effect from the teacher taking up that post; or

c) at any other time when a change falls to be made to a teacher's salary in any circumstances provided for in this Document.

3.2. When determining the remuneration of a teacher, the relevant body must have regard to its pay policy and to the teacher's particular post within its staffing structure.

3.3. Where the relevant body determines to reduce a teacher's remuneration, that determination must take effect no earlier than the date on which it was actually made.

3.4. When the relevant body has determined the remuneration of a teacher, it must, at the earliest opportunity – and in any event not later than one month after the determination – ensure that the teacher is notified in writing of that determination; of any payments or other financial benefits awarded under paragraph 25; of any safeguarded sums to which the teacher is entitled under paragraphs 27 to 34; where a copy of the school's staffing structure and pay policy may be inspected; and:

a) in a case where the teacher is a member of the leadership group or is paid on the pay range for leading practitioners, of the basis on which remuneration has been determined and the criteria on which the salary will be reviewed in the future;

b) in a case where the teacher was appointed as a member of the leadership group or on the pay range for leading practitioners for a fixed period or under a fixed-term contract, of the date or, where appropriate, the circumstance, the occurrence of which will bring the fixed period or fixed-term contract to an end;

c) in a case where the teacher is a classroom teacher or an unqualified teacher in respect of whom the relevant body has made a determination under paragraph 1.2(a), of:

i. the teacher's position within the pay scale set out in paragraph 13;

ii. the nature and value of any allowance awarded under paragraph 19; and

iii. in relation to any teaching and learning responsibility payment (TLR) awarded under paragraph 18, its value, the nature of the significant responsibility for which it was awarded and, if the award is made whilst the teacher occupies another post in the absence of a post-holder, the date on which, as well as any circumstances in which (if occurring earlier than that date), it will come to an end and, for TLR3s, a statement that the TLR will not be safeguarded.

d) in a case where the teacher is an unqualified teacher to whom paragraph 3.4(c) does not apply, of:

i. the teacher's position within the unqualified teachers' pay scale determined under paragraph 15; and

ii. the value of any unqualified teacher's allowance awarded under paragraph 20 and the additional responsibility, qualifications or experience in respect of which the allowance was awarded.

3.5. In this paragraph, "remuneration" means salary plus any allowances but does not include any sum paid under paragraphs 23 and 24.

# Part 2 – Leadership group pay

## 4. Introduction

4.1. The determination of leadership group pay introduced in the 2014 Document should only be applied to individuals appointed to a leadership group post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date. It will be for the governing body to determine in the light of a school's particular circumstances and context the extent to which any change should be regarded as 'significant'. In doing so, the governing body will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.

4.2. Schools may choose to review the pay of all of their leadership group posts in accordance with the new arrangements if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group or with pay arrangements for a member or members of the leadership group whose responsibilities have significantly changed.

4.3. Having complied with the requirements of paragraphs 4.4, 5 and 10, the relevant body must determine a salary for headteachers, deputy headteachers, assistant headteachers and ALN co-ordinators.

4.4. Pay spine for the leadership group

a. A head teacher must be paid such salary based upon the leadership group pay spine set out in sub-paragraph 4.4e as the relevant body determines in accordance with paragraph 9.

b. A deputy head teacher must be paid such salary based upon the leadership group pay spine set out in sub-paragraph 4.4e as the relevant body determines in accordance with paragraph 9.

c. An assistant head teacher must be paid such salary based upon the leadership group pay spine set out in sub-paragraph 4.4e as the relevant body determines in accordance with paragraph 9.

d. An ALN coordinator must be paid such salary based upon the leadership group pay spine set out in sub-paragraph 4.4e as the relevant body determines in accordance with paragraph 9.

e. The pay spine for members of the leadership group is-

## LEADERSHIP GROUP

| | 2025 | 2026 |
|---|---|---|
| | £ | £ |
| **1** | 52,680 | 54,524 |
| **2** | 53,997 | 55,887 |
| **3** | 55,345 | 57,283 |
| **4** | 56,723 | 58,709 |
| **5** | 58,136 | 60,171 |
| **6** | 59,597 | 61,683 |
| **7** | 61,198 | 63,340 |
| **8** | 62,612 | 64,804 |
| **9** | 64,174 | 66,421 |
| **10** | 65,822 | 68,126 |
| **11** | 67,531 | 69,895 |
| **12** | 69,088 | 71,507 |
| **13** | 70,814 | 73,293 |
| **14** | 72,579 | 75,120 |
| **15** | 74,384 | 76,988 |
| **16** | 76,364 | 79,037 |
| **17** | 78,116 | 80,851 |
| **18*** | 79,288 | 82,064 |
| **18** | 80,080 | 82,883 |
| **19** | 82,067 | 84,940 |
| **20** | 84,100 | 87,044 |
| **21*** | 85,329 | 88,316 |
| **21** | 86,183 | 89,200 |
| **22** | 88,322 | 91,414 |
| **23** | 90,509 | 93,677 |
| **24*** | 91,836 | 95,051 |
| **24** | 92,754 | 96,001 |
| **25** | 95,058 | 98,386 |
| **26** | 97,410 | 100,820 |
| **27*** | 98,836 | 102,296 |
| **27** | 99,824 | 103,318 |
| **28** | 102,299 | 105,880 |
| **29** | 104,832 | 108,502 |
| **30** | 107,442 | 111,203 |
| **31*** | 109,005 | 112,821 |

| | | |
|---|---|---|
| **31** | 110,097 | 113,951 |
| **32** | 112,832 | 116,782 |
| **33** | 115,635 | 119,683 |
| **34** | 118,494 | 122,642 |
| **35*** | 120,238 | 124,447 |
| **35** | 121,440 | 125,691 |
| **36** | 124,446 | 128,802 |
| **37** | 127,540 | 132,004 |
| **38** | 130,696 | 135,271 |
| **39*** | 132,555 | 137,195 |
| **39** | 133,882 | 138,568 |
| **40** | 137,221 | 142,024 |
| **41** | 140,650 | 145,573 |
| **42** | 144,173 | 149,220 |
| **43** | 146,313 | 151,434 |

* These points and point 43 are the maximum salaries for the eight headteacher group ranges

## 5. Determination of the school's headteacher group

5.1. The relevant body must assign its school to a headteacher group for the purposes of paragraphs 9 and 11 in accordance with this paragraph and paragraphs 6, 7, 8 and 9.

5.2. A school must be assigned to a headteacher group whenever the relevant body sees fit.

5.3. The headteacher groups, and pay ranges in relation thereto, are as follows:

**Annual pay ranges for headteachers in Wales 2026**

| | From<br>£ | To<br>£ |
|---|---|---|
| **Group 1** | 61,683 | 82,064 |
| **Group 2** | 64,804 | 88,316 |
| **Group 3** | 69,895 | 95,051 |
| **Group 4** | 75,120 | 102,296 |
| **Group 5** | 82,883 | 112,821 |
| **Group 6** | 89,200 | 124,447 |
| **Group 7** | 96,001 | 137,195 |
| **Group 8** | 105,880 | 151,434 |

## 6. Unit totals and headteacher groups – ordinary schools

6.1. Subject to paragraph 8 an ordinary school must be assigned to a headteacher group in accordance with the following table by reference to its total unit score calculated in accordance with paragraphs 6.1 to 6.5:

| Total unit score | Group |
|---|---|
| Up to 1,000 | 1 |
| 1,001 to 2,200 | 2 |
| 2,201 to 3,500 | 3 |
| 3,501 to 5,000 | 4 |
| 5,001 to 7,500 | 5 |
| 7,501 to 11,000 | 6 |
| 11,001 to 17,000 | 7 |
| 17,001 and over | 8 |

6.2. Subject to paragraphs 6.3 to 6.5, the total unit score must be determined in accordance with the number of pupils on the school register, calculated as follows:

| Key Stage | Units per pupil |
|---|---|
| For each pupil in the preliminary stage and each pupil in the first or second key stage | 7 |
| For each pupil in the third key stage | 9 |
| For each pupil in the fourth key stage | 11 |
| For each pupil in the fifth key stage | 13 |

6.3. The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recently available Welsh Government Annual School Census submitted to the Welsh Government respectively on behalf of the school.

6.4. Each pupil with an individual development plan (IDP) must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 6.2, and, if not in such a special class, each pupil with an IDP may be counted as three such units only where the relevant body so determines.

6.5. Each pupil who attends for no more than half a day on each day for which the pupil attends the school must be counted as half as many units as the pupil would otherwise be counted as under paragraphs 6.2 or 6.4.

6.6. There may be a number of circumstances in which it is appropriate for a head teacher to be permanently appointed to be responsible and accountable for more than one school, although this has to be viewed in the context of the requirement that they must be capable of fulfilling their professional duties and complying with their contract of employment, without unreasonable additions to their working time. Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations[(3)], the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

6.7. The relevant body should have oversight of a headteacher's entire role and any paid responsibilities attached to the role. This should ensure that the relevant body can take a fully informed decision about the appropriate role for the headteacher and any consequential implications for the pay of other staff who may be taking on additional responsibilities in light of the headteacher's enlarged role.

## 7. Unit totals and headteacher groups – special schools

7.1. Subject to paragraph 8, a special school must be assigned to a headteacher group in accordance with the following table by reference to its modified total unit score calculated in accordance with paragraphs 7.2 to 7.8:

| Modified total unit score | Group |
|---|---|
| Up to 2,200 | 2 |
| 2,201 to 3,500 | 3 |
| 3,501 to 5,000 | 4 |
| 5,001 to 7,500 | 5 |
| 7,501 to 11,000 | 6 |
| 11,001 to 17,000 | 7 |
| 17,001 and over | 8 |

(3) The Collaboration Between Education Bodies (Wales) Regulations 2012 (S.I. 2012/2655).

7.2. The relevant body must calculate the proportion of staff to pupils at the school expressed as a percentage ("the staff-pupil ratio") in accordance with the following formula:

$$\frac{A}{B} \times 100$$

where A is the number of teachers and support staff weighted as provided in paragraph 7.3, and B is the number of pupils at the school weighted as provided in paragraph 7.4.

7.3. The weighting for a teacher is two units for each full-time equivalent teacher, and the weighting for each support staff member is one unit for each full-time equivalent individual.

7.4. The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.

7.5. The relevant body must calculate the staff-pupil ratio modifier in accordance with the following table by reference to the staff-pupil ratio determined in accordance with paragraphs 7.2 to 7.4:

| Staff-pupil ratio | Staff-pupil ratio modifier |
|---|---|
| 1 - 20% | 1 |
| 21 - 35% | 2 |
| 36 - 50% | 3 |
| 51 - 65% | 4 |
| 66 - 80% | 5 |
| 81% or more | 6 |

7.6. The relevant body must determine the school's total unit score in accordance with the number of pupils on the school register calculated as follows:

| Key Stage (KS) | Units per pupil |
|---|---|
| For each pupil in the preliminary stage and each pupil in the first or second key stage | 10 |
| For each pupil in the third key stage | 12 |
| For each pupil in the fourth key stage | 14 |
| For each pupil in the fifth key stage | 16 |

7.7. The relevant body must determine the school's modified total unit score by multiplying the school's total unit score determined under paragraph 7.6 by the staff-pupil ratio modifier calculated under paragraph 7.5.

7.8. In this paragraph:

a) the number of pupils on the school register must be determined by the numbers as shown on the most recent return of the most recently available Welsh Government Annual School Census submitted to the Welsh Government respectively on behalf of the school; and

b) "support staff member" means a member of the school staff who is not:

i. a teacher;

ii. a person employed in connection with the provision of meals;

iii. a person employed in connection with the security or maintenance of the school premises; or

iv. a person employed in a residential school to supervise and care for pupils out of school hours.

7.9. There may be a number of circumstances in which it is appropriate for a head teacher to be permanently appointed to be responsible and accountable for more than one school, although this has to be viewed in the context of the requirement that they must be capable of fulfilling their professional duties and complying with their contract of employment, without unreasonable additions to their working time. Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations[(4)], the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

(4) The Collaboration Between Education Bodies (Wales) Regulations 2012 (S.I. 2012/2655).

# 8. Unit totals and headteacher groups – particular cases

## Expected changes in number of registered pupils and teaching establishments

8.1. Subject to paragraph 8.2, where in the case of an ordinary school the total unit score and in the case of a special school the modified total unit score is expected by the relevant body to rise or fall after the date to which the assignment refers, the relevant body may instead assign the school to the appropriate group which would result after the expected change in numbers has taken place.

