



School Teachers'
Review Body
TENTH REPORT 2001

Chairman: Tony Vineall

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School Teachers' Review Body

The School Teachers' Review Body was established in September 1991 to examine and report on such matters relating to the statutory conditions of employment of school teachers in England and Wales as may from time to time be referred to it by the Secretary of State.

The present membership of the Review Body is:

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Carol Ferguson
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John Singh
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The secretariat is provided by the Office of Manpower Economics.

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School Teachers' Review Body: Tenth Report 2001

Summary

Our report makes recommendations in respect of school teachers in England and Wales on:

- the size of a general pay increase with effect from 1 April 2001;
- important issues relating to the structural changes taking place in teachers' pay; and
- other matters requiring statutory effect.

We comment on the use of the new pay opportunities and flexibilities, on funding, workload and teacher supply, and on the implications of recent constitutional and legal developments.

This summary is necessarily very brief, but we hope that our full report will be widely read. Schools can obtain printed copies from the DfEE. It is also available on the DfEE website <http://www.dfes.gov.uk/teachingreforms/rewards/teacherspay/strb2001>

Underlying considerations

As usual, our report first examines key features of the situation in schools.

Funding

The overall financial picture is improving. If centrally announced increases for LEA funding are passed through to schools, and if they in turn make effective use of this and other funding, they should be in a better position than in recent years to implement pay and staffing improvements.

Workload

There are more teachers and other staff in schools but workload pressures, and their adverse impact on morale and recruitment, continue to be a major concern. Our latest survey of the total hours worked by teachers shows further increases. Some action has been taken, but more needs to be done to tackle the problems involved including: a containment of the flow of initiatives; a rigorous review of associated administrative tasks; and more training in such matters as time management and the organisation of meetings. We propose that the DfEE should organise an independent programme to look at the workload of classroom teachers in a sample of schools. This should focus on the factors which contribute to excessive workload and determine priorities for change. In this context, we do not support claims for statutory restrictions on hours.

Teacher supply

Sharply increased concerns have been reported over the recruitment position in schools in various parts of the country and the consequent effects on the quality of learning. The staffing problems of many London schools, frequently related to high housing costs, are of particular concern. We have reviewed the levels of London allowance and also welcome specific initiatives to help teachers with housing costs.

Our pay recommendations address the need for more attractive starting salaries for classroom teachers. These - together with the improved salary prospects - should play a major role in encouraging more good graduates to choose teaching as a career, either at graduation or at a later stage. This will help to meet future needs, which will be a continuing challenge as many teachers retire over the next ten years. In the secondary sector, where shortfalls in recruitment into initial teacher training continue to be a cause for concern, the new financial incentives in the form of training salaries or grants, and golden hellos for particular shortage subjects, are already having an impact. Further efforts to attract teachers not currently in teaching to return will also be necessary. All of this will need close monitoring over the next few years.

Development of the pay and career structures

Implementation of the programme of structural change is in hand, both for classroom teachers and leadership group members. We are encouraged by the very high proportion of eligible classroom teachers who initially applied to cross the performance threshold to the new upper pay spine, giving a £2,001 uplift to those successful and the opportunity to progress to a salary of some £30,000 before other allowances. This major exercise was a challenge to school management as well as teachers, to which both responded very positively. We are also encouraged by examples of schools which have already seized the opportunities offered by the new leadership group arrangements, not just to improve the salary prospects of their heads, deputies and, in larger schools, newly designated assistant heads, but also to review the structure of responsibilities and ways of working of their senior management group.

Main pay scale

We commend to schools the new scope to advance teachers quickly up the main pay scale through the award of double increments for excellent performance.

Threshold

The Secretary of State accepted our special report recommendation last October that the DfEE should commission a thorough and comprehensive evaluation of the threshold standards and procedures for access to the new upper pay scale for classroom teachers. This will be available for consideration during our next review. Accordingly, no further comment is made on these matters in our report.

Upper pay scale

We strongly believe that the arrangements for the upper pay scale must be kept as simple and straightforward as possible with progression based on "continued substantial and sustained performance and contribution to the school"; this should be seen in the general context of the threshold criteria. We do not support the inclusion of an additional reference to "progressively more challenging standards", although teachers should be contributing to an ongoing general improvement in educational achievement and be committed to their own continuing professional development. Progress on the scale should reflect the total contribution of the teacher, including the achievement of specific targets. We confirm that teachers should normally progress at intervals of two or more years, with more frequent awards for exceptional contribution.

We endorse the need for appropriate and sustained funding to support the new arrangements and welcome the indications given that money will be available for progression on the upper pay scale and for other pay discretions. This is essential.

We agree that the threshold uplift should, once awarded, be retained as a permanent entitlement. While we have accepted in principle that the same should apply to the further points on the upper pay scale, this raises complex issues for teachers who wish to move to another school. We will return to this matter in our next report.

We do not believe that there should be scope for points to be withdrawn. Schools should rely on existing arrangements for handling questions of professional competence.

Recruitment and retention allowances

We support the extension of the use of recruitment and retention allowances. With better overall funding, more use should be made of them by schools which have difficulty in attracting or keeping staff. They should be extended in scope and be more widely available to schools in challenging circumstances, possibly in the form of a bonus paid on completion of a specified period of employment.

Special educational needs allowances

We believe, on recruitment grounds, that SEN allowance 1 should be retained as a mandatory entitlement for teachers in special schools and should be paid on the same basis to teachers appointed to SEN units in mainstream schools. However, for teachers generally in mainstream schools we are attracted to a more flexible discretionary approach on lines proposed by the DfEE, supported by effective use of the standards produced by the TTA. The award of SEN allowance 2 should remain on a discretionary basis in all settings.

