



Teacher's Pay Policy 2025-2026





Policy Statement

Teachers' Pay Policy

Date of Policy: November 2025
Date of Next Review: September 2026

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the [School Teachers' Pay and Conditions Document \(STPCD\)](#) and has been consulted on with the recognised trade unions.

A copy of this policy will be made available for all staff, together with any supporting relevant documentation regarding pay and conditions.

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1. Introduction

1.1. In adopting this Pay Policy the aim is to:

- Assure the quality of teaching and learning at the school;
- support recruitment and retention and reward teachers appropriately; and
- ensure accountability, transparency, objectivity and equality of opportunity.

1.2. The Governing Body will maintain teachers' previous pay entitlements in accordance with the principle of pay portability and ensure that teachers suffer no financial or professional detriment as a consequence of changes to the teachers' pay structure.

1.3. Pay decisions at Penistone Grammar School are made by the Governing Body which has delegated certain responsibilities and decision-making powers as follows:

- Establishment and review of the policy:
Lead Governor with responsibility for HR (subject to the approval of the Governing Body)
- Authority to make pay decisions on behalf of the Governing Body in accordance with the terms set down herein:
Lead Governor with responsibility for HR and Lead Governor with responsibility for Finance (joint responsibility).

The Principal shall be responsible for providing advice to the Governing Body on its decisions.

2. Pay Reviews

2.1. The Governing Body will ensure that each teacher's salary is:

- Reviewed annually with effect from 1 September; and
- that each teacher is notified of the outcome of the pay review by no later than 31 October; and
- provide all teachers with a written statement setting out their salary and any other financial benefits to which they are entitled.

2.2. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable, this will provide information about the basis on which any decision has been made.

2.3. Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

3. Teachers' Pay Ranges

3.1. The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. In making such determinations the Governing Body will apply the following:



3.1.1. Classroom Teacher Posts

The Governing Body has established the following pay range for classroom teacher posts paid on the Main Pay Range and Upper Pay Range:

Main Pay Range (MPR) from 1 September 2025:

Point:	Salary
Minimum (Point 1)	32,916
MPR Progression Point 2	34,823
MPR Progression Point 3	37,101
MPR Progression Point 4	39,556
MPR Progression Point 5	42,057
Maximum (Point 6)	45,352

Upper Pay Scale (UPR) from 1 September 2025:

Point:	Salary
Minimum (Point 1)	47,472
UPR Progression Point 2	49,232
Maximum (Point 3)	51,048

3.1.1.1 The Governing Body undertakes that it will not restrict the pay range advertised or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range (as detailed above).

3.1.1.2 The Governing Body will apply the principle of pay portability in making pay determinations for all new appointees.

3.1.1.3 When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Governing Body will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:

- One point for each one year of service as a qualified teacher in a maintained school, academy, city technology college or independent school;
- one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
- one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people;
- one point for each three years of other remunerated or unremunerated experience including caring for children during a career break.

3.1.1.4 The Governing Body will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.

When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the



Governing Body will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

3.1.2 Unqualified Teachers

The Governing Body has established the following pay scale for unqualified teachers employed in classroom teacher posts:

Point:	Salary
Minimum (Point 1)	22,601
Progression Point 2	25,193
Progression Point 3	27,785
Progression Point 4	30,071
Progression Point 5	32,667
Maximum (Point 6)	35,259

3.1.2.1 Where an unqualified teacher obtains qualified teacher status (QTS) and continues their employment at Penistone Grammar School, their salary will be transferred to a salary within the Main Pay Range for Classroom Teacher Posts (as set out in paragraph 3.1.1) that is the same as, or higher, than the sum paid as an unqualified teacher.

4. Leadership Group Pay

4.1. The pay ranges for Principal, Vice Principal, Associate Vice Principal, Assistant Principal and Director posts will be determined in accordance with the criteria specified in the STPCD, ensuring fair pay relativities.