8.2. Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

## New schools

8.3. Subject to paragraphs 8.4 and 8.5, in the case of a school which is newly opened or not yet open, the relevant body must assign the school to the group appropriate in the case of an ordinary school to the total unit score and in the case of a special school to the modified total unit score expected by the authority or, in the case of a school with a delegated budget, by the governing body after consulting the authority to be applicable not less than four years from the date of opening.

8.4. The relevant body must, as necessary, revise its assignment as the expectations on which its calculation was based change.

8.5. Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

# 9. Determination of leadership group pay ranges

9.1. The relevant body must determine pay ranges for the headteacher, for deputy headteachers and assistant headteachers, and for ALN coordinators in accordance with paragraphs 9.2 to 9.5.

9.2. When determining an appropriate pay range, the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the relevant body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant headteacher group. The relevant body must ensure that there is appropriate scope within the range to allow for progress over time.

9.3. Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the

role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments made under paragraph 10 does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.

9.4. The maximum of the deputy or assistant headteacher's pay range and the ALN coordinator's pay range must not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6 to 8. The pay range for a deputy or assistant headteacher, or ALN coordinator should only overlap the headteacher's pay range in exceptional circumstances.

9.5. The relevant body must include in their pay policy a 5 point pay scale for ALN coordinators relative to the headteacher school group as determined by the paragraphs 6.1 to 6.5.

## 10. Determination of temporary payments to headteachers

10.1. Subject to paragraphs 10.2 to 10.4, the relevant body may determine that payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.

10.2. Subject to paragraph 10.3, the total sum of the temporary payments made to a headteacher in accordance with paragraph 10.1 in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except as set out in paragraph 10.4.

10.3. Paragraph 10.2 does not apply to payments made in accordance with:

a) paragraph 23 where those residential duties are a requirement of the post; or

b) paragraph 25 to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher.

10.4. The relevant body may determine that additional payments be made to a headteacher which exceed the limit set out in paragraph 10.2 in wholly exceptional circumstances and with the agreement of the governing body. The governing body must seek external independent advice before producing a business case, seeking such agreement.

## 11. Pay progression for leadership group members

11.1. The relevant body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination in accordance with paragraphs 4 and, where applicable, 5.3 and 9.1.

11.2. The relevant body must decide how pay progression within the appropriate pay range set in accordance with paragraph 9 will be determined, subject to the following:

a. Existing salary points should be assimilated to a corresponding point on the appropriate 2026 scales at paragraph 4. Any head teacher, deputy or assistant head teacher, or ALN coordinator whose current salary does not exactly correspond to such a point should be assimilated at the next highest scale point.

b. Pay Progression should be on an annual basis from 1 September, with an assumption in favour of progression unless an individual has been notified that capability procedures are underway in respect of that year.

c. The relevant body may award an additional point to any head teacher, deputy or assistant head teacher, or ALN coordinator whose performance in the previous school year was excellent, with particular regard to agreed objectives. The discretion to award an additional point where performance has been excellent must be set out in the relevant body's pay policy.

d. Newly appointed head teachers, deputy and assistant head teachers, and ALN coordinators should be allocated to an appropriate scale point on their respective 2026 pay ranges as detailed in the relevant body's pay policy.

e. A decision may be made not to award progression where the head teacher, deputy, assistant head teacher or ALN coordinator is subject to capability proceedings.

f. Where in accordance with the provisions of an earlier Document the relevant body has determined a pay range the maximum of which exceeds the highest salary payable under this Document it must continue to pay any salary determined by reference to that pay range until such time as it reassesses the pay range for its leadership group posts under the provisions of this Document.

# Part 3 – Other teachers' pay scales from 1 September 2026

## 12. Introduction

12.1. There are three pay scales for other teachers:

i. the core pay scale for qualified teachers who are not entitled to be paid on any other pay scale;

ii. the leading practitioner pay range; and

iii. the unqualified teacher pay scale.

12.2. Any pay increase or safeguarded sum (for the safeguarded period) awarded to a teacher on the core pay scale, or the unqualified teacher pay scale in accordance with Parts 3, 4 and 5 or any movement between those pay scales must be permanent for as long as the teacher remains employed within the same school.

12.3. The relevant body must apply the principle of pay portability in arrangements to cover all movements of teachers between teaching posts within Wales (applicable to posts on the core pay scale) in accordance with the mandatory principles below:

a) Pay portability must relate to the position that a teacher has reached on the CPR, including prior to moving to a leadership role; it does not relate to any allowances, nor the position reached on leadership scales, although experience gained from such roles may be relevant to the new employer's decision on salary.

b) When pay portability applies, the salary offered by the new employer must at least match the salary point already reached by the teacher in their current teaching post; it should also include any increment that the teacher would have expected to be awarded had they stayed in their current teaching post at the time when the change of employment occur

c) Pay portability must be applied on a "pro rata" basis when a teacher moves to/from a part-time teaching post

d) Pay portability must span a break in teaching service as a result of redundancy or for health and social reasons such as maternity/paternity, medical or family care reasons. In a situation where the new employer proposes to take a different view, the grounds for doing so must be non-discriminatory in relation to equality and other relevant legislation.

e) The equivalent scale point for pay portability purposes must be determined as being that which the teacher would have reached under the salary scales applicable within Wales at the time of taking up the new post, had their years of previous service been remunerated using those contemporary salary scales.

12.4. At the discretion of the relevant body, pay portability may be applied in specific situations not covered by the mandatory principles detailed at paragraph 12.3. Relevant experience may validly contribute to the decision on the scale point for a teaching appointment in the following cases:

a) When a qualified teacher moves to a local authority maintained school in Wales from a teaching role in another sector in Wales or jurisdiction.

b) When a qualified teacher returns to teaching following a period of employment in a relevant sector outside teaching.

## 13. The core pay scale from 1 September 2026

13.1. A classroom teacher on the core pay scale must be paid such salary based on the pay scale set out in sub-paragraph 2 as the relevant body determines in accordance with sub-paragraph 3 and paragraph 17.

13.2. The pay scale for classroom teachers is-

**Core Pay Scale 2026 – Annual Salary**

| **2025** | | **2026** | |
|---|---|---|---|
| | **£** | | **£** |
| **M2 (min)** | 33,731 | **C1** | 34,912 |
| **M3** | 36,441 | **C2** | 37,717 |
| **M4** | 39,249 | **C3** | 40,623 |
| **M5** | 42,339 | **C4** | 43,821 |
| **M6 (max)** | 46,595 | **C5** | 48,226 |
| **U1 Min** | 48,304 | **C6** | 49,995 |
| **U2** | 50,095 | **C7** | 51,849 |
| **U3 Max** | 51,942 | **C8** | 53,760 |

13.3. The relevant body must determine the point on or above the minimum point on the pay scale in sub-paragraph 2 on which each individual classroom teacher is to be placed in accordance with paragraph 17.

## 14. The leading practitioner pay range from 1 September 2026

14.1. This paragraph applies to qualified teachers who are employed in posts that the relevant body has determined have the primary purpose of modelling and leading improvement of teaching skills.

14.2. For any such post, the relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range in this paragraph. The relevant body may determine that different posts in the same school may be paid on different individual pay ranges within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within each individual pay range to allow for progress over time.

14.3. The relevant body shall determine where, within the leading practitioner range for that particular post, each teacher covered by this paragraph shall be paid. The leading practitioners pay range is:

**Leading Practitioner Pay Range 2026 – Annual Salary**

| | **2025** | **2026** |
|---|---|---|
| | **£** | **£** |
| **Minimum** | 52,939 | 54,792 |
| **Maximum** | 80,478 | 83,295 |

## 15. The unqualified teacher pay scale from 1 September 2026

15.1. An unqualified teacher must be paid such salary based on the pay scale set out in sub-paragraph 3 as the relevant body determines in accordance with sub-paragraph 2 and paragraphs 16 and 17below.

15.2. The relevant body must determine the point on or above the minimum point on the pay scale in sub-paragraph 3 on which each individual unqualified teacher is to be placed in accordance with paragraph 17.

15.3. The unqualified teacher pay scale is:

**Unqualified Teacher Pay Scale 2026 – Annual Salary**

| | 2025 | 2026 |
|---|---|---|
| | £ | £ |
| **1** | 22,685 | 23,820 |
| **2** | 25,322 | 26,589 |
| **3** | 27,960 | 29,358 |
| **4** | 30,596 | 32,126 |
| **5** | 33,238 | 34,900 |
| **6** | 35,875 | 37,669 |

## 16. An unqualified teacher who becomes qualified

16.1. Upon obtaining qualified teacher status (QTS) under regulations made under section 132 of the Act[(5)] an unqualified teacher must be transferred to a salary within the core pay scale for teachers in paragraph 13. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS the teacher must be paid a salary which is the same as, or higher than, the sum of the salary payable under paragraph 15.1 and any allowance payable under paragraph 20 (including any safeguarded sum payable under paragraph 29), as the relevant body considers to be appropriate.

16.2. A teacher who obtains QTS retrospectively under those regulations must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained.

16.3. The lump sum payable under paragraph 16.2 must be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was effectively obtained to the date when the lump sum is paid.

## 17. Pay progression

17.1. The relevant body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination as set out in paragraphs 13, 14 and 15.

17.2. The relevant body must decide how pay progression will be determined, subject to the following:

(5) S.I. 2012/724 in relation to Wales.

a. Existing salary points should be assimilated to a corresponding point on the appropriate 2026 scales at paragraphs 13, 14 and 15. Any teacher whose current salary does not exactly correspond to such a point should be assimilated at the next highest scale point.

b. Teachers on scale point M2, M3, M4, M5 or M6 and points 1, 2 and 3 on the upper pay scale of the 2025 pay scale should be assimilated to the corresponding point on the 2026 scale.

c. The relevant body must also award a teacher on scale points C1 to C8 of the core pay scale progression of one point following completion of a year of employment completed as a qualified teacher during the previous school year, unless the teacher has been notified that capability procedures are underway in respect of that year.

d. The relevant body must award a teacher on scale points 1 to 6 of the Unqualified Teacher Pay Scale progression of one point following completion of a year of employment completed during the previous school year, unless the teacher has been notified that capability procedures are underway in respect of that year.

e. Pay Progression on the eight-point core pay scale at paragraph 13 and six-point unqualified teacher pay scale at paragraph 15, should be on an annual basis from 1 September, with an assumption in favour of progression unless an individual has been notified that capability procedures are underway in respect of that year.

f. The relevant body may award an additional point to any core scale teacher whose performance in the previous school year was excellent, with particular regard to classroom teaching. The discretion to award an additional point to teachers whose performance has been excellent must be set out in the relevant body's pay policy.

g. Newly appointed teachers and unqualified teachers should be allocated to an appropriate scale point on their respective 2026 pay ranges as detailed in the relevant body's pay policy.

h. A decision may be made not to award progression where the teacher is subject to capability procedures.

17.3. The relevant body must set out clearly in the school's pay policy how pay progression will be determined, in accordance with paragraph 17.2.

# Part 4 – Allowances and other payments for classroom teachers

## 18. Teaching and learning responsibility (TLR) payments

18.1. The relevant body may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 18.2 and 18.3. Unqualified teachers may not be awarded TLRs.

18.2. Having decided to award a TLR, the relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy, provided that:

a) the annual value of a TLR1 must be no less than £ 10,717 and no greater than £18,132

b) the annual value of a TLR2 must be no less than £ 3,716 and no greater than £9,071.

18.3. The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £739 and no greater than £3,664. The duration of the fixed-term must be established at the outset and typically should not be awarded for longer than two years, other than in extenuating circumstance to enable completion of the project or where the TLR holder undertakes a new or different responsibility or project. Payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

18.4. With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR the relevant body 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 the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; or involves pastoral or well being responsibilities and the safeguarding of children;

d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;

e) involves leading, developing and enhancing the teaching practice of other staff.

18.5. In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to in paragraph 18.1 includes line management responsibility for a significant number of people or equivalent significant additional levels of responsibility and accountability in key areas of the school.

18.6. Teacher Additional Allowances:

| | 2025 | 2026 |
|---|---|---|
| | £ | £ |
| **TLR 1** | | |
| **Min** | 10,354 | 10,717 |
| **Max** | 17,518 | 18,132 |
| **TLR 2** | | |
| **Min** | 3,590 | 3,716 |
| **Max** | 8,764 | 9,071 |
| **TLR 3** | | |
| **Min** | 714 | 739 |
| **Max** | 3,540 | 3,664 |

## 19. Additional Learning Needs (ALN) allowances

19.1. An ALN allowance of no less than £2,938 and no more than £5,791 per annum is payable to a classroom teacher in accordance with this paragraph.