Leadership group

Many schools are still working on the development of their leadership group within the new structure. The experience of some who have completed the process is encouraging, but it is too early to reach firm conclusions. We will return to the various

issues raised with us - mainly by the two headteacher associations - in our next review in the light of fuller survey evidence of how the new arrangements are working.

ASTs and fast track

We recommend that the standards and procedures being used previously for the selection of ASTs should continue to apply. We also recommend that the detailed selection standards and processes for the new fast track programme should be determined by the DfEE in consultation with interested parties.

General pay levels

The new pay structures and related funding will do a great deal to improve the average earnings of teachers. It remains vital, however, that underlying pay levels are sufficient to recruit, retain and motivate all the teachers needed to achieve the challenging targets for improvement set by the Government. Our recommendations also reflect particular concern on this occasion about the starting rate for new teachers and the need for a substantial improvement in London allowances.

Taking all factors into account, our pay level recommendations from 1 April 2001 are for:

- a general increase of 3.7 per cent to the values of the pay scales for classroom teachers, with a larger increase at the lower end of the main pay scale to establish a minimum starting salary for a new entrant with a good honours degree of £17,001;
- an increase of 3.7 per cent to the values of management, recruitment and retention, and SEN allowances for classroom teachers and the creation of a new 5th recruitment and retention allowance of £5,085;
- an increase of 3.7 per cent in the values of the pay spines for ASTs and for heads, deputies and assistant heads; and
- an increase in the rates of London area allowances (other than the discretionary inner London area supplement) to establish the following values: inner London £3,000; outer London £1,974; and fringe £765.

The recommendation for a minimum starting salary of £17,001 for a new entrant with a good honours degree represents a rise of 5.9 per cent. The increase we recommend in London allowances will mean that such a new entrant in inner London will have a minimum starting salary of £20,001, a rise of 8.9 per cent.

Wide-ranging pay reforms are taking place. Our aim is to keep pay and related arrangements as simple as possible - but introducing flexibilities in ways which teachers will see as fair does present challenges. There is a continuing need for training and ongoing support and for a period of stability to enable what have been major changes to settle in. We emphasise the crucial importance of adequate funding. Headroom above the cost of general increases in pay levels will continue to be needed if the new opportunities and flexibilities are to become a reality. Equally important will be action along the lines we propose for achieving some easing of workloads. The momentum for steady progress on all these fronts must not be lost. Provided it is sustained, and a continued raising of pupil achievement is reflected in an enhanced image of teaching, we are confident of real improvement in the next few years in the stature and attractiveness of the profession.

Background

Size

In England and Wales there are:

- 25,320 maintained schools comprising 20,360 nursery and primary schools, 3,780 secondary schools and 1,180 special schools;
- 488,000 teachers, including 75,200 who teach on a part-time basis;
- 166,000 (full-time equivalent) education support, administrative or clerical staff;
- 8 million pupils;
- 350,000 governors; and
- 171 Local Education Authorities.

Diversity

The great diversity of schools serve a wide range of local communities in rural, suburban and inner-city areas:

- there are primary schools with only a few pupils and secondaries with more than 2000;
- the average size primary school has about 250 pupils and the average size secondary school 850 pupils; and
- school budgets range from less than £100,000 in the smallest primary schools to just over £6 million in the largest secondary schools.

Total expenditure

Expenditure on education, including that funded directly by central government, constitutes the third largest area of expenditure of taxpayers' money after social security and health:

- expenditure on all maintained education services as a whole is £22 billion;
- around 25 per cent of the total is raised locally through the council tax;
- around £17 billion of the total is spent by schools;
- the teachers' paybill is £13 billion;
- the Office for Standards in Education (Ofsted) in respect of England and Her Majesty's Inspectorate for Education and Training in Wales (Estyn), which are responsible for the independent inspection of schools, have budgets totalling £115 million; and
- the Teacher Training Agency (TTA), which promotes initial and in-service training for school teachers, has a budget of £320 million.

CHAPTER 1

Introduction

Remit from the Secretary of State

1. The remit for this review from the Secretary of State for Education and Employment was set out in a letter dated 3 August 2000, reproduced with a subsequent letter on affordability at *Appendix A*. In addition to the size of any general pay increase, important issues were referred to us relating to the operation of the new upper pay scale for classroom teachers, other aspects of the new pay structures introduced from September 2000, and the development of the advanced skills teacher (AST) and fast track teacher programmes. More detailed issues were also included in the remit. The DfEE in its subsequent written evidence agreed with our view that for the most part it was too early to review the operation of the new pay structures: the focus of our remit was on progressing the programme of change.

Structure of our report

2. In *Chapter 2* we comment generally on the way forward for the pay reforms which are now taking place, particularly the prospects for achieving full and effective use of the flexibilities that are an increasingly important part of the national pay framework. In *Chapter 3* we address funding, workload and teacher supply. *Chapter 4* deals with outstanding and new issues arising on the pay and career structures for teachers. Our pay level recommendations are in *Chapter 5*. Other issues are dealt with in *Chapter 6*. Our final comments are in *Chapter 7*.

Outcome of our last main report

3. In our last main report we recommended that, with effect from 1 April 2000, the pay rates for classroom teachers, ASTs, deputies and heads, and the rates of the main London allowances, should be increased by 3.3 per cent. We welcomed the Government's decision to accept our pay recommendations and implement them in full from the due date.