4.2. The Governing Body has established the following pay ranges for members of the leadership group:

Point:	Principal [L38-L42]	Vice Principal [L22-L26]	Associate Vice Principal [L18-L21]	Assistant Principal [L15-L19]	Director [L7-L11]
Minimum (Point 1)	128,446	86,802	78,701	73,104	60,144
Point 2	131,577	88,950	80,654	75,048	61,533
Point 3	134,859	91,156	82,653	76,771	63,069
Point 4	138,229	93,422	84,698	78,701	64,690
Maximum (Point 5)	141,692	95,734		80,654	66,367

4.3. Discretionary payments to the Principal will be determined in accordance with the provisions of the STPCD and will be reviewed annually.

4.4. The Governing Body will normally appoint new teachers to the leadership group at the bottom point of the relevant pay range.



4.5. The Governing Body will pay teachers as, Vice Principals, Associate Vice Principal's, Assistant Principals or Directors only where the Governing Body is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR post-holders, and that the role:

- Is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school;
 - accountability for the standards of achievement and behaviour of students across the school;
 - accountability for the planning and deployment of the school's resources;
 - leading policy development and implementation across the school in accordance with statutory provisions;
 - managing whole school operational activity;
 - working with external bodies and agencies; and
 - securing students' access to their educational entitlements.
- has an impact on the educational progress of the school's students;
- involves leading, developing and enhancing the teaching practice of the school's staff; and
- includes line management responsibility for a significant number of people and/or the line management of other line managers.

4.5.1 In the case of an Associate Vice and Vice Principal post, the Governing Body must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Principal employed in the same school, including responsibility for discharging in full the responsibilities of the Principal in his/her absence.

5. Pay Progression linked to Performance

5.1. The arrangements for teacher appraisal are set out in the school's Appraisal Policy.

5.2. Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations contained therein.

5.3. To ensure equality, fairness and transparency, assessments of performance will be properly rooted in evidence. The evidence used in determining pay awards will be restricted to that available through the appraisal process. The application of the pay policy and pay awards will be monitored annually by the Governing Body.

5.4. In the case of NQTs, pay decisions will be made by means of the NQT statutory induction process. Where pay progression is applied this will be paid at the end of the next full month after the determination of the award has been made and will include any retrospective remuneration owed.

5.5. Where teachers have joined the school part way through an appraisal cycle the Governing Body will, where necessary, seek evidence from previous school(s) to assist pay.

5.6. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the Appraisal Policy and taking into account advice from the Principal.



- 5.7. The Governing Body will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
- 5.8. Where pay progression is applied this will be paid to the teacher at the end of the next full month after the determination of the award has been made and will include any retrospective remuneration owed.
- 5.9. All teachers can expect progression to the top of their pay range as a result of successful appraisal reviews.
- 5.10. The Governing Body will make pay decisions according to the criteria for progression set out in paragraphs below:

5.10.1. Classroom teachers on the Main Pay Scale

Classroom teachers will be awarded pay progression on the Main Pay Range following each successful appraisal review (please refer to the Appraisal Policy). Classroom teachers in their induction year will be awarded pay progression upon the successful completion of the induction period.

5.10.2. Classroom teachers on the Upper Pay Range

Classroom teachers will be awarded pay progression on the Upper Pay Range following two successful appraisal reviews (please refer to the Appraisal Policy).

5.10.3. Unqualified Classroom Teachers

Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful appraisal review (please refer to the Appraisal Policy).

5.10.4. Progression for Members of the Leadership Group

Members of the Leadership Group, including the Principal, will be awarded pay progression within their pay scale in accordance with the provisions set down within Section 11 of the STPCD.

6. Progression to the Upper Pay Range

6.1. Applications and Evidence

- 6.1.1. Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.
- 6.1.2. Teachers will be eligible for progression to the Upper Pay Range having reached the maximum point of the Main Pay Range. The Principal will notify all teachers on progression points 5 and 6 of the Main Pay Range at the start of each school year of their eligibility to apply for assessment.
- 6.1.3. Applications to progress to the Upper Pay Range may be made once a year. Where teachers wish to be assessed they should notify their appraiser in writing using the application form (as at Appendix B) which should be submitted by the teacher to the appraiser at the initial appraisal meeting of the year in which they wish to be assessed. The teacher's application will be appended to their appraisal statement.
- 6.1.4. The evidence to be used will be only that available through the appraisal process.



