

# Governors Forum – Autumn Term

Southwark Schools Human Resources  
22/09/2025

# School Teachers' Pay and Conditions Update – 2025: Teaching and Learning Responsibilities

	Pre-September 2025	New from September 2025
<b>Calculation basis</b>	TLR1 & TLR2 payments had to be pro rata based on contracted hours (i.e. a teacher working fewer hours got a proportion of the full payment based on hours).	Schools/trusts MAY now use <i>proportion of responsibility undertaken</i> rather than strictly contracted hours. This means TLR roles/duties can be shared more flexibly, or split, or given to part-time staff in a way that reflects the actual responsibility.
<b>Voluntary vs Mandatory</b>	The pro rata based on hours was standard and required under the STPCD.	From 2025 it's optional/flexible for schools to adopt the new approach. However, from <b>1 September 2026</b> , it will become <b>mandatory</b> for TLR1 & TLR2 payments to be determined based on the proportion of full-time equivalent responsibility.
<b>TLR3</b>	TLR3 remains outside this change – i.e. not subject to the “proportion of responsibility” rule; still operates under existing criteria.	

What allowances can you pay an unqualified teacher?

<b>Allowance</b>	<b>Are unqualified teachers eligible?</b>
Teaching and Learning Responsibilities	Not eligible
SEND allowance	Not eligible
Recruitment and retention allowance	Eligible
Payments for CPD, ITE and out of hours learning activities	Eligible

## Employer National Insurance - Increases

### **Employer National Insurance**

Employer NI contributions rose by 1.2 percentage points, from 13.8% to 15%, with a lowered threshold from £9,100 to £5,000/year.

**School Action:** Budget holders should note increased staffing costs in forecasts for 2025/26.

## The Normal Minimum Pension Age (NMPA)

The NMPA is the earliest age most people can access their personal and workplace pensions.

It is currently 55 and will increase to 57 from April 6, 2028.

This increase is not linked to State Pension age increases.

The Local Government Pension Scheme (LGPS) is subject to the government's increase in the NMPA which will rise from 55 to 57 on April 6, 2028. This means, generally, that members **will not be able to access their LGPS benefits before age 57**, unless they qualify for an exception.

Retirement on the Grounds of Ill Health is not affected by this change, but this will impact on Early Retirement.

## Early Retirement

Teachers can currently retire from age 55 with **Actuarially Adjusted Benefits (AAB)**.

From April 2028, **early retirement will only be available from age 57**, unless:

- You qualify for **ill-health retirement**, which remains unaffected. [\[Early Reti...' Pensions\]](#)

- You have a **protected pension age** (see below).

## Protected Pension Age

If you had an **unqualified right** to retire at 55 before **4 November 2021**, you may retain that right even after the change. [\[Increasing...e - GOV.UK\]](#)

This applies mostly to those in the **final salary scheme** under the 2010 regulations.

However, **career average benefits** will be subject to the new age limit of 57 unless ill-health applies. [\[Early Reti...' Pensions\]](#)

## Mixed Scheme Members

If you have benefits in both the **final salary** and **career average** schemes:

- You must take **all benefits at the same time**.

- This creates a conflict: final salary benefits may be accessible at 55, but career average benefits not until 57.

- Further guidance is expected** from the Department for Education to resolve this. [\[Early Reti...' Pensions\]](#)

## Is there anyone in your school paid over £100,000?

In line with the Academies Financial Handbook / Academy Trust Handbook (for academies) and the Schools Financial Value Standard (SFVS) (for maintained schools), schools are required to publish information annually on their website regarding staff salaries over £100,000.

### **What must be published:**

- The number of employees receiving a gross annual salary of **£100,000 or more**,
- Broken down into £10,000 bands (e.g., £100,000–£110,000; £110,001–£120,000, etc.).

### **Timing:**

- This information must be **updated every year** on the school's website to ensure transparency.

**School Action: Is your website up to date?**



## **Why It Matters**

Ensures fairness, consistency, and compliance with employment law.

Protects the school / local authority from equal pay claims and financial risk.

Maintains transparency and trust with staff and governors.

## **Risks of Non-Compliance**

- Legal challenges (equal pay, discrimination).
- Financial exposure through back pay claims.
- Reputational damage with staff, unions, and stakeholders.

## **School Action:**

- Regularly review job descriptions and confirm they match evaluated grades.
- Audit current pay against grading framework.
- Seek governor approval before creating/changing roles.
- Evaluate and pay all your support roles in line with the evaluated grades.

# s.44 Employment Rights Act

## s.44:

Employees have the right not to suffer detriment if they withdraw from or refuse to return to work where:

- They reasonably believe there is a serious and imminent danger to health & safety.
- The danger cannot reasonably be avoided.

## Reasonable Management Instruction

- Instructions that are lawful, safe, and within role are expected to be followed.
- Refusal to comply without genuine imminent danger may be treated as misconduct.
- Dialogue, risk assessment, and adjustments should always be attempted first.