4. The Government largely accepted our recommendations for the basis on which its pay reform proposals, originally set out in separate Green Papers relating to England and Wales, should be implemented. Principal among these changes are:

- the new upper pay scale for classroom teachers assessed as meeting national performance standards;
- a new structure of management and other allowances for classroom teachers; and
- new leadership group arrangements covering heads, deputies and assistant heads.

The Government also accepted our proposals for determining the pay of the heads of special schools which followed on from changes which we had recommended previously for mainstream heads.

Outcome of subsequent special review

5. Following a judgment of the High Court in July 2000, we were asked to undertake an urgent special review of the standards to be attained by classroom teachers at the performance threshold in order to gain access to the new upper pay scale, the procedure for assessment at the performance threshold, and the related duties for heads and other teachers. The Government accepted our recommendations for reactivating and completing the halted assessment process as soon as possible, and accepted other recommendations including the introduction of a right for teachers assessed as not yet meeting the threshold standards to have that decision reviewed.

Conduct of this review

6. We initially wrote to consultees representing local education authorities (LEAs), voluntary aided and foundation schools, governors and teachers in March 2000 setting out the matters which we would be examining for this report. We subsequently informed consultees of the specific questions referred to us by the Secretary of State. The main bodies invited to give evidence, where appropriate with abbreviations used for them in this report, are listed in *Figure 1*.

Figure 1: Main bodies consulted by the Review Body

Governmental bodies

Department for Education and Employment (DfEE)

Office for Standards in Education (Ofsted)

Teacher Training Agency (TTA)

Associations of local education authorities

National Employers' Organisation for School Teachers

Bodies representing governors of community, foundation and voluntary aided schools

Agency for Jewish Education

Association of Foundation and Voluntary Aided Schools (AFVAS)

Catholic Education Service

Church of England General Synod Board of Education

Education Office of the Methodist Church

Foundation and Voluntary Aided Schools Association (FAVASA)

Free Church Federal Council

National Association of Governors and Managers (NAGM)

National Governors' Council (NGC)

Bodies representing school teachers

Association of Teachers and Lecturers (ATL)

National Association of Head Teachers (NAHT)

National Association of Schoolmasters Union of Women Teachers (NASUWT)

National Union of Teachers (NUT)

Professional Association of Teachers (PAT)

Secondary Heads Association (SHA)

Undeb Cenedlaethol Athrawon Cymru/National Association of the Teachers of Wales (UCAC)

7. In July we circulated the findings of our latest survey of teachers' workloads and a related study by consultants. We also circulated two studies into teacher recruitment and retention, which we had commissioned from separate consultants, and a background note by our secretariat on additional remuneration for teachers working with pupils with special educational needs which we had said we would be examining for this report. In December we circulated the findings of a pay survey relating to the leadership group which we had undertaken in September. As made known to consultees, we deferred that part of our normal pay survey relating to classroom teachers until the effects of the threshold and other changes are likely to be clearer. This survey will be undertaken in May this year.

8. We received a considerable volume of written evidence and, in addition to meetings in September for our special remit

report, met all the main representative organisations to discuss the issues involved. As on previous occasions we also met representatives of Ofsted, led by the new HM Chief Inspector of Schools, and the TTA, led by its new Chief Executive. We completed our oral evidence sessions with a meeting with the DfEE, and we once again appreciated the opportunity to discuss matters on that occasion with both the Secretary of State and his Minister of State.

9. Over the last year we have as usual visited a range of schools in various parts of England and Wales to meet teachers, governors and LEA officers. We are grateful for the time and trouble they took to discuss issues with us. These visits continue to aid our understanding of the school environment in which teachers work and the more formal evidence we receive from representative bodies.

10. A fuller account of the conduct of this review is in *Appendix B*.

Constitutional and legal developments

11. Our remit covers teachers in England and Wales, and the Secretary of State for Education and Employment continues to have the statutory responsibility for the pay and conditions of employment of teachers in both countries. The DfEE's written evidence accordingly includes appropriate information and views relating to Wales. We also ensure that schools in Wales are included in our visits programme. The scene is changing, however, with the devolution of matters such as teacher appraisal and the new system of performance management to the National Assembly for Wales. Together with the separate funding arrangements which exist for schools in Wales, this has implications for the operation of the overall pay and conditions framework and hence for this Review Body.

12. A further development which has implications for us is the increasing detail and complexity of the issues we are asked to address. This arose in our special report on the threshold standards and in last year's main review. Further detailed matters arise in this year's review, particularly among those issues dealt with in *Chapter 6*. Our general view is that detailed questions of this kind are best addressed through the DfEE's normal direct consultation with interested parties who are involved with such matters on a daily basis.

13. These developments, arising from constitutional and legal considerations, are posing an increasing strain on the effectiveness of this Review Body. Our established role is one of offering independent advice to the Prime Minister and the Secretary of State on broad issues relating to the pay and conditions of employment of school teachers across England and Wales. This has worked well since we were established in 1991 and we are concerned that the particular merits of the system should not be undermined. We hope that we will be able to revert to our previous role in future reviews.