19.2. The relevant body must award a ALN allowance to a classroom teacher:

a) in any ALN post that requires a mandatory ALN qualification[(6)] and involves teaching pupils with ALN;

b) in a special school;

c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;

d) in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:

(6) In accordance with the Education (Teachers' Qualifications and Health Standards) (Wales) Regulations 1999 (S.I. 1999/2817).

i. involves a substantial element of working directly with children with ALN;

ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with ALN; and

iii. has a greater level of involvement in the teaching of children with ALN 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.

19.3. Where a ALN allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school's ALN provision and the following factors:

a) whether any mandatory qualifications are required for the post;

b) the qualifications or expertise of the teacher relevant to the post; and

c) the relative demands of the post.

19.4. The relevant body must set out in its pay policy the arrangements for rewarding classroom teachers with ALN responsibilities.

19.5. Teacher Additional Allowances:

| | **2025** | **2026** |
|---|---|---|
| | **£** | **£** |
| **ALN** | | |
| **Min** | 2,838 | 2,938 |
| **Max** | 5,595 | 5,791 |

## 20. Allowance payable to unqualified teachers

20.1. The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

a) taken on a sustained additional responsibility which:

i. is focused on teaching and learning; and

ii. requires the exercise of a teacher's professional skills and judgment; or

b) qualifications or experience which bring added value to the role being undertaken.

## 21. Acting allowance

21.1. Subject to paragraph 21.6, where a teacher is assigned and carries out duties of a headteacher, deputy headteacher or assistant headteacher, but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher, the relevant body must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance ("acting allowance") must be paid in accordance with the following provisions.

21.2. If the relevant body's determination referred to in paragraph 21.1 is that the teacher will not be paid an acting allowance, but the teacher continues to be assigned and to carry out duties of a headteacher, deputy headteacher or assistant headteacher (and has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher), the relevant body may at any time after that determination make a further determination as to whether or not an acting allowance must be paid.

21.3. If the relevant body determines that the teacher must be paid an acting allowance, subject to paragraph 21.4, it must be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to the salary that the relevant body considers to be appropriate.

21.4. Where a teacher is assigned and carries out the duties of a headteacher, deputy headteacher or assistant headteacher in relation to whom a pay range (as the case may be) has been determined and an acting allowance is paid under this paragraph, the teacher's total remuneration must not be lower than the minimum of the respective pay scale for as long as the acting allowance is paid.

21.5. The teacher may be paid an acting allowance with effect from such day on or after the day on which duties of a headteacher, deputy headteacher or assistant headteacher are first assigned and carried out as the relevant body may determine.

21.6. Where a teacher is paid an allowance under this paragraph, then for so long as that allowance is paid, Part 7 applies as if the teacher has been appointed to that post permanently.

## 22. Performance payments to seconded teachers

22.1. Where:

a) a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher's normal place of work; and

b) the relevant body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment,

the relevant body may pay the teacher a lump sum accordingly. Subject to paragraph 10.4, the total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

## 23. Residential duties

23.1. Any payment to teachers for residential duties must be determined by the relevant body.

## 24. Additional payments

24.1. The relevant body may make such payments as it sees fit to a teacher, other than a headteacher, in respect of:

a) continuing professional development undertaken outside the school day;

b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher;

d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

## 25. Recruitment and retention incentives and benefits

25.1. Subject to paragraph 25.2, the relevant body or, where it is the employer in the case of an unattached teacher, the authority, may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. A salary advance scheme for a rental deposit may be one of a number of tools that schools may wish to consider using to support recruitment or retention.

25.2. Where the relevant body or, where it is the employer in the case of an unattached teacher, the authority, is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the relevant body or authority must conduct a regular formal review of all such awards. The relevant body or authority should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

25.3. Headteachers, deputy headteachers and assistant headteachers may not be awarded payments under paragraphs 25.1 to 25.2 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay scale. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay scale is determined under this Document.

## 26. Salary sacrifice arrangements

26.1. For the purposes of this paragraph, the term "salary sacrifice arrangement" means any arrangement under which the teacher gives up the right to receive part of the teacher's gross salary in return for the employer's agreement to provide a benefit-in-kind under any of the following schemes:

a) a child care voucher or other child care benefit scheme;

b) a cycle or cyclist's safety equipment scheme;

c) a mobile telephone scheme entered into on or before 5 April 2017 (except that a salary sacrifice arrangement for a mobile telephone scheme will only be covered by the provisions of this paragraph up until 6 April 2018 - see below); or

d) a salary sacrifice arrangement for the provision of vehicles

that benefit-in-kind is exempt from income tax[7].

26.2. Where the employer operates a salary sacrifice arrangement, the teacher may participate in any such arrangement and the teacher's gross salary may be reduced accordingly for the duration of such participation.

26.3. Participation in any salary sacrifice arrangement has no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of this Document.

(7) The Income Tax (Earnings and Pensions) Act 2003 ( c.1) provides that no liability to income tax arises in respect of the provision for an employee of any of these benefits-in-kind where the specified conditions are met.

# Part 5 – General safeguarding

## 27. General circumstances in which safeguarding applies

27.1. Paragraphs 28 to 34 apply to a teacher in the following circumstances:

a) the teacher loses a post as a result of:

i. the discontinuance of, a prescribed alteration to, or a reorganisation of, a school; or

ii. the closure or reorganisation of any other educational establishment or service,

takes up a new post on or after 1 January 2006 and is employed by the same authority or at a school maintained by the same authority, and in the case of a teacher within sub-paragraph (ii) the new post is at a different school;

b) the relevant body determines, whether as a result of a change to its pay policy or to the school's staffing structure, that the duties for which the teacher was awarded a TLR1 or TLR2 or an unqualified teacher's allowance are no longer to include the responsibility for which the respective allowance was awarded or are to include a different responsibility, or the responsibility (whether or not it has changed) merits an allowance of a lower annual value; or,

c) the relevant body determines:

i. to reduce the number of members of the leadership group or teachers paid on the range for leading practitioners; or

ii. to lower a pay range applicable to a member of the leadership group or a teacher on the pay range for leading practitioners.

27.2. For the purposes of paragraph 27.1, "prescribed alteration" means an alteration prescribed by the School Standards and Organisation (Wales) Act 2013 (regulated alterations in Schedule 2 to the Act)[8].

(8) 2013 (anaw.1).

## 28. Entitlement to a safeguarded sum

28.1. A teacher who falls within paragraph 27.1(a):

a) shall be paid the amount (if any) by which the pre-safeguarding salary payable to the teacher immediately before the circumstances in paragraph 27.1(a) took effect exceeds the salary payable to the teacher in the new post;

b) shall be paid the amount (if any) by which any TLR1 or TLR2 payable to the teacher immediately before the circumstances in paragraph 27.1(a) took effect exceeds the teacher's TLR payment in the new post (if any);

c) shall be paid the amount (if any) by which any ALN allowance payable to the teacher immediately before the circumstances in paragraph 27.1(a) took effect exceeds the teacher's ALN allowance in the new post (if any); and

d) shall be paid the amount (if any) by which any allowance payable to the teacher under paragraph 20.1 immediately before the circumstances in paragraph 27.1(a) took effect exceeds the allowance payable to the teacher in the new post (if any).

28.2. A teacher who falls within paragraph 27.1(b) shall be paid the difference between an allowance to which they were entitled prior to the event or events in paragraph 27.1(b) occurring and any lower allowance of the like kind which the teacher is to receive to take account of the event or events. TLR1s and TLR2s awarded to teachers employed under a fixed-term contract or whilst they occupy another post in the absence of a post-holder must not be safeguarded after the fixed-term contract expires or the post ceases to be occupied.

28.3. A teacher whose salary is reduced as a result of a circumstance described in paragraph 27.1(c) shall be paid the difference between the salary to which the teacher was entitled immediately before the said circumstance took effect and the value of the teacher's new salary together with, in the case of a teacher to whom paragraph 27.1(c)(i) applies, any TLR1, TLR2 or ALN allowance.

28.4. Each payment made in accordance with paragraphs 28.1(a), (b), (c) or (d), 28.2 or 28.3 shall be known as a safeguarded sum and a teacher falling within more than one of those paragraphs or sub-paragraphs is entitled to a safeguarded sum under each paragraph.

## 29. Notification of safeguarding

29.1. Where a safeguarded sum is payable as a result of a circumstance described in paragraph 27.1(b) or 27.1(c), the relevant body must notify the teacher in writing, within one month of taking the decision the effect of which is that the safeguarded sum is payable ("the decision") or (if earlier) when making a notification in accordance with paragraph 3.3, of:

a) the reason for the decision;

b) the date on which the decision will take effect (if known);

c) the value of the teacher's pre-safeguarding salary;

d) the value of any allowances to which the teacher was entitled before the said circumstance took effect;

the safeguarded sum or (if not then known) such information as it is reasonably possible to provide in order to determine the maximum amount of the safeguarded sum;

e) the date or, if applicable, the latest date on which the safeguarding period (as defined in paragraph 30) will end, or the circumstance the occurrence of which will result in payment of the safeguarded sum ending;

f) where a copy of the school's staffing structure and pay policy may be inspected.

## 30. The safeguarding period

30.1. Unless otherwise provided for in this document, the relevant body must pay a safeguarded sum until:

a) the date on which the safeguarding period ends, being the third anniversary of the date on which a teacher subject to paragraph 27.1(a) starts work in the new post referred to therein and in all other circumstances the third anniversary of the relevant date as defined in paragraph 31.1;

b) where a safeguarded sum is paid in respect of an allowance awarded to a teacher or a post held by a teacher for a fixed period or to a teacher employed under a fixed-term contract, the date on which that fixed period or fixed-term contract expires;

c) where a safeguarded sum is awarded in respect of a payment or allowance awarded to a teacher whilst occupying another post in the absence of the post-holder, the date on which the entitlement to the allowance would have ended but for the circumstances which gave rise to the entitlement to the safeguarded sum;

d) in the case of a teacher who is paid a safeguarded sum under paragraph 28.1, the teacher is placed on a salary on a different pay scale (except a teacher to whom the circumstances described in paragraph 27.1(c) subsequently apply);

e) in the case of a teacher who is paid a safeguarded sum under paragraph 28.1, the teacher is awarded an increased salary the value of which exceeds the combined value of the pre-safeguarding salary and any one or more of the safeguarded sums so payable;

f) in the case of a teacher who is paid a safeguarded sum under paragraph 28.2:

   i. the teacher is awarded a TLR1 or TLR2 or (as the case may be) an unqualified teacher's allowance which equals or exceeds the total of the said safeguarded sum and the reduced allowance (if any) by reason of which the said safeguarded sum is paid; or

   ii. the teacher is awarded a salary which, combined with the value of any new payment, equals or exceeds the total of the pre-safeguarding salary and the safeguarded sum.

g) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 27.1(c)(i), the teacher is awarded a higher salary or a TLR or ALN allowance, such that the combined value of the teacher's resulting salary, TLR and/or ALN allowance is equal to or exceeds the teacher's pre-safeguarding salary;

h) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 27.1(c)(ii), the teacher is awarded a salary which equals or exceeds the teacher's pre-safeguarding salary;

i) in the case of a teacher in receipt of a safeguarded sum in respect of an unqualified teacher's allowance, the teacher ceases to be an unqualified teacher; or

j) the teacher ceases to be a classroom teacher or their employment ends other than in circumstances to which paragraph 27.1(a) applies,

whichever is the first to occur.

## 31. Calculating relevant dates

31.1. For the purposes of calculating the third anniversary of the relevant date as referred to in paragraph 30.1(a), the relevant date is as follows:

a) in respect of a decision taken between 1 September and 31 December, the following 1 January;

b) in respect of a decision taken between 1 January and 31 March, the following 1 April; and

c) in respect of a decision taken between 1 April and 31 August, the following 1 September.

## 32. Suspension and partial reduction of the safeguarded sum

32.1. In the event that a safeguarded sum is payable in respect of the loss of or a reduction to an allowance and the teacher subsequently becomes entitled to an allowance or an increased allowance of the like kind during the safeguarding period, the said safeguarded sum must be reduced by the amount of the allowance, or the increase therein, as the case may be, for as long as the teacher is entitled to the new or increased allowance.

32.2. A safeguarded sum payable under paragraph 28.1(a) shall be reduced by the value of any subsequent TLR or ALN allowance awarded to the teacher for as long as the teacher is entitled to the TLR or ALN allowance.

32.3. Payment of a safeguarded sum which is attributable to the circumstances described in paragraph 27.1(c) must be discontinued whilst the teacher occupies a post as a member of the leadership group or carries out the duties of a teacher paid on the pay range for leading practitioners in the absence of that teacher for as long as the teacher occupies the post or carries out the duties in question unless it would otherwise have ceased under the provisions of paragraph 30.1.

