



BATOD Guidance on paid allowances for QToDs

The British Association of Teachers of Deaf Children and Young People (BATOD) is the UK's only professional association dedicated to Qualified Teachers of Deaf Children and Young People (QToDs).

The Association advocates for the interests of QToDs and the deaf¹ babies, children, and young people it supports, engaging with governments and key agencies at national and regional levels. BATOD provides ongoing professional support through continuing professional development (CPD) opportunities, as well as national and regional meetings. These initiatives ensure members have access to current information, resources, and best practice guidance.

BATOD strongly advises its members to join a union to ensure appropriate support for local employment matters.

Where members encounter challenges related to securing pay allowances, BATOD's assistance is limited to informal guidance and cannot replace the formal representation provided by a union.

There is variation in practice across the UK. For example, there is no enhanced pay allowance in Scotland for specialist teachers. This document is a live document and aims to reflect the current positions across the UK.

BATOD is a member of the School Teachers' Review Body (STRB), England only.

The representation bodies in other nations are:

- The Northern Ireland Teachers Council (NITC)
- Teachers' Panel of the Scottish Negotiating Committee for Teachers (SNCT)
- Independent Welsh Pay Review Body.

¹ Throughout this document the term 'deaf' covers the full range of deafness to be found in the population.



Scotland

BATOD, through partnership work with Cross-Party Group (Deafness), has strongly recommended that QToDs in Scotland are awarded an enhanced pay allowance that reflects the master's level mandatory qualification.

BATOD supports the Cross-Party Group (Deafness) recommendation that the

Scottish Government, Convention of Scottish Local Authorities (COSLA), BATOD, the teaching unions, the Scottish Sensory Centre at the University of Edinburgh, and Heads of Deaf Education services should work together to identify viable pay reward options for QToDs/ToDs. This should include exploration of the Lead Teacher role especially for peripatetic QToDs with a local authority-wide leadership role. This could include a revision of the Lead Teacher model, with additional lower points on the scale to bridge the gap between classroom teachers and QToDs. Scottish Cross Party Group (Deafness) report 2025.

Northern Ireland

There is one sensory support service in Northern Ireland. To be employed as a specialist teacher, the individual must hold one of the following qualifications:

- Mandatory Qualification (MQ) for Teaching Deaf Children and Young People
- MQ for Teaching Children and Young People with Vision Impairment (QTVI)
- MQ for Teaching Children and Young People with Multi-Sensory Impairment (QTMSI).

<https://staffhub.eani.org.uk/sen-allowances-criteria>

The information about special educational needs (SEN) allowances is very clear. To be considered for SEN 2 allowance, a teacher must meet the criteria for SEN 1, and in addition, have the following:

Experience: a) At least three years' experience as a teacher undertaking work with SEN pupils relevant to the school/setting in which they are working; or

Qualification: b) An appropriate, additional accredited qualification that enhances the value of the teacher's work with SEN pupils, relevant to the school/setting/service/specialist area in which they are working.



Wales

The School Teachers' Pay and Conditions (Wales) Document (STPC(W)D) has clear criteria on when a Teaching and Learning Responsibility (TLR) award is applicable. The responsibility under consideration for receiving any TLR must:

- be focused on teaching and learning
- require the exercise of a teacher's professional skills and judgement
- have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

Furthermore, TLR1 and TLR2 responsibilities must also:

- require the teacher to lead, manage, and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum
- involve leading, developing, and enhancing the teaching practice of other staff.

Additional Learning Needs (ALN) allowances

Schools may pay Additional Learning Needs (ALN) allowances at any value within the ranges, subject to statutory criteria set out in the (STPC(W)D). These allowances can be held at the same time as TLRs.

These allowances must be paid to teachers in ALN posts requiring a mandatory ALN qualification and to teachers teaching pupils with ALN in designated special classes/units or in local authority services/units.

BATOD strongly argues that the minimum ALN scale should be mandatory for all ToDs whilst undertaking the MQ.

The maximum ALN scale should also be mandatory for QToD/QTMSI who have successfully completed the relevant MQ.



England, Northern Ireland, Wales

SEN Allowances

Recognise and reward teachers for roles requiring specialist skills, knowledge, and commitment in SEN support.