CHAPTER 2

Major changes in teachers' pay and career structures

Pattern of change

14. Teachers' pay and career structures are in a period of far-reaching reform. The following changes have been or are in the course of being introduced (*all of the figures mentioned are before the increases which we recommend later in this report with effect from April 2001*):

for classroom teachers

- a main pay scale rising to nearly £24,000 relating, as in the past, to qualifications and experience, but with new scope to reward excellent performance through the award of double increments;
- the additional opportunity, once at the top of the main pay scale (normally after seven years' service or sooner) to cross a performance threshold and receive a £2,000 salary uplift;
- scope thereafter to progress further on a new upper pay scale based on performance to a salary of some £30,000;
- additional allowances from some £900 to almost £9,600, in place of the previous system of extra salary spine points, relating to management responsibilities, special educational needs teaching, and recruitment and retention considerations; and

for leadership group teachers

- new pay arrangements for heads, deputies and assistant heads, offering considerable scope to meet local circumstances and reward performance on an overall pay spine, catering for schools of all sizes, which includes ranges for heads reaching over £44,000 for typical primaries and almost £76,000 for the largest secondaries.

15. The new pay opportunities - additional to new incentives for trainees and new entrants described in *Chapter 3* and the regular adjustment of pay levels - will significantly increase average earnings in the profession and greatly improve the financial attractions of teaching as a career. They are to be complemented by new arrangements for performance management with the aim of structuring and supporting teachers' development and informing pay assessments. These new arrangements were introduced with effect from September 2000 in England; subject to decisions by the National Assembly for Wales, we understand that similar arrangements will be introduced in Wales.

Challenge of change

16. The common characteristic of the structural changes taking place, and of others which we address this year, is the scope they provide for schools to recognise individual contribution or address local supply problems. Much more responsibility is falling on heads and governors to use flexibilities in the context of their local situations. However, it has been a cause of concern - as documented in our reports and illustrated in *Figure 2* - that limited use has been made of previous pay flexibilities to tackle recruitment and retention problems, to reward excellent classroom teaching and to award performance-related salary progression for heads and deputies.

Figure 2: Use of previous pay flexibilities for heads, deputies and classroom teachers

The Review Body's *Teachers' Pay Survey* for 1999 found that:

- less than 2 per cent of classroom teachers nationally, and 10 per cent in London, were in receipt of any recruitment and retention pay spine points;
- only about 1,000 classroom teachers, accounting for less than half a per cent of the total, were in receipt of an excellence point; and
- only 30 per cent of heads and 28 per cent of deputies who had remained in the same post over the previous year were awarded performance-related salary progression with effect from 1 September 1999.

17. There is concern among teachers that the extension of variable pay will be unfair or divisive in the school setting. A sufficient degree of consistency will have to be achieved if such fears are to be dispelled. The challenge is considerable in the light of the scale, diversity and degree of devolved management of the school system in England and Wales. As we have noted many times before, there are some 25,300 schools which differ greatly in size and circumstances. Few organisations have to cope with implementing a pay system in such a context. The statutory *School Teachers' Pay and Conditions Document* provides a broad framework of mandatory and discretionary provisions on which guidance is provided primarily by the DfEE and LEAs. The use of available resources for pay and other purposes in individual schools is, with advice from heads, the responsibility of the 350,000 people who serve on their governing bodies.

Implementation

18. We continue to give full support to the thrust of the changes taking place. The new scope for variable pay, and the greater rewards which this offers, are in line with much current practice within and beyond the public sector. At the same time we believe that it would be easy to underestimate the challenge of the period of introduction for the new arrangements. The change to current practice is considerable as the emphasis moves from applying rules to using flexibilities imaginatively. This will take time to achieve fully and will need effective management with support and training on a substantial scale. The performance management arrangements, which also have to settle in, will provide a focus; but recognising the progress and contribution of individuals requires more than the simple application of an annual performance review procedure - the new approach needs to be used effectively. Many teachers have still to be convinced that the changes can be implemented in ways which they will feel to be fair. It will greatly assist the core pay and career structure reforms to become established and accepted if there is a period of general stability in schools.

19. The changes are driven from the centre but have to be implemented in individual schools. Many schools will need help, particularly in thinking through the application of new concepts to their particular circumstances. Such support currently comes from threshold assessors, advisers for heads' performance management, LEA officers, and the growing network of TTA recruitment strategy managers to help address local teacher supply problems. It may well be necessary for this fragmented pattern of support on human resource matters to be reviewed in order to bring about a more co-ordinated approach.

20. At the same time, it will be important that guidance and support both centrally and locally are not inappropriately prescriptive or too detailed. The essence of the new flexibilities must be that the areas of scope for local implementation are defined as simply as possible. The national framework of teachers' pay and conditions of employment must be easily understood and straightforward to apply. Linked to this is the recommendation we made in our special report last October that all teachers should be provided each year with a clear and simple statement of the pay structure, along the lines of the leaflet which was produced annually by the DfEE a few years ago. The Department will be producing the first of the new statements during the course of the coming summer term.

21. The greatest prerequisite of success, however, is adequate funding allied to good financial management in schools. Our next chapter identifies and welcomes planned increases in general funding. This and specific funding for the new flexibilities will be crucial to their success. Overall increases in funding above the level needed to meet the cost of general pay increases will continue to be necessary as the new scope for variable pay is progressively used.

CHAPTER 3

Funding, workload and teacher supply

22. The Secretary of State's remit letter asked us to have regard to various considerations when making our recommendations. These included the need to:

- take account of funding and affordability;
- minimise additional burdens on heads and line managers in the operation of the new arrangements to reward excellence in teaching; and
- enable all schools to recruit, retain and motivate sufficient classroom teachers and leadership group members of the required quality to deal effectively with the challenges they face.

With regard to workload, we would add the need to ease workload pressures generally on heads and their staff at all levels.

23. *Chapter 2* highlights the challenges faced by schools in implementing and making effective use of the new pay and career structures introduced from last September, emphasising the need for adequate funding. This chapter discusses the Government's plans for school funding in 2001-02 and beyond, and the interrelated issues of workload, recruitment and retention. All have links with motivation and morale.