## 33. Additional duties

33.1. If the total of all safeguarded sums payable to a teacher from time to time exceeds £500, the relevant body must review the teacher's assigned duties and allocate such additional duties to the teacher as it reasonably considers are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid safeguarded sums which in total exceed £500.

33.2. The teacher shall not be paid any safeguarded sums if the teacher unreasonably refuses to carry out such additional duties, provided that the teacher is notified of the relevant body's decision to cease paying the safeguarded sums at least one month before it is implemented.

## 34. Miscellaneous

34.1. Whether the teacher was a full-time teacher or a teacher in regular part-time employment before losing a post, if the teacher is then employed as stated in paragraph 27.1(a) as a teacher in regular part-time employment, the teacher must be paid that proportion of the safeguarded sum attributable to the loss of post to which the teacher would have been entitled had their employment been as a full-time teacher which the part-time employment bears to full-time employment.

34.2. Teachers who were formerly employed as advanced skills teachers or excellent teachers and whose remuneration was subject to safeguarding under the 2012 or 2013 Documents as a result shall continue to have that proportion of their remuneration safeguarded in accordance with those Documents, and paragraphs 27 to 32 shall not apply to that proportion of their remuneration.

34.3. A teacher to whom a safeguarded sum is paid as a result of circumstances described in paragraph 27.1(a) shall, notwithstanding the entitlement to be paid the safeguarded sum, continue to be entitled to payment of the following:

a) any safeguarded sums to which the teacher would have been entitled but for the occurrence of the circumstances described in paragraph 27.1(a);

b) any recruitment or retention incentive or benefit to which the teacher was entitled under paragraph 24.

## 35. Other safeguarding - teachers taking up post on or before 31 December 2005

35.1. Subject to paragraphs 35.7 to 35.10:

35.2. Where, as a result of:

a) the closure or reorganisation of an educational establishment; or

b) a direction relating to a course for the training of teachers given by the Secretary of State under regulation 3(2) of the Further Education Regulations 1975[(9)] under regulation 15 or 16 of the Education (Schools and Further Education) Regulations 1981[(10)] or under regulation 12 or 13 of the Education (Schools and Further and Higher Education) Regulations 1989[(11)]

(9) 1975/1054; revoked by S.I. 1983/74 and 1986/541.
(10) S.I. 1981/1086; regulations 15 and 16 were revoked by S.I. 1989/351.
(11) S.I 1989/351; regulations 12 and 13 were revoked in relation to Walesby S.I. 2017/965 (W. 248)..

c) a teacher (including a teacher in further or higher education) loses a post, and was on or before 31 December 2005 employed full-time as a teacher in the provision of primary or secondary education (whether or not at a school) in a post where remuneration is paid by the same authority as before, the teacher must be deemed for all salary purposes to continue to hold the post that was held, and to be entitled to any allowance for unqualified teachers (under paragraph 20.1) to which the teacher was entitled, immediately before the circumstances occurred.

35.3. Where, in circumstances other than those mentioned in paragraph 35.2, such a teacher loses a post and was on or before 31 December 2005 employed full-time as a teacher in the provision of primary or secondary education in a post (whether or not at a school) in which remuneration is paid by the same authority as before the teacher may, at the discretion of the authority, be deemed for all salary purposes to continue to hold the post that was held, and to be entitled to any allowance for unqualified teachers to which the teacher was entitled, immediately before the circumstances occurred; and the authority must not unreasonably refuse to exercise its discretion in this matter in favour of the teacher.

35.4. Where in the circumstances described in paragraphs 35.2 or 35.3 such a full-time teacher or such a teacher in regular part-time employment loses a post in circumstances described in paragraph 35.2, and is thereupon employed as stated in that provision but as a teacher in regular part-time employment, the teacher is (subject, in the circumstances described in paragraph 35.3, to the same discretion to be similarly exercised) entitled to that proportion of the salary and of the allowance for unqualified teachers to which the teacher was entitled immediately before the relevant change in circumstances which the part-time employment bears to full-time employment.

35.5. A teacher whose remuneration is safeguarded under this paragraph is entitled to an acting allowance (paragraph 21) only where appropriate to the circumstances of the teacher's present employment.

35.6. Subject to paragraph 35.7, the salary to be safeguarded pursuant to paragraph 35.1 to 35.4 means:

a) any salary or allowance, other than those awarded for an agreed fixed-term, that the teacher was in receipt of immediately before the circumstances described in paragraph 35.2 to 35.4 arose; and

b) any safeguarded sum to which the teacher is entitled under paragraph 28 or 34 but only to the extent that the applicable paragraph provides for the continuing payment of that sum.

35.7. Where a member of the leadership group or a former advanced skills teacher is, immediately before a circumstance mentioned in paragraphs 35.2 or 35.3 arises, paid on the leadership group pay range at paragraph 4 of this Document or an advanced skills teacher pursuant to paragraph 26 of the 2012 Document, such member or teacher must continue (subject, in the circumstances mentioned in paragraph 35.3, to the same discretion) to be paid as if the circumstance had not occurred.

35.8. If the teacher's safeguarded remuneration under this paragraph exceeds the remuneration to which the teacher would otherwise be entitled under this Document by the sum of £500 or more, the relevant body must review the teacher's assigned duties and, for as long as that is the case, allocate such additional duties as it reasonably considers to be appropriate and commensurate with the safeguarded remuneration.

35.9. Paragraphs 35.2 to 35.4 do not apply or, as the case may be, cease to apply, to a teacher:

a) who at any time is offered but unreasonably refuses to accept an alternative post in an educational establishment maintained by the authority by which the teacher's salary is paid;

b) to whom the remuneration payable by virtue of the other paragraphs of this Document equals or exceeds the remuneration payable under this paragraph;

c) who is placed on a different pay scale or range, but this does not apply to a classroom teacher when first placed on the pay scale set out in paragraph 13 or to a teacher affected by a determination made by a relevant body under paragraph 27.1(c); or

d) whose employment ends other than in circumstances to which this paragraph applies.

35.10. For the purposes of this paragraph:

a) "educational establishment" means an establishment in Wales which is:

i. an institution of further or higher education maintained or assisted by an authority;

ii. a school;

iii. a teachers' centre; or

iv. an establishment (other than a school) at which primary or secondary education is provided by an authority;

b) “leadership group post” means a post of headteacher, deputy headteacher, assistant headteacher and ALN coordinator of a school;

c) “remuneration” means salary plus any allowances but does not include any sum paid under paragraphs 23, 24 and 25;

d) “salary” means:

   i. in the case of a school teacher the salary payable in accordance with paragraphs 4 to 11, 13, 14 and 15including any allowance payable under paragraph 19; and

   ii. in the case of a teacher in further or higher education the teacher’s basic salary excluding all allowances;

e) *a school is reorganised where it was or is reorganised in pursuance* of proposals made under section 28 or 31 of the School Standards and Framework Act 1998[(12)] or proposals referred to in regulation 14 of the Education (Transition to New Framework) (School Organisation Proposals) Regulations 1999[(13),] under sections 41 to 45 of the School Standards and Organisation (Wales) Act 2013[(14)]; and

f) any transfer of the responsibility for maintaining an establishment must be disregarded.

(12) 1998 (c.31).
(13) S.I. 1999/704.
(14) 2013 (anaw.1).

# Part 6 – Supplementary

## 36. Unattached teachers

36.1. The remuneration of an unattached teacher must be determined in accordance with the relevant provisions of this Document by the relevant body, having regard to its pay policy and the teacher's particular post within the staffing structure.

36.2. Where, in accordance with paragraph 36.1, the remuneration of a teacher in charge of a pupil referral unit is determined in accordance with the provisions applicable to a headteacher, paragraphs 41 to 44 apply, and paragraphs 45.1 to 48.16 do not apply.

36.3. Where, in accordance with paragraph 36.1, the remuneration of an unattached teacher (other than a teacher in charge of a pupil referral unit) is determined in accordance with the provisions applicable to a member of the leadership group, paragraphs 45.1 to 48.16 and 49.2 to 49.12 do not apply and the teacher's conditions of employment that relate to professional duties and working time must be agreed between the teacher and the relevant body.

## 37. Part-time teachers – interpretation

37.1. In this paragraph:

a) "pro rata principle" means that proportion of total remuneration which corresponds to the number of hours the teacher is employed in that capacity during the course of the school's timetabled teaching week as a proportion of the total number of hours in the school's timetabled teaching week; (and for this purpose "total remuneration" means the remuneration that would be payable to the person if employed in the same post on a full-time basis); and

b) "the school's timetabled teaching week" means the aggregate period of time in the school timetable during which pupils are normally taught.

37.2. When a relevant body is required to determine the salary of a part-time teacher in accordance with the pro rata principle it must do so not only in relation to those hours that a part-time teacher normally works under the contract of employment but also in relation to any additional hours the teacher may agree to work from time to time at the request of the headteacher or, in a case where the part-time teacher is a headteacher, the relevant body.

## 38. Determination of remuneration of part-time teachers

38.1. The salary of a part-time teacher must be determined in accordance with the pro-rata principle.

38.2. The allowances (except for TLR3) of a part-time teacher may be determined in accordance with the pro-rata principle and no less than contracted working hours or may be determined to be paid in full, if the teacher undertakes the full duties associated with the allowance. The duties agreed should be capable of being undertaken within the normal hours of the part-time teacher concerned. The appropriate level of allowance payment and duties should be agreed between the individual teacher and the employer.

38.3. TLR3 allowances are paid in full, regardless of the hours that a part-time teacher normally works under the contract of employment.

## 39. Teachers employed on a short notice basis

39.1. Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of this Document on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata.

39.2. A teacher to whom paragraph 39.1 applies and who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more by way of remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

# Part 7 – Contractual framework for teachers

## 40. Introduction

40.1. This section sets out the contractual framework within which all teachers, including headteachers, operate. It also includes high level responsibilities for all teachers and headteachers and their statutory entitlements.

## 41. Headteachers – overriding requirements

41.1. A headteacher's professional duties must be carried out in accordance with and subject to:

a) the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996[15] and the Act;

b) the instrument of government of the headteacher's school;

c) any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the headteacher's employers;

d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;

e) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998[16];

f) the terms of their appointment.

## 42. Delegation

42.1. The professional responsibilities of a headteacher under paragraph 43.1 must not be delegated other than in accordance with paragraph 45.2.

42.2. Subject to paragraph 42.1, a headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher in accordance with paragraph 50.4.

(15) 1996 (c.56).
(16) 1998 (c.31).

# 43. Professional responsibilities

43.1. A headteacher may be required to undertake the following duties:

## Whole school organisation, strategy and development

43.2. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.

43.3. Develop, implement and evaluate the school's policies, practices and procedures.

## Teaching

43.4. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:

a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,

b) in the preliminary stages.

43.5. Teach.

## Health, safety and discipline

43.6. Promote the safety and well-being of pupils and staff.

43.7. Ensure good order and discipline amongst pupils and staff.

## Management of staff and resources

43.8. Lead, manage and develop the staff, including appraising and managing performance.

43.9. Develop clear arrangements to advise the relevant body on pay recommendations for teachers.

43.10. Organise and deploy resources within the school.

43.11. Promote harmonious working relationships within the school.

43.12. Maintain relationships with organisations representing teachers and other members of the staff.

43.13. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### Professional development

43.14. Promote the participation of staff in relevant continuing professional development.

43.15. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

43.16. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### Communication

43.17. Consult and communicate with the governing body, staff, pupils, parents and carers.

### Work with colleagues and other relevant professionals

43.18. Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

## 44. Rights conferred

44.1. In addition to the provisions of paragraph 50 the following rights apply:

### Dedicated headship time

44.2. A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

### Daily break

44.3. A headteacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as headteacher during that break.

### Protected leave

44.4. Employers (local authorities and governing bodies) must ensure, as part of their duty of care, that school leaders are not contacted during weekends or school holiday periods other than in exceptional circumstances.

# Teachers – professional responsibilities

## 45. Deputy headteachers and assistant headteachers

45.1. A person appointed as a deputy or assistant headteacher in a school, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:

a) formulating the aims and objectives of the school;

b) establishing the policies through which they are to be achieved;

c) managing staff and resources to that end;

d) monitoring progress towards their achievement;

and undertake any professional duties of the headteacher reasonably delegated by the headteacher.

