



Trust Pay and Responsibility Framework

Trust-wide agreed framework

1. Purpose

This document sets out the Trust-wide agreed approach to the allocation of Teaching and Learning Responsibility (TLR) payments.

The framework ensures consistency, equity, strategic use of resources, and alignment with school improvement priorities.

All schools will align their staffing structures with this agreed approach over time.

2. Core Principles

TLRs are awarded where a teacher holds a clearly defined leadership role, is accountable for outcomes, and leads staff.

UPS recognises professional expertise and does not carry leadership responsibility.

Each TLR relates to a single clearly defined role.

The Trust prioritises fewer, high-impact TLR roles.

Equity and financial sustainability underpin all decisions.

3. Upper Pay Range (UPR) – Trust Position

The Trust recognises that progression to the Upper Pay Range reflects high-quality teaching and a substantial and sustained contribution to the school.

Teachers on the UPR are expected to demonstrate consistently strong teaching practice, contribute to wider school improvement, and support and influence colleagues.

This may include coaching, mentoring, sharing effective practice, and supporting curriculum development.

UPR does not include formal leadership responsibility, line management, or accountability for whole-school outcomes.

The Trust position is that where a teacher is required to lead an area, manage staff, or be accountable for outcomes, this will be recognised through a TLR or leadership role.

UPR will not be used as a substitute for a TLR.

Progression to and through the UPR will be based on clear evidence of sustained contribution, impact beyond the teacher's own classroom, and alignment with Trust expectations.

4. SEN Allowance – Trust Position

The Trust recognises that SEN allowances are used to reflect specialist teaching responsibilities relating to pupils with special educational needs.

4.1 What SEN Allowance Represents

An SEN allowance is appropriate where a teacher:

- Has a designated SEN teaching role
- Works directly with pupils with additional needs
- Requires specialist knowledge and expertise

4.2 What SEN Allowance Does Not Represent

An SEN allowance does not:

- Include leadership of staff
- Include whole-school accountability
- Replace a TLR where leadership responsibilities exist

4.3 Relationship Between SEN Allowance and TLR

The Trust position is:

Where a role includes leadership of staff, accountability for outcomes, and whole-school responsibility for inclusion, this will be recognised through a TLR.

This means that:

- A SENCO may hold:
 - A SEN allowance (for specialist responsibilities), and
 - A TLR (where leadership criteria are met)

Alternatively, a SENCO may hold:

- A SEN allowance only, where the role does not include formal leadership responsibilities

4.4 Trust Approach

- SEN responsibilities must be clearly defined in job descriptions
- Schools should ensure that:
 - Administrative or support tasks are not inappropriately assigned to teachers
 - Roles are structured to reflect both specialist expertise and leadership responsibilities appropriately.

Where a SENCO is leading staff and accountable for outcomes, this is a leadership role and should be recognised through a TLR.

5. TLR Qualification Criteria (Refined)

A role will attract a TLR only where all of the following are clearly evidenced:

5.1 Significant Responsibility

The role must represent a substantial and sustained area of school leadership, not required of all teachers.

This will typically include responsibility for a whole-school priority or phase.

5.2 Focus on Teaching and Learning

The primary purpose of the role must be to improve teaching quality and pupil outcomes. Administrative or organisational roles do not meet this criterion.

5.3 Professional Judgement

The role must require decision-making that affects teaching and learning and shapes practice across the school.

5.4 Impact Beyond Own Class

The role must influence outcomes for pupils beyond the teacher's own class and contribute to whole-school or phase-level improvement.

5.5 Leadership of Staff (Critical Threshold)

The role must include formal leadership of adults, typically including line management, appraisal, staff development, and accountability for outcomes.

Delivering CPD alone is not sufficient.

For the avoidance of doubt, a role must demonstrate clear accountability for outcomes and leadership of staff in order to attract a TLR. A TLR role will normally include formal leadership of staff, such as line management, appraisal, or directing the work of others.

Accountability for outcomes includes responsibility for pupil progress, quality of teaching, or provision across a defined area, and being held to account through appraisal or performance management.

Trust TLR Test:

- Does the role lead other staff?
- Is the postholder accountable for outcomes?
- Would the school be disadvantaged if this leadership was removed?
- Is this responsibility beyond what is expected of all teachers?

If any answer is no, the role should not attract a TLR.

6. Use of TLRs

TLRs are not used for admin, compliance, enrichment, or small-scale subject roles.