Motivation and morale

24. Concern about teacher motivation and morale continues to be a major theme in the evidence we receive, despite the improvements promised in funding and in pay and career prospects. Our visits to schools confirm that many teachers still feel under great pressure and the object of excessive criticism. They remain very positive about their key task of teaching but far less so about the profession, a perception which adversely affects initial recruitment and the possible return of those who have left teaching, and contributes to the reluctance of many teachers to seek promotion. This must continue to be addressed in a range of ways, including better funding and some easing of workloads, to make the profession more attractive and rewarding. The newly established General Teaching Councils, for England and for Wales, also have a key role to play in raising the status of the profession and working to build up morale.

Funding and affordability

25. The main source of school funding continues to be from local authorities supported substantially by revenue support grant from central government, based on its standard spending assessments (SSAs) of the level of spending needed in each authority to provide a standard level of service. SSAs take account of pupil numbers. They also take account of such local factors as differences in the age profile of pupils, socio-economic circumstances and area costs. However, actual spending by LEAs remains a matter for each local authority's discretion in the light of its own assessment of the needs of its schools and spending decisions on other services.

26. We have repeatedly drawn attention to criticism of the existing SSA-based funding system. This is because increases announced centrally do not always reach schools, and because of variations in funding per pupil from one part of the country to another for some of which no obvious rationale is seen. We noted a year ago that the existing arrangements were under review and urged that a simpler and more transparent funding system for schools should be a key aim of any change. A Green Paper has now been published setting out a range of options for debate. We welcome the Government's objective of arrangements which will be fair between different parts of the country; will be more transparent; and will provide greater predictability and stability. We note that it wants to remove the worst of the disparities that exist across the country by levelling up, not down. This must be progressed quickly.

27. Meanwhile, the Government has announced that SSAs in aggregate for LEAs in England as a whole will rise by 4.8 per cent, or just over £1 billion, in 2001-02. This is designed to take account of known cost pressures on LEAs including:

- increases in pupil numbers;
- the increased contribution LEAs are expected to make towards standards fund grants to schools for major initiatives such as the literacy and numeracy strategies;
- an initiative to achieve a broader sixth form curriculum; and

- rising costs other than for teachers' pay.

The DfEE and the National Employers have said that the effect of these pressures will limit the headroom available to fund a pay increase. Also relevant to the position of individual LEAs and their schools is the range of increases in SSAs for the coming year, averaging from 5.2 per cent and 6.4 per cent respectively in inner and outer London to 3.5 per cent across the other metropolitan authorities, reflecting particular circumstances including changes in pupil numbers.

28. The extent to which increases in SSAs are passed through to schools has continued to be an issue. We have previously drawn attention to the extent to which LEAs as a whole have sustained actual expenditure levels on education in excess of aggregate SSAs - as shown in *Table 1* - often at the expense of other services or by drawing on their reserves. In recent years local authorities have reduced this "overspend" on education and as many as a third of LEAs are now spending less than their SSA. This has meant that the money actually reaching some schools has not increased to the full extent of the significant increases announced in central government funding.

Table 1: Comparison between SSAs and actual expenditure in aggregate and at LEA level in England, 1994-95 to 2000-01

Financial year	Aggregate SSAs ^(a)	Aggregate actual expenditure ^{(a)(b)}	Excess of expenditure over SSAs		Number of LEAs ^(c) spending	
			Cash	Per cent	at or above SSA	below SSA
			£ million	%	No.	No.
1994-95	16,826	17,510	684	4.1	92	17
1995-96	17,024	17,792	768	4.5	94	15
1996-97	17,775	18,477	702	3.9	99	19
1997-98	17,840	18,414	574	3.2	105	28
1998-99	19,384	19,810	426	2.2	112	38
1999-00	20,414	20,802	388	1.9	97	53
2000-01	21,479	21,812	333	1.6	97	53

Source: DETR (RA returns)

(a) The differences between successive levels of aggregate SSAs and budgeted expenditure shown in the table do not provide a completely accurate picture from year to year because of changes in function: in 1997-98 some £530 million was removed from aggregate SSAs to pay for nursery vouchers which was also reflected in actual expenditure, but this change was reversed in 1998-99.

(b) Includes spending financed from local authority balances.

(c) The number of LEAs has increased since 1995-96 as a result of the creation of new unitary authorities.

29. The National Employers have welcomed the increase in SSAs for the coming year and the further substantial increases which are planned for the following two years. We hope that these increases will be passed through to schools.

30. The Government is also improving funding through a range of grants payable direct to schools in England. A general grant was first made available to schools in May 2000 at a total cost of £290 million. A further such general grant, of £545 million in total equating to an extra 2.4 per cent on SSAs, will be paid in 2001-02. Based on pupil numbers, typical primary schools will get £20,000 and secondary schools £60,000. This funding will continue for the following two years, uprated for inflation. The security this provides could in particular make it feasible for schools to take on some additional teaching or non-teaching staff to help ease workload pressures.

31. In addition to this general grant, the DfEE has introduced the following range of special grants for schools in England to support the use of the new pay flexibilities:

- for the full cost of the threshold uplift;
- to help meet the cost of appointing assistant heads to the new leadership group pay spine;

- to offset the cost of assimilating deputies to that spine; and
- to meet in part the cost of performance-related salary progression for heads, deputies and ASTs.

The DfEE has said that more special funding will be made available in future years to support the new pay reforms, including the award of further points on the new upper pay scale for classroom teachers (covered in *Chapter 4*).