45.2. If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.

## 46. ALN Coordinators

46.1. A person appointed as an ALN coordinator is required to undertake the duties of an ALN coordinator as set out in the Additional Learning Needs and Education Tribunal (Wales) Act 2018 Act, the Additional Learning Needs (Wales) Regulations 2021 and the Additional Learning Needs Code in addition to carrying out their other professional duties.

## 47. Teachers on the leading practitioner pay range

47.1. Except where otherwise provided for in this Document, teachers on the leading practitioner pay range have the same professional responsibilities and benefit from the same rights conferred as all other teachers, other than a headteacher. However, additional duties relevant to their role in modelling and leading improvement of teaching skills may be included in the individual job descriptions of such teachers.

## 48. Teachers other than a headteacher

48.1. A teacher may be required to undertake the following duties:

## Teaching

48.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

48.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

48.4. Participate in arrangements for preparing pupils for external examinations.

## Whole school organisation, strategy and development

48.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

48.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

48.7. Subject to paragraph 50.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

## Health, safety and discipline

48.8. Promote the safety and well-being of pupils.

48.9. Maintain good order and discipline among pupils.

## Management of staff and resources

48.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.

48.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

48.12. Deploy resources delegated to them.

## Professional development

48.13. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

48.14. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

## Communication

48.15. Communicate with pupils, parents and carers.

### Working with colleagues and other relevant professionals

48.16. Collaborate and work with colleagues and other relevant professionals within and beyond the school.

## 49. Working time

49.1. Nothing in this Document is to be taken to conflict with Council Directive 93/104/EC of 23 November 1993 concerning certain aspects of the organisation of working time[17].

### Working days

49.2. A teacher employed full-time must be available for work for 195 days[18], of which:

a) 189 days must be days on which the teacher may be required to teach pupils and perform other duties; and

b) 6 days must be days on which the teacher may only be required to perform other duties; and

those 195 days must be specified by the employer or, if the employer so directs, by the headteacher.

49.3. Paragraph 49.2 does not apply to a teacher employed full-time wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment.

### Specified working hours

49.4. The provisions of paragraphs 49.2 to 49.12 do not apply to:

a) headteachers, deputy headteachers, assistant headteachers, ALN coordinators, teachers on the pay range for leading practitioners or teachers in receipt of an acting allowance for carrying out the duties of a headteacher, deputy headteacher or assistant headteacher, pursuant to paragraph 21;

b) unattached teachers in charge of pupil referral units whose remuneration is determined in accordance with the provisions applicable to headteachers pursuant to paragraph 36;

c) unattached teachers (other than those in charge of pupil referral units) whose remuneration is determined in accordance with the provisions applicable to a member of the leadership group pursuant to paragraph 36.

(17) O.J. No L307, 13.12.93 p.18 which was implemented by the Working Time Regulations 1998 (S.I. 1998/1833).
(18) Corresponding with teaching sessions as set out in the Education (School Day and School Year) (Wales) Regulations 2003

49.5. A teacher employed full-time must be available to perform such duties at such times and places as may be specified by the headteacher (or, where the teacher is not assigned to any one school, by the employer or the headteacher of any school in which the teacher may be required to work) for 1265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

49.6. Paragraph 49.5 applies to a teacher employed part-time, except that the number of hours the teacher must be available for work must be that proportion of 1265 hours which corresponds to the proportion of total remuneration the teacher is entitled to be paid pursuant to paragraphs 37 and 38.

49.7. In addition to the hours a teacher is required to be available for work under paragraph 49.5 or 49.6, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

49.8. The employer must not determine how many of the additional hours referred to in paragraph 49.7 must be worked or when these hours must be worked.

49.9. Subject to paragraph 49.10, no teacher employed part-time may be required to be available for work on any day of the week or part of any day of the week on which the teacher is not normally required to be available for work under their contract of employment (whether it is for the purposes of teaching pupils and performing other duties or for the sole purpose of performing other duties).

49.10. Subject to paragraphs 49.6 and 49.11, a part-time teacher may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available for work (whether the teacher is normally required to be available for work for the whole of that day or for only part of that day).

49.11. The total amount of time that the teacher may be required to be available to carry out duties, other than teaching pupils, outside school sessions under paragraph 49.10, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, must not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid under paragraphs 37 and 38.

49.12. The amount of time a teacher spends taking the break referred to in paragraph 50.3 or travelling to or from their place of work does not count towards the 1265 hours referred to in paragraph 49.5 or the pro rata equivalent referred to in paragraph 49.6, as the case may be.

## 50. Overarching rights

50.1. No teacher may be required to work on any Saturday, Sunday or public holiday unless their contract of employment expressly provides for this (for example in the case of teachers at residential establishments).

50.2. No teacher may be required under their contract of employment as a teacher to undertake midday supervision.

### Daily break

50.3. A teacher who is required to be available for work for more than one school session on any school day must be allowed one break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm. Deputy headteachers, assistant headteachers and teachers on the pay range for leading practitioners are entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

### Work/life balance

50.4. Governing bodies and headteachers, in carrying out their duties, must have regard to the need for the headteacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties including, in particular, in the case of teachers to whom paragraphs 49.2-49.12 apply, their duties under paragraph 49.7, and the time required to pursue their personal interests outside work. In having regard to this, governing bodies and headteachers should ensure that they adhere to the working limits set out in the Working Time Regulations 1998[(19)].

### Guaranteed planning and preparation time

50.5. All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours referred to in paragraph 49.5 or pro rata equivalent (as the case may be) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's timetabled teaching time. A teacher must not be required to carry out any other duties during the teacher's PPA time.

(19) S.I. 1998/1833.

## Management time

50.6. A teacher with leadership or management responsibilities, and ALN Coordinators (see para 8.5 of the ALN Code) are entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

## Cover

50.7. Teachers should be required to provide cover in accordance with paragraph 48.7 only rarely, and only in circumstances that are not foreseeable (this does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).

## Administration and external examinations

50.8. A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgment, including those associated with the arrangements for preparing pupils for external examinations such as invigilation.

50.9. Without prejudice to the generality of sub-paragraph 50.8, Annex 3 contains a list of tasks falling within the scope of that paragraph.

## Training and development

50.10. All teachers in the school should have access to advice, training and developmental opportunities appropriate to their needs, including needs identified in objectives or in appraisal statements or reports. The Professional Standards for Teaching and Leadership should be used by teachers to reflect on their practice and to inform their professional development review. This should then lead to the development of an individual professional learning journey in line with the National Professional Learning Entitlement.

50.11. A teacher serving an induction period under the Induction Regulations[20] must not teach for more than 90% of the time that a teacher at the school not subject to those regulations would be expected to teach.

(20) "Induction Regulations" means the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 (S.I.2015/484).

# Annex 1: Teachers' Standards (Wales)

## Introduction

The new professional teaching and leadership standards (Wales) and the existing Practising Teacher Standards (Wales) are presented in this Document as they underpin the appraisal process.

## Teachers' Standards (Wales)

### New professional standards for teaching and leadership

The new professional standards for teaching and leadership were launched in Wales in September 2017. Newly qualified teachers commencing induction on or after 1 September 2017 work to the new standards. Newly qualified teachers who began their induction prior to 1 September 2017 continue to use the practising teacher standards they commenced induction with (see below). All post-induction teachers will move to the new professional standards for teaching and leadership by 1 September 2018.

The professional standards for teaching and leadership consist of five professional standards with overarching values and dispositions. Each professional standard is divided into elements with descriptors that exemplify the application of each standard.

The new professional standards for teaching and leadership can be found in the **Download documents section** at: professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf (gov.wales).

## Practising teacher standards

Newly qualified teachers who began their induction prior to 1 September 2017 will continue their induction using the practising teacher standards. Following the successful completion of their induction period, they will adopt the new professional standards for teaching and leadership.

The practising teacher standards can be found under **Existing professional standards** in the **Overview** section at professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf (gov.wales).

# Annex 2: Interpretation

1. In this Document:

- "the 2011 Regulations" means the School Teacher Appraisal (Wales) Regulations 2011[21] and any reference to "reviewer", "review", "results of the review" or "planning and review statement" within the context of a reference to those regulations must be construed in accordance with them;
- "the Act" means the Education Act 2002[22];
- "advanced skills teacher" means a teacher who held an advanced skills teacher post under the 2012 or earlier Document;
- "ALN allowance" means an Additional Learning Needs allowance awarded to a classroom teacher in accordance with paragraph 19;
- "ALN coordinator" means a person designated as an additional learning needs coordinator, in accordance with section 60 of Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- "appraisal" should be read in accordance with the 2011 Regulations;
- "assistant headteacher" means a qualified teacher with leadership responsibilities across the whole school who is appointed to the post of assistant headteacher;
- "authority" means a local authority in Wales; and in relation to a school means the authority by which the school is maintained;
- "classroom teacher" means a qualified teacher who is not a member of the leadership group or on the pay range for leading practitioners;
- "deputy headteacher" means, in relation to Wales, a qualified teacher appointed to the teaching staff of a school as a deputy headteacher in accordance with the Staffing of Maintained Schools (Wales) Regulations 2006[23] and includes a teacher appointed as an acting deputy headteacher but not a teacher who is assigned and carries out the duties of a deputy headteacher without being so appointed;
- "earlier Document" means any Document referred to in any order made under section 122 of the Act or section 2 of the School Teachers' Pay and Conditions Act 1991[24], other than this Document;
- *"educational setting"* means a foundation, voluntary aided or foundation special school (other than a school to which an order made under section 128(2) of the Act applies) and any other establishment included in or captured by the definition of a post-threshold teacher, in which the teacher is or was employed in the provision of primary or secondary education.

(21) S.I. 2011/2940.
(22) 2002 (c.32).
(23) S.I. 2006/873.
(24) 1991 (c.49), repealed by the Act.

- “ERA 1996” means the Employment Rights Act 1996[25];
- “employment–based teacher training scheme” any scheme established by the Welsh Ministers under the School Teachers’ Qualifications (Wales) Regulations 2012[26];
- “excellent teacher” means a teacher who held an excellent teacher post under the 2012 or earlier Document;
- “graduate teacher” means a teacher who has been granted an authorisation to teach in accordance with paragraphs 5 to 9 of Schedule 2 to the Education (Teachers’ Qualifications and Health Standards) (Wales) Regulations 1999[27] before 1 September 2004;
- “headteacher” means in relation to Wales a person appointed to the teaching staff of a school as headteacher, and includes a person appointed as acting headteacher to carry out the functions of a headteacher pursuant to section 35(3) or 36(3) of the Act but not a teacher who is assigned and carries out duties of a headteacher without being so appointed;
- “hearing impaired” means deaf or partially hearing;
- “institution of further or higher education” includes an institution providing both further and higher education;
- “leading practitioner” means a teacher in a post the primary purpose of which is to model and lead improvement of teaching skills;
- “member of the leadership group” means a headteacher, a deputy headteacher, an assistant headteacher or an ALN coordinator;
- “MOD school” means an educational establishment primarily for children with a parent in the armed forces of the Crown and administered by the Ministry of Defence, other than the educational establishments known as Queen Victoria School, Dunblane and Welbeck College, Loughborough;
- “ordinary school” means a school other than a special school;
- “post-threshold teacher” means a classroom teacher who:

  a) i. in accordance with an earlier Document has been assessed as having met the performance threshold standards throughout the relevant period;

     ii. in accordance with any Document published between 2007 and 2011 has satisfied the person to whom the task has been delegated that the teacher meets the core standards and has been assessed by that person as having met the post-threshold teacher standards throughout the relevant period; or

(25) 1996 (c.18).
(26) S.I. 2012/724.
(27) The Education Workforce Council (Main Functions) (Wales) Regulations 2015 (S.I. 2015/140 (W. 8)) S.I. 1999/2817. Schedule 2 was revoked subject to savings and transitional provisions specified in the Education (Specified Work and Registration) (Wales) Regulations 2004 (S.I. 2004/1744).

iii. in accordance with the 2012 Document has satisfied the person to whom the task has been delegated that the teacher meets the Teachers' Standards and the post-threshold teacher standards. For the purposes of this sub-paragraph, "Teachers' Standards" means: the new professional standards for teaching and leadership and the Practising Teacher Standards signposted in Annex 1 of this Document;

b) was previously employed as a member of the leadership group and, in the case of a teacher who was first appointed as such on or after 1 September 2000, occupied such a post or posts for an aggregate period of one year or more;

c) has held an advanced skills teacher or excellent teacher post;

d) was certified by an assessor appointed by the Secretary of State as meeting the standards set out in Annex 2 of the 2006 Document or the advanced skills teacher standards set out in Annex 1 of the 2012 Document but who was not appointed to an advanced skills teacher's post;

e) at any time has been employed as a qualified teacher:

i. in an MOD school;

ii. by an Education Action Forum;

iii. at an academy, city technology college or city college for the technology of the arts in England;

iv. at a non-maintained special school;

v. in an establishment maintained by an authority in the exercise of a social services function; or

vi. by a person appointed in accordance with a direction made by the Secretary of State under section 497A of the Education Act 1996[(28)] to perform the functions of an authority and who immediately before such employment was employed by that authority;

f) is appointed as such at a school and has previously been employed for not less than one year by an authority as an education adviser or inspector and paid on the Soulbury pay spine;

g) has been assessed as meeting the sixth form college professional standards;

h) has been assessed as meeting the Northern Ireland threshold standards; or

i) has been employed as a qualified teacher otherwise than by a relevant body and during such employment was assessed as meeting all the threshold standards and the assessment was approved by an assessor