They are not used for informal or historic responsibilities.

7. Trust-Approved TLR Roles

- Phase Leader
- Inclusion Lead
- Core Standards Lead
- Teaching & Learning Lead

Alternative structures are agreed at Trust level.

8. Structure and Scale

1FE: 2–3 TLRs

2FE: 3–5 TLRs

Larger schools: agreed contextually

Phase leadership forms the core structure.

8.1 Definition of Phase Leadership

For the purposes of this framework, a phase is defined as a clearly defined group of classes for which a leader is accountable for pupil outcomes, quality of teaching, and staff performance.

A phase must include more than one class or year group, involve leadership of multiple staff, and represent a meaningful unit of school improvement.

Typical structures include EYFS, KS1, LKS2 and UKS2, though this may vary depending on context.

Phase structures should be proportionate to school size and should not be subdivided in a way that artificially increases TLR roles.

Phase leadership must represent a meaningful and proportionate unit of leadership, not a structural mechanism for increasing TLR allocation.

9. TLR Value Guidance and Weighting

TLR values will reflect the scale, complexity, and accountability of the role.

Rather than fixed labels, the Trust applies a consistent weighting approach:

Level 1: Standard TLR2

- Leads a defined area (e.g. phase)
- Manages a smaller team
- Impact primarily within a phase

Level 2: Enhanced TLR2

- Leads a larger team or wider area
- Greater accountability for outcomes
- Impact across multiple phases or whole school

Level 3: TLR1

- Significant whole-school responsibility
- Leads a large team
- High level of accountability and strategic influence

Movement within TLR ranges must be based on clear differences in responsibility, not individual performance or historical arrangements.

10. TLR3 (Time-Limited Responsibilities)

TLR3 payments are used to recognise clearly defined, time-limited responsibilities linked to specific school improvement priorities.

10.1 Appropriate Use

A TLR3 will only be used where the responsibility is project-based and temporary, with a clearly defined outcome and a fixed start and end date.

Typical examples include leading a defined school improvement project, implementing a new curriculum, or delivering a short-term priority.

10.2 Duration

The duration must be agreed at the outset and will typically be short-term (one term to one year).

10.3 Restrictions

TLR3 will not be used for ongoing leadership roles, permanent responsibilities, subject or phase leadership, or roles that meet the criteria for TLR1 or TLR2.

10.4 Repeat Use

TLR3 will not be reissued consecutively for the same responsibility or used as an alternative to a

permanent TLR.

If the responsibility continues, it will be reviewed and incorporated into the staffing structure where appropriate.

10.5 Accountability

The postholder must be accountable for delivery and demonstrate impact on teaching and learning.

11. Subject Leadership – Trust Position

The Trust recognises that subject responsibilities may be undertaken at different levels.

11.1 Subject Coordination (No TLR)

A teacher may act as a subject coordinator without receiving a TLR, where the role involves:

- Sharing good practice
- Supporting colleagues informally
- Contributing to curriculum development
- Recommending resources

In this role:

- The teacher is not accountable for outcomes across the school
- The teacher does not formally lead staff
- Appraisal targets must not be linked to pupil attainment in the subject

11.2 Subject Leadership (TLR Required)

Where a teacher is:

- Leading staff
- Monitoring teaching and learning
- Accountable for outcomes across the school
- Driving improvement in a subject

this constitutes a leadership role and must be recognised through a TLR.

11.3 Trust Position

A teacher without a TLR must not be held accountable for a subject.

The Trust will ensure that:

- Accountability and pay are aligned

- Roles are clearly defined
- Subject leadership is not undertaken without appropriate recognition

12. Key Parameters

- One TLR1/2 per teacher
- TLRs linked to the post
- Clear job descriptions required
- Safeguarding applies to changes

English and Maths are identified as core due to their central role in pupil outcomes and accountability. All other subjects, including RE, are treated consistently under the Trust's leadership criteria. The Trust recognises that some subjects, such as RE, may hold particular importance within individual schools or Trust context. However, this does not in itself determine whether a role attracts a TLR.

13. Trust Alignment Process

Schools review current structures and align over time through Trust discussion and planning.

14. Transition Approach

Alignment will be phased, using natural turnover and consultation.
Safeguarding applies.

15. Summary

TLRs recognise strategic leadership roles with direct impact on teaching, learning, and outcomes.

They are not used for general contribution or operational tasks.