32. There is also to be a substantial increase in standards fund grants for schools in England for particular educational initiatives. Aside from some provision for capital expenditure, funding including the contribution required from LEAs will be £2.3 billion in 2001-02 compared to £1.7 billion in 2000-01. Simplification of the funding arrangements will mean that almost all allocations will be by formula rather than bidding. Schools will also have greater freedom to determine spending priorities.

33. A similar total increase in funding is being made available in Wales, although provision for pay improvements covered by special grants in England is included in what is expected to be covered by general local government funding. This was of concern to a number of our consultees and is an example of differences of approach between England and Wales which could have a bearing on the implementation of the new pay structures.

34. The overall picture - allowing for the shortcomings of the existing SSA-based funding system and the particular issues arising in Wales - is one of an improving financial position for schools, although the different ways in which money is being channelled to them are adding to the complexity of the funding system. While there will always be limits on school funding, requiring decisions on the ordering of priorities, it is crucial that schools feel able to allocate the money needed for staffing and pay purposes if the pay and career structure reforms are to play their part in raising educational standards. If SSA increases are passed through to schools, and if they make effective use of this and the other funding available to them, they should in general be in a better position than in recent years to implement pay and staffing improvements.

Staffing levels

35. Improvements in funding enable schools to recruit extra teaching and other staff, although the extent to which this helps to spread and ease the burden on teachers depends on changes in pupil numbers and on other factors affecting workload discussed later in this chapter. The overall position in January 2000 compared to three and six years previously is shown in *Table 2*.

Table 2: Staffing and pupil numbers in primary and secondary schools in January each year in 2000 compared with 1997 and 1994

	Primary			Secondary		
	1994	1997	2000	1994	1997	2000
England and Wales						
Teachers (FTEs 000s)	212	214	218	207	207	212
Pupil numbers (000s)	4,402	4,584	4,579	3,128	3,242	3,394
England						
Pupil teacher ratio ^(a)	22.7	23.4	23.3	16.4	16.7	17.2
Average class size ^(b)	26.9	27.5	27.1	21.4	21.7	22.0
Education support staff (FTEs 000s)	41.1	54.1	68.7	19.4	24.9	31.8
Admin/clerical support staff (FTEs 000s)	17.2	19.2	21.2	15.8	17.6	19.4

Source: DfEE

(a) Pupil teacher ratios are based on the number of qualified teachers in schools and the number of pupils on schools' registers on the census date.

(b) Average class sizes in secondary schools include post-16 education. Figures for average class sizes for

those aged under 16 and those aged over 16 are shown separately in *Table 13 of Appendix G*.

36. Teacher numbers in primary schools in England and Wales have grown by the full-time equivalent of 6,000 teachers since 1994. Two-thirds of this increase has occurred since 1997 when pupil numbers peaked and began to fall. The figures for England show that the pupil teacher ratio and average class sizes have moved accordingly. The numbers of education support staff have also grown substantially - rising by the full-time equivalent of nearly 28,000 in England over the six year period. Additionally, there has been an increase in administrative and clerical support staff.

37. The secondary sector has also seen an increase in teacher numbers in England and Wales - the full-time equivalent of an extra 5,000 teachers since 1997. However, pupil numbers have also continued to grow to an extent that has resulted in a rise in the pupil teacher ratio and average class sizes, as indicated in the figures for England. The figures for England also show that education and other support staff numbers have grown in this sector. However, pupil numbers are set to rise over the next four years, putting further pressure on staffing resources in secondary schools.

Teachers' workloads

38. Teachers' workloads continue to be a major source of concern to all consultees, reflecting the tightening of the staffing position in secondary schools and despite the relative improvement in the position in primary schools. The NASUWT and the NUT have been pursuing union action in schools to restrict the demands on teachers which they report has had some success, for example in better prepared and more efficiently conducted staff meetings. They have also continued to press for new statutory limits aimed at easing workload pressures; the ATL has asked us to set specific targets for reducing teachers' hours over the next few years; and the PAT has repeated its call for classroom teachers to have 20 per cent of the taught week free from teaching in order to perform other necessary work place duties.

39. Concern about workloads was underlined by the results of our latest diary-based workload survey which was conducted in a term-time week in March 2000. Key findings were:

- the average total of 52.8 hours worked by primary classroom teachers in the survey week at school or at home was two hours more than in 1996 and four hours more than in 1994 - and there had also been a marked increase in the hours worked by heads and deputies in that sector;
- significantly more time was being spent by primary classroom teachers on preparation and marking, and by their heads on management activities;
- there had also been a smaller but significant increase in the hours worked by secondary classroom teachers and heads of department - the hours worked in that sector were now broadly similar to those in primary schools; and
- similar average hours were being worked by teachers in special schools.

40. Average total hours worked did however vary, both between individual teachers in a school and between schools. Those worked in about a third of schools were within two hours of the average, but overall they ranged broadly from 46 hours to 60 hours. Primary schools were over-represented in the group of schools at the top of the range of hours worked. In other respects the mix of schools in this group was similar to that of the sample as a whole - no link was found, for example, with social deprivation in terms of a high proportion of pupils eligible for free school meals.

41. Teachers are, of course, not alone in working relatively long hours. A study commissioned by the DfEE in order to provide baseline information for the Government's *Work-Life Balance* campaign, published in November 2000, found that almost a third of staff worked over 49 hours a week, with managers and professionals putting in the most extra time, usually for no additional pay. However, that is not to say that the hours worked by teachers are acceptable, especially in view of the demands and pressures experienced when teaching pupils for much of the school day.