(28) 1996 (c.56).

appointed under arrangements made for that purpose by the Secretary of State;

- "post-threshold standards" has the same meaning as in the 2012 Document;
- "preliminary stage" means any period of schooling prior to the first key stage;
- "pre-safeguarding salary" means the value of a teacher's salary, excluding allowances and any safeguarded sum, payable to the teacher before a circumstance described in paragraph 27.1 took effect.
- "pupil referral unit" has the meaning given to that expression in section 19(2) of the Education Act 1996[29];
- "qualified teacher" means a person who satisfies requirements specified in regulations under section 132 of the Act[30];
- "relevant body" means:
  a) in the case of a teacher at a school without a delegated budget, the authority by which that school is maintained;
  b) in the case of a teacher at a school which has a delegated budget, the governing body of that school; and
  c) in the case of an unattached teacher, the authority by which the teacher is employed;
- "relevant standards" means the new professional standards for teaching and leadership and the Practising Teacher Standards, all of which are referenced in Annex 1 of this Document;
- "remuneration" means, except where otherwise stated, salary plus any allowances;
- "school" means, except where otherwise stated, a school maintained by an authority;
- "school causing concern" means a school to which section 44 of the Education Act 2005[31] applies by virtue of subsection (1) (school requiring special measures) or (2) (school requiring significant improvement);
- "school which has a delegated budget" means a school which has a delegated budget within the meaning of Chapter 1 of Part 3 of the Act, and "school without a delegated budget" shall be construed accordingly;
- "school year" means a period of 12 months commencing on 1 September unless the school's academic year begins in August in which case it means a period of 12 months commencing on 1 August;
- "special school" means a special school maintained by an authority;

(29) 1996 (c.56.).
(30) S.I. 2003/1662 (in relation to England) and S.I. 2012/724 (in relation to Wales).
(31) 2005 (c.18).

- “teacher” means, except where otherwise stated, a teacher who is a school teacher within the meaning of section 122 of the Act;
- “teacher in further or higher education” means a teacher who is:
  a) employed in an institution of further or higher education; or
  b) otherwise employed by an authority for the purposes of its functions relating to further and higher education;

  other than a teacher seconded to a body which reimburses the employing authority the amount of the teacher’s salary;
- “TLR” means a teaching and learning responsibility payment awarded to a classroom teacher in accordance with paragraph 18;
- “unattached teacher” means:
  a) a teacher not attached to a particular school;
  b) a teacher employed otherwise than at a school; or
  c) in Parts 2 to 7, a teacher at a pupil referral unit (including a teacher in charge);
- “unqualified teacher” means a teacher who is not a qualified teacher and who is prescribed by Order under section 122(5) of the Act as a school teacher for the purposes of that section[(32)];
- “visually impaired” means blind or partially sighted.

2. The Interpretation Act 1978[(33)] applies to the interpretation of this Document as if it were an order made under the Act.

3. Where, by or in consequence of a structural change (of a type described in section 2 of the Local Government and Public Involvement in Health Act 2007[(34)] and effected by an order made under section 7 of that Act) or a boundary change (as defined in section 8 and effected by an order made under section 10 of that Act), an authority (“the transferor authority”) ceases to exercise the functions of an authority in relation to an area and such functions are thereafter exercisable by another authority (“the transferee authority”) in relation to that area, the transferor authority and the transferee authority must be regarded, in this Document, as the same authority.

4. Where, by virtue of the Local Government (Wales) Act 1994[(35)], the functions of an abolished authority (“the old authority”) under the Education Acts in relation to an area are vested in a new authority in relation to that area (“the new authority”), the old authority and the new authority must be regarded, in this Document, as the same authority.

(32) S.I.2003/1709.
(33) 1978 (c.30).
(34) 2007 (c.28).
(35) 1994 (c.19).

5. An unqualified teacher who is a headteacher must be treated as a qualified teacher for the purposes of Parts 2 and 3 of this Document.

6. Any reference to a numbered sub-paragraph is a reference to the sub-paragraph of that number in the paragraph in which that reference appears, except where otherwise stated.

7. A person has completed a “year of employment” if:

   a) the person has completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year in the case of paragraphs 11.1 and 17 or within the previous twelve months in the case of paragraph 28. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person’s service during that period has been full-time, part-time, regular or otherwise;

      i. where a person is absent from work:

      ii. in exercise of her right to maternity leave conferred by section 71 or 73 of the ERA 1996 or her contract of employment, and has the right to return to work by virtue of those sections or her contract of employment; the right to parental leave conferred by section 76 of the ERA 1996; the right to paternity leave conferred by section 80A, , 80B  75E or 75G of the ERA 1996; or the right to adoption leave conferred by section 75A or 75B of the ERA 1996; or

      because of her pregnancy;

   b) the period of absence counts towards the period of service of at least twenty-six weeks referred to in paragraph (a); and

   c) where a person is absent from work for any reason other than as specified in sub-paragraph (a) or (b), the relevant body may determine that the period of absence counts as if the person was in employment during it.

# ANNEX 3 – Administrative and clerical tasks

1. Collecting money from pupils and parents.
2. Investigating a pupil's absence.
3. Bulk photocopying.
4. Typing or making word-processed versions of manuscript material and producing revisions of such versions.
5. Responsibility for producing, copying, uploading and distributing bulk communications to parents and pupils, including standard letters, school policies, posts on electronic platforms
6. Producing class lists or physical copies of context sheets.
7. Keeping and filing paper or electronic records and data e.g. in school management systems or physical office files.
8. Organisation, decoration and assembly of the physical classroom space e.g. moving classrooms, moving classroom furniture, putting up and taking down classroom displays.
9. Producing and collating analyses of attendance figures.
10. Collating pupil reports e.g. reports of pupil examination results.
11. Administration relating to school visits, trips and residentials (including booking venues, collecting forms and recording lunch requirements) and of work experience (but not selecting placements and supporting pupils by advice or visits)
12. Administration of cover for absent teachers.
13. Ordering, setting up and maintaining ICT equipment, software, and virtual learning environments (VLEs), including adding pupils to VLEs and online subscription platforms
14. Ordering supplies and equipment.
15. Cataloguing, preparing, issuing, stocktaking, and maintaining materials and equipment, or logging the absence of such.
16. Taking, copying, distributing or typing up notes (e.g. verbatim notes) or producing formal minutes
17. Co-ordinating and submitting bids (for funding, school status and the like
18. Reformatting data or re-entry of data into multiple systems.
19. Managing data and transferring data about pupils into school management systems (e.g. Question Level Analysis) or printing electronic records for paper filing
20. Production of photographic evidence of practical lessons e.g. for assessment purposes or to 'evidence' learning.
21. Creation or duplication of files and paperwork perceived to be required in anticipation of inspection, such as copies of evidence portfolios, or regularly updated seating plans

22. Administration or data analysis relating to wraparound care and preparation of food/meals.
23. Administration of medical consent forms and administering of medication on a routine or day-to-day basis.

# Section 3 – Guidance for Local Authorities, School Leaders, School Teachers and Governing Bodies of Maintained Schools (in relation to Section 2 above)

1. This guidance from the Welsh Government is issued pursuant to section 127 of the Education Act 2002[36]. It should be read in conjunction with any related paragraphs of Section 2 (the Document). LAs and governing bodies must have regard to guidance issued by the Welsh Ministers about the procedure to be followed in applying the provisions of the Document. A court or tribunal may take any failure of an employer to do so into account in any proceedings. This guidance replaces the 2025 Section 3 guidance.

2. Paragraph references in this guidance relate, except where otherwise stated, to paragraph numbers in the Document. The term 'relevant body' denotes the body (either the governing body or the local authority (LA)) which is responsible for pay decisions.

3. The Document contains provisions relating to the pay and conditions of teachers and not support staff, whose pay and conditions are determined locally. No payments or conditions of employment other than those provided for in the Document may be applied to teachers, except those conditions which are always determined locally and which do not conflict with the Document, unless the Welsh Ministers have granted exemptions under other legislation. The Document does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

## Pay policy (paragraph 2)

4. All relevant bodies – both governing bodies and LAs where they are the relevant body, including for all unattached teachers – must have a pay policy. Pay policies should be reviewed annually and kept up to date to take account of any uplift to the national framework and any legal changes or changes in the staffing structure which have an impact on pay decisions.

5. Teachers and representatives of recognised unions should always be consulted on formulating the policies and on any changes to them. Teachers should always have ready access to copies of the relevant body's pay policy.

6. Procedures for determining pay must comply with all the requirements of discrimination legislation. The pay policy should therefore make clear the relevant body's compliance with the following legislation: the Employment Relations Act 1999(37), the Equality Act 2010(38), the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000(39) and the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002(40). Procedures for

(36) 2002 (c.32).
(37) 1999 (c.26).
(38) 2010 (c.15).
(39) S.I. 2000/1551.
(40) S.I. 2002/2034.

determining pay should also be consistent with the principles of public life – objectivity, openness and accountability.

7. The pay policy should set out that pay progression is awarded unless capability procedures are underway, either as part of a regular review or in other circumstances, with sufficient detail for an individual to appreciate what evidence and other factors will be taken into consideration when a pay decision is made. In particular, the pay policy should describe the information to be included on pay statements given to teachers as part of the regular review process, or when other pay decisions are taken, and how additional information may be obtained by teachers. The pay policy must also set out the procedures that apply when any teacher seeks a review of any decision made by the headteacher or relevant body that affects their pay. The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures. Appeal decisions do not affect teachers' statutory employment rights.

## Leadership group pay (paragraphs 4-11)

8. The relevant body must ensure that the process of determining the remuneration of the headteacher is fair and transparent. There should be a proper record made of the reasoning behind the determination of the headteacher pay range (including any temporary payments made).

### Headteacher's pay range

9. The relevant body must assign a school to a headteacher group and determine the headteacher's pay range whenever it proposes to appoint a new headteacher. It should also re-determine the headteacher's pay range if it becomes necessary to change the headteacher group (including where the headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis). It may also determine the headteacher's pay range at any time if it considers it necessary to reflect a significant change in the responsibilities of the post. The relevant body should not take account of the salary of the serving headteacher if it re-determines the headteacher's pay range for a new appointment.

### School leaders protected leave

10. Contact during weekends or school holidays should occur only in exceptional circumstances where an issue arises that requires the leader's urgent and immediate attention. Employers (local authorities and governing bodies) must ensure that arrangements are in place to prevent routine or non-urgent communications being issued to school leaders during these periods, and all local authority staff responsible for communicating with school leaders must be made aware of and comply fully with this requirement. Examples of exceptional circumstances include, but are not limited to, serious safeguarding concerns, a

death within the school community, or any incident or event that would prevent the school from reopening as planned after a holiday or weekend period. Employers must also ensure that policies and systems foster a culture in which school leaders' right to rest during weekends and school holidays is actively protected.

## Pay of deputy/assistant headteachers and ALN coordinators

11. The relevant body should determine the pay range for deputy and assistant headteachers, and ALN coordinators when it proposes to make new appointments, or where there is a significant change in the responsibilities of serving deputy or assistant headteachers. It should take account of the responsibilities and challenges of the post and whether the post is difficult to fill.

12. When moving ALN coordinators from the core pay scale (previously the main pay scale or upper pay scale) to the leadership group pay range, ALN Coordinators should be paid on a scale point which is either equivalent to, or the nearest point above, their consolidated existing salary and allowances.

## Headteachers responsible and accountable for more than one school on a permanent basis

13. When a headteacher is appointed to be permanently responsible and accountable for more than one school, the relevant body should base the determination of the headteacher group on the total number of pupil units across all schools, which will give a group size for the federation in accordance with paragraphs 6 or 7.