Teachers may hold SEN allowances alongside other payments, such as TLR.

Eligibility criteria

Governed by the School Teachers' Pay and Conditions Document (STPCD), SEN allowances are typically awarded when a teacher:

- holds a mandatory SEN/ALN qualification AND has responsibilities in an SEN post (eg special school, designated unit in a mainstream school, or other organisation).
- works with SEN pupils in roles analogous to designated units, demonstrating substantial, specialist duties, such as implementing Individual Educational Plans (IEPs) or liaising with specialists and parents.

Schools determine the exact allowance within this range, based on local policies and specific responsibilities.

Summary

- SEN allowances support and reward specialist SEN roles in schools
- Eligibility depends on qualifications and severity/specialisation of duties
- Payments are set locally within national ranges.

Nation-specific information

England

The STPCD2025 states that:

“The relevant body must award an SEN allowance to a classroom teacher who:

- a. holds a mandatory SEN qualification and teaches pupils with special educational needs;
- b. works in a special school; or
- c. teaches pupils in designated special classes or units within a school, or, if unattached, in a local authority unit or service.*”

**Based on statutory guidance for SEN allowances as outlined in the STPCD.*

BATOD guidelines

BATOD strongly argues that the minimum SEN scale should be mandatory for all ToDs whilst undertaking the MQ.

The maximum SEN scale should be mandatory for QToDs and QTMSIs who have completed the relevant qualification.

BATOD is aware that some local authorities plan to replace SEN and management allowances with a single TLR payment. Members are advised to consult their union regarding the implications of such changes beyond financial considerations.

TLR allowances

In England, decisions on TLRs are made locally. QToDs should seek tailored advice from union specialists to ensure their personal circumstances are fully considered.

Overview of TLR payments (2025–26)

What are TLR payments?

TLR payments are to compensate teachers for significant ongoing responsibilities related to teaching and learning, where the teacher is held personally accountable.

Applicable roles: Examples include heads of department, heads of year, or those managing curriculum, pupil development, or leading other staff.

Types of TLR payments

There are three categories based on scope and duration:

1. TLR1

- Highest-level responsibility, including line management of significant staff
- Generally permanent and integrated into the school's/organisations staffing structure.

2. TLR2

- For specific sustained responsibilities in teaching and learning (eg curriculum development, oversight of pupil progress)
- Also permanent in school structure.

3. TLR3

- Short-term or one-off projects (eg targeted improvement initiatives)
- Time limited; paid only for the project duration.

Criteria for a TLR being awarded

A teacher is eligible for a TLR if the role:

- Includes significant responsibility not expected of all classroom teachers, focused directly on teaching and learning
- Involves:
 - Leadership/management of a curriculum/subject area or pupil development.
 - Impact beyond the teacher's own classes.
 - Enhancement and development of other staff's teaching practice.

For TLR1, there must be line management of a significant number of staff.

Recent policy changes

- From September 2025, TLR1 and TLR2 payments can be calculated based on responsibility share, not just contract hours.



- By September 2026, this practice becomes mandatory to better support part-time staff in leadership roles.

Summary

TLRs offer structured career-enhancement opportunities and financial recognition for teachers undertaking significant leadership, co-ordination, or project roles – without requiring progression into senior leadership positions. They vary in level, eligibility, and duration depending on the responsibilities involved.

Change of pay scale

Some services are offering an advisory-only service and are subsequently encouraging staff to move over to Soulbury or Local Government Pay Scales. BATOD would advise members to consult with their unions about 'teaching' deaf children and young people as per Educational, Health and Care Plan (EHCP) requirements if employed in an advisory-only capacity, as well as the impact as an employee on holiday entitlements, pension arrangements, requirement to work during term-time only.

First published in March 2026. To be revised in March 2027.

Disclaimer: You should be aware that the advice presented here has no legal status, but the Association can discuss your particular circumstances with you if you so wish. Please contact the National Executive Officer (NEO) if needed, who will refer you to our consultant. However, we strongly recommend that you also contact your teaching union.

BATOD welcomes feedback on this publication. Contact BATOD National Executive Officer, Teresa Quail, via exec@batod.org.uk

Other BATOD documentation can be found on the BATOD website – [BATOD papers: policies and statements](#).