42. The easing of workload pressures continues to be a priority, despite efforts at all levels to reduce administrative tasks and paperwork. Workloads and their implications for lifestyle are clearly an important adverse influence on morale, and on recruitment and retention. They always feature prominently in our discussions with the heads and other teachers we meet on our visits to schools, confirming the concern expressed in the submissions we receive formally from consultees.

43. Most teachers believe that the volume of educational initiatives - generally regarded as valuable in themselves - is beyond the level with which schools can cope. The related administration, planning and monitoring is reported to be growing in volume, frequency and degree of detail. It is also clear, as brought out in the study by British Market Research Bureau International which complemented our workload survey, that there is a need to develop skills such as time planning and the management of meetings. The relative importance of these and other factors is difficult to quantify, although our survey and study suggest that individual teachers and schools vary widely in their ability to exercise some control over the hours they work, with no particular correlation with size, type, location or socio-economic environment.

44. We believe that, in addition to the provision of adequate funding, the way forward lies in a combination of: continued efforts to contain the flow of initiatives; a rigorous re-examination of all the written planning, monitoring and reporting that goes on in schools to eliminate what is not essential; and an urgent programme of training in time management techniques and work simplification. Accordingly, we continue to resist limits on hours or such matters as contact time which would be difficult and cumbersome to administer, would not go to the core of the problem, and would not enhance the professional status of teaching. Instead, vigorous action is needed to identify and tackle the issues involved.

45. A number of valuable initiatives are in progress. The report by the Government's Better Regulation Task Force, *Red Tape Affecting Head Teachers*, of April 2000 and the subsequent action plan are generally regarded as a positive basis for tackling the workload burdens of heads. The DfEE/Cabinet Office report, *Making a Difference: Reducing School Paperwork*, of December 2000 should lead to a further streamlining and reduction of the demands on schools. In Wales, a project began in autumn 2000 that aims to put in place sustainable measures for minimising bureaucratic burdens in schools. Recommendations and an action plan for the future will be presented to the Assembly in the summer. However, we believe there is now a need to examine the totality of pressures from all sources on a range of typical classroom teachers. We therefore propose that there should be a detailed and independently run programme to focus on a sample of schools - probably no more than 30 initially - in varying circumstances to:

- establish the relative importance of the factors contributing to the overload problem;
- point to central and local measures to tackle the problem; and
- identify transferable good practices.

The findings of the initial phase would point to directions for further work and in some cases act as a change agent where local efforts to progress may have lost momentum. The DfEE would need to take the lead in organising such a programme, building on initiatives taken so far. Other interested parties would have an important role to play, as well as consultants with professional expertise in time management and work simplification.

We recommend that the DfEE should take the lead in organising an urgent and independently run programme to identify more clearly and tackle problems of excessive workload.

46. We further suggest that Ofsted and Estyn in their inspection procedures should report on the extent to which workload and its management affects the quality and standards of work being achieved in schools.

Recruitment and retention in schools

47. Consultees have reported sharply increased concerns about the recruitment position for schools over the last year. Many examples were given, relating not just to the traditional secondary shortage subjects but also to subjects such as English; extending widely across the secondary, primary and special school sectors; and reaching parts of the country not normally associated with such problems. There have also been well-publicised instances of schools with acute staff shortages.

48. Despite the very real problems which exist, there are positive aspects to note. Schools have been successful over recent years in recruiting more teachers - as discussed earlier in this chapter - and the numbers leaving education other than to retire have remained low at around 3 per cent annually of all teachers. The number of unfilled vacancies, as reported in the DfEE's annual return, has also remained relatively small. In January 2000 there were some 2,700 unfilled vacancies recorded in primary and secondary schools in England and Wales, an overall rate of only 0.7 per cent, although rates were higher for certain secondary subjects, in particular areas such as London, and for special schools. However, these vacancy figures have well known limitations. They only cover advertised full-time posts that were either vacant or being covered for less than a term on a temporary basis in January; and they take no account of the strategies that schools adopt, as noted below, to meet their teaching commitments - disguising the extent of underlying recruitment problems. We do not yet have the DfEE's vacancy figures for January 2001 relating to the recent period of widely reported difficulties.

Coping strategies

49. We commissioned Whitmuir Management Consultants and Industrial Relations Services Research last year to examine the recruitment and retention problems schools face and the ways they tackle them. Whitmuir undertook a preliminary desk-based study of existing research. A second stage was undertaken by IRS Research based on case studies of 24 schools in 12 LEAs, with 12 of the schools in 6 of the London LEAs. The aim was to explore the schools' recent experience of trying to fill

vacancies and the impact of what happened on such matters as the quality of teaching, pupil behaviour and school performance.

50. The case studies highlighted a range of coping strategies used by schools to cover vacant posts - arrangements which were less satisfactory than they would wish. These included not only the use of supply teachers and, particularly in London, temporary teachers from overseas, but also measures such as cutting back on non-contact time in the school, spreading the teaching commitment across other staff not necessarily qualified to teach the subject involved, or reducing the scope of the curriculum being taught. These coping strategies are frequently unsatisfactory and at worst can undermine efforts to raise educational standards. In particular, greater reliance on a succession of supply teachers - giving rise to problems of maintaining teaching continuity - was identified as generally having a negative impact on the behaviour and performance of pupils. It also increased the workload of the permanent staff. These findings were supported and supplemented by Ofsted from inspection evidence and by a research study *Coping with Teacher Shortages*, and its companion *Talking Heads*, undertaken for the NUT.