14. Consideration also needs to be given to the remuneration of other teachers who, as a result of the headteacher's role, are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

## Limits on payments

15. The relevant body should have oversight of a headteacher's entire role and any paid responsibilities attached to the role. This should ensure that the relevant body can take a fully informed decision about the appropriate remuneration for the headteacher and any consequential implications for the pay of other staff who may be taking on additional responsibilities in the absence of the headteacher.

16. It should be wholly exceptional for the total value of the salary – including temporary payments - to exceed the limit of 25% of the amount that corresponds to the maximum of the headteacher group for the school or schools in any given year. If it is considered that there are wholly exceptional circumstances that warrant payments that exceed this limit, the relevant committee must make a business case for the payment to the full governing body. The governing body

must seek external independent advice from an appropriate person or body, who can consider the provisions of the Document and whether they have been properly applied to the headteacher's pay and subsequently advise the governing body, before the governing body decides whether it is justifiable to exceed the limit in each particular case. There must be a clear audit trail for any advice given to the governing body and a full and accurate record of all decisions made by the governing body and the reasoning behind them.

17. Where a headteacher receives a payment under paragraph 23 in respect of residential duties which are a requirement of the post, that amount does not count towards the 25% limit. Where a headteacher is awarded a non-monetary benefit under paragraph 25 and it is not a housing or relocation benefit that relates solely to the personal circumstances of that headteacher, the monetary value of the benefit counts towards the 25% limit.

## Headteachers temporarily accountable for more than one school

18. Occasionally, where there is a vacancy in the post of headteacher and it is not possible to appoint a deputy headteacher or another member of the teaching staff to take on the position of acting headteacher, a headteacher of another school may be appointed to be responsible and accountable for that school in addition to their continuing role as the headteacher of their own school.

19. This role should be regarded as an acting headship on a temporary basis for as long as arrangements are being made for a permanent headteacher to be recruited or to make alternative permanent arrangements, such as amalgamating the schools or creating a hard federation. There is an expectation that these temporary arrangements should be time-limited and subject to regular review and the maximum duration should be no longer than two years.

20. Any workload issues for the headteacher and additional responsibilities for other staff as a consequence of this temporary arrangement should be addressed as part of the overall considerations by the relevant body in agreeing to the headteacher undertaking the temporary additional role.

21. In order to support a headteacher who temporarily takes on the responsibility and accountability for more than one school the governing bodies of the schools concerned should establish clarity regarding both how these arrangements will work in practice and how the arrangements will be brought to an end.

22. In such temporary arrangements a fixed-term variation of contract must be issued by the contracting employer. This will specify that the headteacher, in addition to their substantive post, is for a fixed period employed additionally as headteacher of the additional school(s). At the end of the fixed-term variation the headteacher will revert to their substantive post.

23. Under the Collaboration Regulations(41) the governing bodies may arrange for a joint committee made up of governors from all the schools involved to be established to oversee the fixed term arrangements. This joint committee should have delegated power to deal with the pay and performance management of the headteacher and other relevant staffing issues. This joint committee should also have delegated power regarding the financial arrangements which will apply during the collaboration period. For example, the joint committee should determine any payment on the basis of temporary additional responsibility for teachers, other than the headteacher, in each school, and the arrangements for reviewing and ending those payments

24. The joint committee should also take account of the circumstances of each school and the workload implications, including the extent to which the headteacher is likely to be absent from the individual schools. Any temporary payments made under paragraph 10 should take account of the full responsibilities of the post. Where there is a deputy headteacher in the school, it may be more appropriate to increase their pay range temporarily to take account of the increased responsibilities in the absence of the headteacher. Additionally, a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment; and in the case of a classroom teacher where none of those are appropriate, the joint committee may consider the use of additional payments under paragraph 24.1(d). The joint committee should ensure that any payment for additional responsibilities is in line with the provisions of the Document and the school's pay policy.

25. Where the arrangement for the headteacher is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.

## Extended services

26. Local authorities are responsible for drawing up their local area plans. As part of those plans, they may choose to approach a school to ask whether the headteacher and governing body would be willing to take responsibility for the provision of a range of extended services on their site for children and young people from the area. If the headteacher and governing body agree to take on significant additional responsibility for which the headteacher is directly accountable to the LA or the Children's Trust and the headteacher is permanently appointed as headteacher of that school, the relevant body has the discretion to take this into account when setting the headteacher's pay range. Any salary uplift should be proportionate to the level of responsibility and accountability being undertaken. In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the headteacher's role are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration

(41) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962) and the Collaboration Between Education Bodies (Wales) Regulations 2012 (S.I. 2012/2655).

should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

27. However, where a headteacher has an interest in the quality of a service that is co-located on the school's site, for example a speech therapy centre that helps the development of young people within the school or across a number of schools, but is not responsible or accountable for that service, this is part of a headteacher's core responsibilities, and would therefore not be taken into account when setting the headteacher's pay range.

### Fixed-term contracts

28. The relevant body may appoint a headteacher on a fixed-term contract where it determines that the circumstances of the school require it. In establishing such a contract the relevant body should consider how the reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case.

### Progression

29. The relevant body should ensure that it reviews the performance of members of the leadership group, having regard to the criteria for leadership group progression.

### Part- time members of the leadership group

30. The principle set out in paragraph 38 below also applies to members of the leadership group. Please also refer to paragraph 85 below about working time (paragraphs 49.1 to 49.4 of the Document).

## Teachers paid on the pay range for leading practitioners (paragraph 14)

### Creating a post paying a salary higher than the maximum of the core pay range

31. Schools have discretion to create posts for qualified teachers whose primary purpose is modelling and leading improvement of teaching skills. There are no national criteria for appointment to such posts.

32. Schools should advertise any vacancies and appoint candidates as they would do for other vacancies, satisfying themselves that successful candidates can demonstrate excellence in teaching and will be able to contribute to leading the improvement of teaching skills.

33. It is the responsibility of headteachers to decide whether or not any such posts should contain an element of outreach. There is no central requirement for them to do so.

### Part-time leading practitioners

34. The principle set out in paragraph 38 below also applies to teachers on the pay range for leading practitioners. Please also refer to paragraph 85 below about working time (paragraphs 49.1 to 49.4 of the Document).

### Setting an individual pay range within the pay range for leading practitioners

35. When setting the individual pay scale for teachers on the pay range for leading practitioners, the relevant body should have regard to the challenge and demands of the individual post and internal pay relativities.

36. If a school creates more than one such post, the individual pay ranges for each post should be determined separately and may differ to reflect the different demands and challenges of each post.

## Unattached teachers (paragraph 36)

37. LAs must take account of their pay policy and staffing structure when determining the remuneration of unattached teachers. LAs should therefore ensure that the pay policy and staffing structure are kept up to date in respect of their unattached teachers.

## Part-time teachers' remuneration (paragraphs 37-38)

38. All contractual arrangements entered into must comply with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000(42) and the Equality Act 2010(43).

39. Part-time teachers must be paid a percentage of the appropriate full-time equivalent salary as calculated in paragraph 42 below. The same percentage must be applied to any allowances awarded to a part-time teacher.

40. Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the headteacher and the pay calculation in paragraph 42 below should be applied to any resultant additional hours worked.

41. The timetabled teaching week refers to school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies. The school's timetabled teaching week of a full-time classroom teacher is to be used as the basis for calculating the pro rata percentage of the school's timetabled teaching week for which a part-time teacher is employed at the same school. This percentage is used to determine the pro rata proportion of a full-time equivalent teacher's remuneration to which a part-time

(42) S.I. 2000/1551.
(43) 2010 (c.15).

teacher is entitled. The percentage remains the same whether the school operates a weekly, fortnightly or any other timetable cycle.

42. This calculation is specifically for establishing the proportion of remuneration (paragraphs 38 to 39) and working time (paragraphs 49.2 to 49.12) for part-time teachers and is to be used as the benchmark to determine a part-time teacher's pay and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis within the same establishment.

For example, if the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session the school's timetabled teaching week for a full time teacher would be calculated as 25 hours. If a part-time teacher were employed for mornings only working 9.00am to 12.15pm every day their percentage of the timetabled teaching week would be calculated as 15 hours. The detailed calculations are shown in the table below:

| | **Morning session (less breaks, registration, assembly)** | **+** | **Afternoon session (less breaks, registration, assembly)** | **X** | **No. of days in timetable (i.e. 5 or 10 days)** | **=** | **School's timetabled teaching week (STTW)** | **% of STTW** |
|---|---|---|---|---|---|---|---|---|
| Full-time | 3 hours | + | 2 hours | X | 5 days | = | 25 hours | 100% |
| Part-time | 3 hours | + | | X | 5 days | = | 15 hours | 60% |

In a case where the school day, excluding registration and assembly, runs from 9.00am to 12.00pm and again from 1.00pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session the school's timetabled teaching week would be calculated as 25 hours. If a part-time teacher were employed for mornings only working 9.00am to 12.00pm every day their percentage of the school's timetabled teaching week would be calculated as 13.75 hours. The detailed calculations are shown in the table below:

| | **Morning session (less breaks, registration, assembly)** | **+** | **Afternoon session (less breaks, registration, assembly)** | **x** | **No of days in timetable (i.e. 5 or 10 days)** | **=** | **School's timetabled teaching week (STTW)** | **% of STTW** |
|---|---|---|---|---|---|---|---|---|
| Full-time | 2.75 hours | + | 2.25 hours | x | 5 days | = | 25 hours | 100% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Part-time | 2.75 hours | + | | x | 5 days | = | 13.75 hours | 55% |

43. The relevant body should establish the proportion of the school's timetabled teaching week for each part-time teacher as a percentage of a full-time classroom teacher's school's timetabled teaching week using the same method of calculation as above.

### Teachers working in more than one school or in a school with varying timetabled teaching weeks

44. The same calculations would be carried out by each individual relevant body or, if a teacher works in different parts of a school with differing school timetabled teaching weeks, two (or more) calculations would have to be made to arrive at a consolidated pro rata remuneration for the teacher.

### Unattached teachers

45. In the case of unattached part-time teachers the 'school's timetabled teaching week' comparator should be a full-time teacher within the same service at the LA.

## Allowances and other payments

### TLR payments (paragraph 18)

46. The relevant body must keep under review how many leadership group posts and other posts (including posts paid on the pay range for leading practitioners) are needed in its staffing structure and whether a TLR1 or TLR2 is an appropriate part of the structure needed to ensure the continued delivery of high-quality teaching and learning. If TLR1s or TLR2s are an appropriate part of that structure, the relevant body must decide how many posts should have these TLRs and the appropriate cash values in the light of the criterion and factors for the award of a TLR1 and a TLR2 and the parameters within which the cash values may be set. The responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out in the job description of the post holder. Equal pay legislation must be complied with in the award of any TLR to individual teachers and relevant bodies should be aware that any decisions which are not made on objective criteria may lead to claims being made to employment tribunals.

47. Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment. Responsibilities of this

nature should be part of a post that is in the leadership group or linked to a post which attracts a TLR1 or TLR2 on the basis set out in paragraph 18.

48. Relevant bodies should determine the value of a TLR appropriate for the post, within the parameters laid down and in accordance with job weight. Posts of equal weight should be allocated equal value. Decisions to make payments above the applicable minimum level should be justifiable in relation to the level of responsibilities attached to the post. Relevant bodies should not take into account recruitment or retention issues, payments for which should only be awarded in accordance with the relevant body's pay policy. Changes in the value of TLRs, once set by the relevant body, should only occur for two reasons: (a) the IWPRB recommends, and the Welsh Ministers accepts and introduces, a general change in the TLR values; or (b) the relevant body reviews its staffing structure and determines that the responsibilities of the post have changed materially.

49. TLR1s and TLR2s should only be awarded to teachers placed in the specified posts in the staffing structure and to the cash value set out in the pay policy. Where such TLRs are awarded to part-time teachers they will be paid pro rata at the same proportion as the proportion of the duties they are undertaking, if the part-time teacher is undertaking on a proportion of the duties of the TLR. However, where there is agreement of the part-time teacher and the employer that the teacher will undertake the full duties associated with the allowance, the allowance, will be paid in full.

50. TLR1s and TLR2s are permanent while the postholder remains in the same post in the staffing structure. The overarching criterion for the award of TLR1s and TLR2s includes provisions that the responsibility for which the TLR is awarded must be 'sustained' and that the TLR must be awarded 'in the context of the relevant body's staffing structure'. TLR3s may be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities.TLR1s and TLR2s may only be awarded on a temporary basis where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in cases of cover for secondments, maternity or sick leave or vacancies pending permanent appointment) and for the duration of that responsibility. The date on which the temporary award will end, or the circumstances in which it will end, must be included in the teacher's notice of a revised pay determination, as specified in paragraph 3.4(c)(iii). A teacher who holds a TLR1 or TLR2 awarded on a temporary basis or who is on a fixed-term contract does not receive a safeguarded sum when the TLR comes to an end, unless the TLR is ended earlier than specified and their contract extends beyond the date when that TLR ends.