- 6.1.5. If a teacher is simultaneously employed at another school(s) they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school(s). Where this is the case, Penistone Grammar School will not be bound by any pay decision made by another school.

6.1 The Assessment

6.1.1 An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- (a) The teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution to the school are substantial and sustained.

6.1.2 For the purposes of this pay policy, the Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria (see Appendix B) has been satisfied as evidenced by two successful and consecutive appraisal reviews.

6.1.3 To fulfil the requirements of the Upper Pay Range (UPR) a teacher must be able to evidence that they can maintain the criteria outlined in the Careers Stage Expectations document.

6.2 Processes and Procedures

6.2.1 The assessment will be made within 10 working days of the conclusion of the appraisal process.

6.2.2 If successful, applicants will move to the Upper Pay Range (Point 1) from 1 September of the academic year of determination of the award.

6.2.3 Where the application is successful, remuneration will be recognised at the end of the next full month after determination of the award has been made and will include any retrospective monies owed.

6.2.4 If unsuccessful, feedback will be provided by the Principal as soon as possible and within at least 5 working days of the decision. Feedback will set out clearly the reasons for the decision and the arrangements for Appeal which are available to the teacher.

6.2.5 Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements.

6.3 Salary Sacrifice

6.3.1 Teachers may request to voluntarily sacrifice their salary to an appropriate point on the Main Pay Range (MPR) should they not wish to fulfil the requirements of UPR.

6.3.2 Arrangements for temporary and permanent voluntary sacrifice of salary will be considered.

6.3.3 A request to voluntarily sacrifice salary should be made in writing to the Principal.



7 Part-time Teachers

- 7.1 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time.
- 7.2 The Governing Body will provide a written statement detailing working time obligations and the standard mechanism used to determine pay annually. This will be subject to the provisions of the statutory pay and working time arrangements and will be comparable with the school's timetabled teaching week for a full-time teacher in an equivalent post.
- 7.3 Any additional hours worked by agreement from time to time will be paid at the teacher's standard rate.

8. Short Notice/Supply Teachers

- 8.1 Teachers employed on a day-to-day or other short notice arrangement will be paid 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 will be calculated pro-rata.
- 8.2 Teachers who are employed to teach for the full student day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be paid by the hour. The hourly rate will be calculated by using the annual salary amount, divided by 195, then divided again by the proportion of the full student day which has been taught.

9. Discretionary Allowances and Payments

9.1 Teaching and Learning Responsibility Payments (TLR)

9.1.1 The Governing Body pays TLR 1 and 2 payments to teachers as indicated in the school's staffing structure.

9.1.2 The following TLR values will apply from 1 September 2025:

TLR	Amount
TLR1a	14,861
TLR1b	12,516
TLR1c	10,173
TLR2a	7,928
TLR2b	5,867
TLR2c	3,526

9.1.3 Before awarding any TLR 1 or 2 payments, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- The assigned responsibility is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of students other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff.



9.1.4 Before awarding a TLR1 payment, the Governing Body also must be satisfied that the responsibility referred to above includes line management for a significant number of people.

9.1.5 Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate TLR1 or TLR2 payment.

9.1.6 Where additional responsibilities apply to a clearly time-limited school improvement project or one-off externally driven responsibility and where there is a genuine development or operational need, the Governing Body may allocate a TLR3 payment.

9.1.7 Before making any TLR3 payment the Governing Body must be satisfied that the following criteria is met:

- The project is focused on teaching and learning;
- it requires the exercise of a teacher's professional skills and judgement;
- it has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of students;
- it is clearly time limited and school improvement focussed or is an externally driven responsibility; and
- it is not a permanent or structural requirement which should be rewarded by means of a permanent TLR payment.

9.1.8 Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the range of **£1,321 and £3,303**) and the duration of payment will be set out clearly and subject to consultation with union representatives.

9.1.9 The Governing Body will ensure that TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

9.2 Special Educational Needs (SEN) Allowance

9.2.1 The Governing Body will award SEN allowances in accordance with the criteria and provisions set down in paragraph 21 of the 2025 STPCD.

