

Guidance Note -TLR - Part Time Pro-rata Changes

Purpose of this Guidance

This guidance note sets out the current national position regarding Teaching and Learning Responsibility (TLR) payments under the School Teachers' Pay and Conditions Document (STPCD).

It explains:

- the historic position,
- the changes introduced from September 2025,
- what becomes mandatory from September 2026, and
- the actions school leaders must now take in preparation.

Background

Under the longstanding interpretation of the STPCD, part-time teachers were subject to the general statutory pro-rata principle. In practice, this meant that TLR1 and TLR2 payments were commonly reduced in line with a teacher's contracted FTE.

As a result, many schools applied a simple proportional approach, whereby a teacher working 0.6 FTE would receive 0.6 of the TLR value, even where they undertook the full scope of the leadership and management responsibilities attached to the role.

This approach was increasingly challenged. From 1 September 2025, the STPCD introduced formal flexibility in how TLR1 and TLR2 payments may be determined.

Schools are no longer required to calculate TLR payments strictly by reference to FTE. Instead, they may determine the value of a TLR based on the proportion of leadership and management responsibility undertaken.

This means that from September 2025:

- A part-time teacher may receive 100% of a TLR where they undertake the full scope of the role.
- Where a leadership role is shared, the TLR may be divided in a way that reflects how responsibilities are structured in practice, rather than applying a simple FTE split.
- A full-time teacher may receive a proportion of a TLR where they undertake only part of the responsibility.

At present, this approach is optional. Schools may adopt a responsibility-based model but are not required to do so. It is also recognised that some schools have already applied this approach in practice, where the level of responsibility justified payment above a strict FTE proportion. The STPCD changes formalise this position.

This approach will become mandatory from September 2026.

Mandatory Position from 1 September 2026

From 1 September 2026, all TLR1 and TLR2 payments must be determined by reference to the proportion of leadership and management responsibility undertaken. TLRs must not be reduced solely because a teacher works part-time.

The pro-rata principle will continue to apply to a teacher's base salary. However, the TLR element must reflect responsibility rather than working hours. The allowance is therefore linked to the scope and scale of the leadership function, not contractual time.

What This Means in Practice

Where a part-time teacher holds full responsibility for a TLR role, they must receive the full TLR value. Where a role is shared, schools must determine how leadership and management responsibilities are divided in practice. If responsibility is shared equally, the TLR would normally be split equally. Where responsibilities differ, the allocation must reflect that difference.

In making these determinations, schools should consider how leadership responsibilities operate across the full working week. This includes whether the role requires ongoing line management, decision-making, or accountability on days when a teacher is not normally working. Where responsibilities extend beyond contracted working days, this should be reflected in the proportion of responsibility assigned.

Example:

A Head of Year working 0.6 FTE may retain full responsibility for safeguarding, behaviour and line management decisions across the whole week, including days when they are not in school. In this case, it may be appropriate to award the full TLR.

By contrast, where another colleague provides leadership cover or assumes responsibility on non-working days, the TLR may be shared to reflect how the role operates in practice.

All allocations must be evidence-based, transparent and capable of justification. They must be applied consistently across comparable roles within the school.

The key principle is that TLRs reward sustained leadership responsibility, not working time.

Required Actions – Spring and Summer 2026

School leaders must undertake a structured review of all TLR1 and TLR2 allocations to ensure that they reflect responsibility rather than FTE.

All TLR job descriptions should be reviewed to ensure that leadership and management expectations are clearly defined. Generic or unclear role descriptions will not support proportionate allocation decisions.

Where roles are shared, schools must clearly define how responsibilities are divided. This should include consideration of:

- Strategic leadership
- Accountability
- Line management responsibilities (including across non-working days)
- Curriculum oversight
- Whole-school impact

The proportion of responsibility undertaken by each postholder must be clearly determined and recorded.

Where proposed changes may affect pay outcomes, appropriate consultation must take place in line with Trust procedures and statutory requirements. Early engagement is strongly advised.

Governance and Risk Considerations

Failure to implement a responsibility-based approach by September 2026 presents both legal and equality risks, particularly in relation to part-time staff. Historic pro-rata practices have disproportionately affected part-time teachers, who are statistically more likely to be female.

Schools must ensure there is a clear audit trail demonstrating how responsibility has been assessed and how TLR allocations have been determined.

Consistency across comparable roles, both within and across schools, should be reviewed to mitigate equal pay risk.

If you have any queries or need some assistance, please contact HR.