51. If a teacher is given a new post or revised responsibilities, then the relevant body must determine whether a different TLR (or no TLR) applies to the post. A teacher may not be awarded more than one TLR1 or TLR2 concurrently.

52. A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects or one-off externally driven responsibilities. The fixed-term for which they are to be awarded must be established at the outset of

the award and typically should not be awarded for longer than two years. The relevant body should not award consecutive TLR3s for the same responsibility. TLR3s are not subject to safeguarding.

53. The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.

## ALN allowance (paragraph 19)

### General principles

54. ALN allowances may be held at the same time as TLRs. However, relevant bodies should, when keeping their staffing structures under review:

    a) ensure that holders of ALN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;

    b) consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments, it would be more appropriate to award a TLR payment instead of an ALN allowance of a lower value;

    c) not award new ALN payments solely for the purposes of recruitment and retention; and

    d) ensure that any ALN responsibilities are clearly specified in individual teachers' job descriptions.

55. Where the criteria for the payment of an ALN allowance are met, the relevant body must award an allowance and the teacher's written notification given at the time of the award should specify the amount, and the reason for the award.

### Assessment of appropriate allowance values

56. In establishing appropriate values for their ALN allowances, schools should ensure that they have considered the full range of payments available and that the values chosen are properly positioned between the minimum and maximum established in the national framework. Differential values relating to ALN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

57. Similarly, local authorities will want to ensure that there is an objective assessment of the nature and challenge of the work entailed for teachers in their central ALN services to establish appropriate relative levels for allowances between the national minimum and maximum values provided for in the national framework.

58. Schools should take account of the way in which ALN provision is organised and delivered locally and may want to consult their LA for advice on establishing appropriate payments.

## Additional payments (paragraph 24)

### Continuing Professional Development (CPD)

59. Relevant bodies should decide which CPD activities teachers may be paid for and set an appropriate level of payment in their pay policy. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full-time teachers; or the appropriate proportion of the 1265 hours of directed time for part-time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed.

### Initial Teacher Training (ITT) activities

60. Relevant bodies should decide whether to make additional payments to any teacher for activities related to providing ITT. Such payments may be made only for ITT which is provided as an ordinary incident in the conduct of the school. Relevant bodies should set an appropriate level of payment for ITT activities in their pay policy.

61. Except for those employed on the pay range for leading practitioners, who may be required to carry out this duty, teachers undertaking school-based ITT activities do so on an entirely voluntary basis. Such activities might include supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competence.

62. Separate non-teaching contracts of employment should be issued to cover those aspects of involvement in ITT which require the exercise of a teacher’s professional skills or judgment, but which go beyond activities which may be described as an ordinary incident in the conduct of the school. No teacher should routinely carry out administrative and clerical ITT-related activities.

### Service provision

63. Where a headteacher in one school is providing a service to another school, the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The relevant body whose headteacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of

the Document and the school's pay policy, for example where the contract requires work outside school sessions.

64. Consideration should be given to the remuneration of other teachers who as a result of the headteacher's additional role are taking on additional responsibilities and activities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic, and should be in line with the provisions of the Document and the school's pay policy.

65. Where the arrangement for the headteacher is temporary, any adjustment to pay of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease. The relevant body should consider the appropriate use of acting allowances and other temporary payments. Where there is a deputy headteacher in the school, it may be more appropriate to temporarily increase his or her pay range to take account of the increased responsibilities in the absence of the headteacher. Additionally, a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment; and where none of those are appropriate, the relevant body can make use of additional payments at paragraph 24.1(d).

66. The following table sets out the operating principles and requirements which apply to the provision of services to other schools. All references below to the governing body are to the governing body of the school whose headteacher is providing services to another school.

## Provision of services to other schools – operating principles and requirements

a) Any services provided by the headteacher of one school to another school must be authorised formally by the governing body and, where the work extends over more than a 12 month period, the agreement of the governing body must be formally reviewed annually or sooner if appropriate. The governing body should also agree arrangements for terminating such work.

b) Before such work is undertaken, the governing body and the headteacher must take into account:

- the needs of the school and its pupils;
- the benefits that the activity would bring to the school;
- the impact of any absence on other staff, including their workload; and
- the workload and work-life balance of all the individuals concerned.

c) In particular, before reaching a view the governing body should satisfy itself that these matters have been fully considered within the school's leadership team.

d) Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the governing body (or the finance committee) and decisions duly minuted.

e) The headteacher and governing body should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.

f) The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the governing body. The terms of such an agreement must be set out in a memorandum signed by the chair of governors and the headteacher and any other members of staff involved.

g) Any income derived from external sources for the work of a school's staff should accrue to the school. The governing body should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities and, if so, determine the appropriate amount.

h) The governing body should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

## Out-of-school hours learning activities

67. Relevant bodies should decide whether to make payments to teachers who agree to participate in out-of-school hours learning. The level of payment should be covered by the school's pay policy. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full-time teachers or the appropriate proportion of the 1265 hours of directed time for part-time teachers. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

## Recruitment and retention incentives and benefits (paragraph 25)

68. Schools may make payments or provide financial assistance or benefits to aid recruitment or retention. An advance of salary for a rental deposit is one of a number of tools that schools may wish to consider as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. Other examples of assistance are transport season ticket loans for travel costs, a one-off payment such as a contribution to removal costs, or a time-limited allowance. Recruitment and retention incentives and benefits must not be made for carrying out specific responsibilities, and should be in line with the relevant body's pay policy.

69. Relevant bodies are free to determine the value of any award. However, any award to a member of the leadership group under paragraph 25, including non-monetary benefits (for which a notional monetary value must be given), is subject to the overall limit on salary and payments at paragraph 10.2; and should be awarded only to reimburse for reasonably incurred housing or relocation costs.

70. Where a teacher is given an incentive or benefit under paragraph 25, written notification given at the time of the award should state:

    a) whether the award is for recruitment or retention;

    b) the nature of the award (cash sums, travel or housing costs etc.);

    c) when/how it will be paid (as applicable);

    d) unless it is a 'one-off' award, the start date and expected duration of the incentive;

    e) the review date after which it may be withdrawn; and

    f) the basis for any uplifts which will be applied (as applicable).

### Salary sacrifice arrangements (paragraph 26)

71. Employers may offer the salary sacrifice arrangements detailed in paragraph 26 to their employees if they choose to do so, and are encouraged to do so as the arrangements should be cost-neutral. Paragraph 26 permits teachers to participate voluntarily in such arrangements, subject to the limitations set out in the paragraph. Local authorities and governing bodies should ensure that any relevant information about such arrangements covered under paragraph 26 is passed on to teachers at their schools, to enable the teachers freely to decide whether or not salary sacrifice is an appropriate option. Participation in salary sacrifice is voluntary on the part of current employees. Employers may not withhold access from those wishing to participate.

## Safeguarding (paragraphs 27-35)

### Teachers paid a safeguarded sum

72. The relevant body should ensure that appropriate notice is given of any new duties which are being given to the teacher as work commensurate with their safeguarded sum or sums. All such additional responsibilities allocated should be kept under review, including taking such action as may be required when the safeguarding period ends. Headteachers will want to consider whether the additional duty is still required; whether it should now attract an additional payment (such as a TLR payment); and, if so, the most appropriate person to undertake the duty.

73. Relevant bodies should be aware of the general principle that requires the relevant body to consider whether a teacher's position within a pay scale or new allowance has caused the teacher's pay to increase by as much as or more than the value of their previous pay and any safeguarded sum they were receiving (changes in the value of allowances or within pay scales which result from the provisions of the Document are excluded)(44). If a range of safeguarded elements is being paid, 'safeguarded sum' does not mean the total of all safeguarded elements, but any safeguarded element within the total.

74. Where any such increase is larger than any safeguarded sum, the relevant body must cease to pay any sum or sums equal to or less than the increase. If there is a decision needed as to which sum or sums to cease paying, the relevant body should always cease paying the smaller or smallest sum first, followed by the next smallest, at any time when necessary to ensure that the principle is correctly applied.

(44) Generally this means increases resulting from any awards following recommendations of the Independent Welsh Pay Review Body.

75. Teachers in receipt of a safeguarded sum on 31 August 2013 should continue to receive that sum for as long as the provisions of the 2013 Document require it to be paid.

76. Safeguarding payments to those formerly employed as advanced skills teachers or excellent teachers must continue to be paid under the terms of the 2012 Document.

## Working time (paragraph 49)

### Part-time teachers

77. The conditions of employment for part-time teachers mirror those of full-time teachers (see Part 7 of the Document). To avoid claims of discrimination against part-time teachers, schools should, as a minimum, ensure that their arrangements for the deployment of part-time teachers do not breach the relevant legal provisions regarding equal opportunities and unlawful discrimination (see paragraph 38 above).

78. The calculation in paragraph 42 above is specifically for establishing the proportion of remuneration (paragraphs 38 to 39 of the Document) and working time (paragraphs 49.2 to 49.12 of the Document) for part-time teachers and is to be used as the benchmark to determine a part-time teacher's remuneration and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis. The calculation, which excludes break duty, registration and assemblies, does not mean that part-time teachers cannot be required to undertake such duties (see Part 7 of the Document). This does not determine the mix of teaching, PPA and non-contact time each part-time teacher does. So it will be possible for two part-time teachers at the same school to be on a 50% contract, but to have different amounts of teaching time, PPA and non-contact time.

79. The relevant body should establish the school's timetabled teaching week for each part-time teacher as a percentage of a full-time classroom teacher's school's timetabled teaching week using the same calculation as described in paragraph 42 above (paragraphs 38 to 39 of the Document).

80. Part-time teachers will have 'directed time' hours at this percentage of 1265 hours; that being the amount that applies to a full-time teacher in any school year.

81. For example, if a full-time teacher in a school has a timetabled teaching week (i.e. that school has a total school session time) of 25 hours and the part-time teacher's school's timetabled teaching week spans every morning from 9.00 to 12.15 (i.e. 3 hours excluding 15 minutes break) the part-time percentage is 15 over 25, multiplied by 100 to produce 60%. The percentage is derived from the calculation for part-time teacher's remuneration, which is to be used as the benchmark to

determine a part-time teacher's remuneration and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis within the same establishment. Thus it would follow that the part-time teacher in the example would be required to be available for work for 759 hours directed time (1265 x 60%).

82. Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work. It should, however, be open to a teacher to attend non-pupil days or work on other days by mutual agreement with the headteacher. They may, however, be required to undertake work that is within their allocation of directed time beyond that specified in the school's timetabled teaching week, allocated reasonably on any day or part of any day on which they are required to work.

83. The relevant body should ensure that all teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the school, and the part-time teacher, regarding the deployment of working time. This should encapsulate both timetabled teaching time and leadership and management time where applicable. In addition the statement should also set out the expectations of the school in respect of directed time which is to be deployed beyond the school day.

84. The part-time teacher should not have a greater proportion of their directed time allocated outside their normal sessions than is the case for full-time teachers, as this may amount to discrimination. In arranging meetings and other activities outside of school sessions, headteachers should try to minimise situations where part-time teachers are subject to directed time either side of a period when they are not required to be available for work on any given day by structuring timetables as far as possible to accommodate working patterns.

## Leadership group/teachers on the leading practitioner pay range

85. Members of the leadership group and those on the pay range for leading practitioners do not operate on a time-bound contract and are not subject to the working time provisions of paragraph 49.2 to 49.12 of the Document. Nonetheless, the headteacher (or the relevant body in the case of the headteacher) remains duty bound to have regard to the work-life balance of such staff and should ensure that the workload of part-time members of the leadership group and those on the pay range for leading practitioners is reasonable and that they are treated fairly in comparison with their full-time equivalents (see paragraph 49.1 of the Document).

# Further sources of information

The following links provide more information which schools may find helpful from the DfE on:

## Useful resources and external organisations

Acas Advice and Guidance: The right to request flexible working (from 30 June 2014)

## Relevant legislation and departmental advice

The Working Time Regulations 1998

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Flexible Working Regulations 2014

The Equality Act 2010

The School Teacher Appraisal (Wales) Regulations 2011

Advice - implementing your school's approach to pay

## Other resources

The Welsh Government website contains a range of advice and guidance to support schools and LAs in implementing pay and conditions.

A Strategic Review of the Structure of Teachers' and Leaders' Pay and Conditions in Wales