When It Can Be Used	When It Cannot Be Used
Clear, immediate health & safety risk (e.g., unsafe classroom conditions, unaddressed asbestos, serious safeguarding hazard).	Generalised concerns without specific imminent danger (e.g., “I don’t feel comfortable”).
No safe alternative or protective measures offered.	Where the school has taken reasonable steps to mitigate risk.
	As a way to avoid normal duties or undermine management.

## Autumn Actions

- Teacher pay statements
- Teacher appraisal – timing for completion – traditionally by October but schools can set their own timetable – when is this in their pay policy?
- NJC Pay Update - Support staff:
  - TTO calculator backdated from April and keep on personnel file
- Review pay change (annual leave entitlement based on continuous service, change of hours etc.)
- Do support staff have an appraisal process?
- Pay progression – if it is a community school, are they in line with NJC terms and conditions. If they are any other type of school, what do their terms and conditions state about this?
- Recommendation to Governors' Committee (Resources, Finance, or other) for pay progression – to make sure they provide the Equality Monitoring Data for those progressing versus who is not progressing.
- Equality Monitoring Data – for all staff / governor strategy.
- The Governing Board need to sign off on the structure for the year. Is the Governing Board planning to sign off on any changes to the structure?
- Do you use the DfE's workload toolkits and how do you monitor workload?

## How do you know what you are doing well in and the areas for action?

Audits: Financial / HR / Governance / Safeguarding / Well-being

Are there any others?

# HR Policy and Procedure Update

## **Updated in 2024/2025:**

[Code of Conduct](#)

[Recruitment and Selection Toolkit](#)

[Low Level Concerns Policy](#)

[Duty to Prevent Sexual Harassment Policy](#)

[Leave of Absence Policy](#)

[Absence Management Policy](#)

## **Policies under review September 2025:**

Pay Policy

Probation Policy

Disciplinary Policy and Toolkit

Teacher Appraisal Policy

## **Guidance due to be published in September 2025:**

Alcohol, Drugs and Substance Abuse Guidance

Managing Bereavement in the School Community

## Schools' HR Traded Service Annual Survey 24/25 – Traded Schools Request for schools to feedback on the service.

The Schools' HR team want to hear from schools who trade with Schools' HR about your views of the services you received from the team during our last trading year: 1 April 2024 to 31 March 2025.

Your comments and feedback will be used to help us to assess and continually develop the services we provide. It will also inform our future service offer to schools.

If you have any questions or concerns about the survey, please do not hesitate to get in touch with us via email at [schoolshr@southwark.gov.uk](mailto:schoolshr@southwark.gov.uk). We ask for your contact information so we are able to contact you about the information you disclose if needed. We may report on overall trends and/or statistics from the survey, or publish quotes, but this will be carried out entirely anonymously and your responses will remain confidential.

Please complete the survey by 4pm on Friday 24th October 2025.

<https://forms.gle/mJWrzBKCg8EFURc6A>

### SAFER RECRUITMENT TRAINING - FULL COURSE

16/10/2025 9:30am - 4:30pm In Person [Book Here](#)

27/11/2025 9:30am - 4:30pm In Person [Book Here](#)

29/01/2026 9:30am - 4:30pm In Person [Book Here](#)

30/04/2026 9:30am - 4:30pm In Person [Book Here](#)

### SAFER RECRUITMENT TRAINING - REFRESHER

02/10/2025 10:00am - 2:00pm Online [Book Here](#)

13/11/2025 10:00am - 2:00pm Online [Book Here](#)

12/03/2026 10:00am - 2:00pm Online [Book Here](#)

07/05/2026 10:00am - 2:00pm Online [Book Here](#)

Mediation is about bringing people together to explore needs and facilitating an adult to adult conversation through the mediator in a neutral environment. This is an informal and confidential process and has no bearing on any formal process. Hope that through mediation, both parties agree their own solutions and outcomes for the future. Mediation is about looking forward and moving forward from the past for effective working relationships.



## The “SING” Framework

The SING framework provides a structured approach in mediation

Helps parties clarify perspectives and priorities

Focuses on building understanding and pathways to resolution

SING = Story, Impact, Need, Goals

## S – Story

- Each party shares their perspective
- Encourages active listening
- Builds a foundation for empathy and understanding
- Example question: 'Can you tell us what has happened from your point of view?'

## I – Impact

- Explore how the situation affects each party
- Surfaces emotions, consequences, and concerns
- Helps clarify the importance of resolution
- Example question: 'How has this situation affected you or your work?'

## N – Needs

- Identify underlying needs and interests
- Moves beyond positions to real priorities
- Builds a foundation for constructive dialogue
- Example question: 'What do you need in order to move forward?'

## G – Goals

- Explore future-focused solutions
- Encourages collaboration and compromise
- Sets direction for agreements
- Example question: 'What outcome would you like to achieve here?'

## How can Governors use this?

- SING supports effective mediation at all levels
  - Story, Impact, Need, Goals = holistic engagement
  - Encourages governors to support structured conflict resolution
- Promotes trust, collaboration, and positive outcomes

Thank you.