9.2.2 The following SEN allowance values will apply from 1 September 2025:

SEN Allowance	Amount
SEN3	5,496
SEN2	4,141
SEN1	2,786

9.3 Acting Allowances

9.3.1 Where any teacher is required to act as Principal, Vice Principal, Assistant Principal or Director for a period in excess of four weeks s/he will receive an additional allowance in accordance with the criteria and provisions set down in paragraph 23 of the 2025 STPCD

9.3.2 Where an acting allowance is paid, it will be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to the salary that the Governing



Body considers to be appropriate and will not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

9.3.3 Payments will be backdated to the day on which the teacher assumed those duties.

9.3.4 No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

9.4 Other Payments

9.4.1 The Governing Body will make additional payments to all teachers (including the Principal) who agree to undertake activities such as continuing professional development outside directed time, initial teacher training activities and out-of-school learning activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay progression position or, where appropriate at a higher level reflecting the responsibility and size of commitment.

9.4.2 The Governing Body recognises that such activities are entirely voluntary, and that some teacher's commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

9.5 Recruitment and Retention Incentives and Benefits

9.5.1 The Governing Body reserve the right to award recruitment and retention payments as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

9.5.2 Any payment made will be in line with the guidance set down within paragraph 27 of the STPCD.

9.5.3 Where a payment is made, it will be outlined clearly at the outset, in writing, the amount of the payment, the expected duration of the payment and the review date after which the payment may be withdrawn.

9.5.4 Members of the leadership group will not be eligible to receive recruitment and retention incentives or benefits.

9.6 Residential Duties

Any payment made for residential duties will be determined by the Governing Body as necessary.

10. Annual Pay Increases

The school is committed to implementing annually any award or uplift to pay points and allowances for all teachers as identified as the outcome of the School Teachers' Review Body (STRB) pay review process and detailed within the STPCD.

11. Safeguarding

The Governing Body will operate salary safeguarding arrangements in line with the provisions set down within Part 5 of the STPCD and within the BMBC Managing Change Policy.



12. Appeals

The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

13. Monitoring the Impact of the Policy

13.1 The Governing Body will monitor the outcome and impact of this policy on a regular basis in conjunction with the Principal, members of the leadership group and union representatives.

13.2 An annual written report on the operation of the Pay Policy, recording pay decisions taken and equality impact will be provided to union representatives, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.



Pay Appeals Procedure

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law. The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay *or* any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay. The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- Incorrectly applied any provision of the STPCD;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable, the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows

1. Introductions by the Chair

- Self as Chair
- Other panel member(s) (if applicable)
- Employee
- Employee Representative
- Any Witnesses for the employee side
- Management Representative who will state the management case
- Any Witnesses for the management side
- Person who will clerk the meeting
- HR Manager to give advice to the panel

2. The Chair goes over the order of the hearing:

- Employee will state their case
- Chair will ask questions of the Employee/Employee Representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case
- Chair asks questions of Management
- Chair invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

3. The Employee/Representative presents employee case:

- The evidence that supports their case
- Evidence from any witnesses
- Chair asks questions
- Chair opens the discussion to the panel (if applicable).

4. The Management Representative presents the management case

- The evidence that supports the disputed pay decision
- Evidence from any witnesses
- Chair asks questions
- Chair opens the discussion to the panel (if applicable).

5. Summing up by the Chair of key points on both sides (if appropriate)

6. Chair end the hearing

- Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing and sets down the timescale for this.
- Chair advises employee that he/she will have a right of appeal and that the letter will contain full details regarding the process for this.



7. Decision-making

- HR clerk notes main points of panel discussion and their decision.
- Panel obtains HR advice if required to inform their decision-making.

8. Communication of Decision

- Employee is notified of decision
- Decision and reason for the decision confirmed in writing.

Appendix B





Upper Pay Range Application

Teacher's Details

Name:

Post:

Appraisal Details

Which years are covered by the Appraisal Statements:

If the period covers employment at other schools, please state which (below):

Professional attributes

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional knowledge and understanding

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.



- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Declaration

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria as detailed above and I submit appraisal planning and review statements covering the relevant period.

Signed:

Dated:





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