London and elsewhere

51. In the London schools in our study, both the number of vacancies arising and the length of time they remained vacant were more of a problem than in other areas, with some posts remaining unfilled for many months at a time. As expected, secondary schools in London and elsewhere had the most problems with the traditional shortage subjects of mathematics, science and modern foreign languages, but English was also beginning to pose difficulties. For primary schools, posts at more senior levels including those for subject co-ordinators were most commonly cited as hard to fill. Retention was not generally regarded as a problem, except for some of the schools in London.

52. The DfEE has made it clear to LEAs that it would like to see more of them developing with their schools co-ordinated strategies for tackling recruitment difficulties and in particular for dealing with shortages which threaten the ability of schools to provide a full week for their pupils. A key role was envisaged for the increasing number of LEA-based TTA recruitment strategy managers, and the Department has additionally established a special unit to monitor and assist with local problems across the country.

53. Specific steps are being taken to tackle teacher supply problems in London schools. In August 2000 the Secretary of State announced a £4 million package of measures to boost teacher recruitment in the capital. These included funding to double the number of graduate teacher programme trainees in London schools to 360 a year in each of the next four years. New refresher courses will also be promoted to help qualified teachers re-enter the profession.

54. The falling proportion of school recruitment across the country represented by returners to full-time teaching, which now accounts for some 39 per cent of the total compared with 50 per cent in 1992, is of continuing concern. To help attract back those who have left teaching, for various reasons including child care, greater use might be made of part-time appointments, job share arrangements and related strategies - there are only some 69,000 part-time teachers in schools in England and Wales making up 7.6 per cent of the full-time equivalent teaching force. The pool of qualified teachers who are not currently in teaching is considerable - estimated to be up to half a million. While many may not be potential returners, a small increase in the proportion that return could have a significant impact on the position in schools.

Housing and travel costs, particularly in London

55. The study by IRS confirmed that housing and travel costs are a major factor in the particular problems London schools have in recruiting and retaining teachers. A number of London LEAs have schemes which offer some help with housing and relocation costs. Such schemes should be more widely available in London and other high-cost housing areas. We welcome the Government's *Starter Home Initiative* to help key workers in London and elsewhere, including teachers through their LEAs, with the cost of accommodation. More could also be done locally to help teachers with their daily travel costs.

56. All of the teacher unions in a joint submission have called on us to review the level of London allowances. Chief Education Officers collectively in London told us this had their support; and the National Employers have made a particular proposal for raising the level of the allowances - we address this issue, in the context of pay levels generally, in *Chapter 5*. However, we also want to see full use made of the discretionary recruitment and retention allowances available under the new pay structure, which have an important part to play in tackling obstacles to recruitment in particular schools or areas.

Recruitment of heads and deputies

57. Good quality heads and deputy heads are particularly crucial to improving standards in schools. Vacancy rates for heads and deputies remain at a higher level than for classroom teachers. The highest rate at January 2000 of 1.3 per cent was for deputy head posts in primary schools. According to the latest survey by Education Data Surveys, relating to last year, over one in five of all vacancies for primary head and deputy headships were re-advertised, and a smaller proportion of secondary posts were

also re-advertised. Schools in London received on average fewer applications for posts at this level than elsewhere in the country and had more difficulty in filling them.

58. Attracting good primary teachers into deputy head posts, which are also the training ground for filling the 20,000 or so headship posts in that sector, continues to be of particular concern. The responsibilities of school management, which are typically in addition to a near full-time classroom role for deputies, probably deter many candidates - more non-contact time would help. We will keep the scope to make such moves financially worthwhile under close review as the rewards for the best classroom teachers increase.

Recruitment into initial teacher training

59. Our conclusion in successive reports has been that, in an increasingly competitive job market, good quality graduates have not been entering teaching in sufficient numbers to meet future demands. This has been most obvious in the secondary sector for key shortage subjects. The initial evidence on the impact of "golden hellos" introduced last year for graduates entering training to teach mathematics and science was encouraging, although recruitment was still some way short of the targets. Similar incentives have now been extended to modern foreign languages, technology and Welsh, and trainee salaries and grants have been introduced - the new financial incentives for trainees and new entrants are described in **Figure 3**. These are major inducements which we hope will, together with improved pay and career prospects, do much to help address the recruitment needs of the profession.

Figure 3: New financial incentives for trainees and new entrants

New financial incentives for trainees starting initial teacher training in 2000/01 are as follows:

in England

- a £6,000 trainee salary for eligible graduates on postgraduate courses of primary and secondary initial teacher training; and
- an additional £4,000 "golden hello" for those who qualify in mathematics, modern foreign languages, science or technology who go on, after their induction year, to teach their subject in the maintained sector.

in Wales

- a £6,000 training grant for eligible graduates on postgraduate courses of secondary initial teacher training for mathematics, modern foreign languages, science, technology or Welsh;
- an additional £4,000 grant for those who qualify in one of these subjects who, after successfully completing their first year of teaching, go on to teach their subject in the maintained sector; and
- for other secondary subjects, a £4,000 trainee grant, and subsequent additional £2,000 grant for those who, after successfully completing their first year of teaching, go on to teach their subject in the maintained sector.

With effect from September 2001, these arrangements will continue in England, and those in Wales will be the same as those for England. The subjects qualifying for the £4,000 "golden hello" payments will be mathematics, modern foreign languages, science, technology and Welsh.

60. Recruitment to ITT courses in England and Wales over the last three years compared with ten years earlier is shown in **Table 3**. Over the last decade the intake to primary ITT courses has risen slightly from 14,330 in 1990 to 14,420 in 2000, and has always met annual targets and in many cases exceeded them. The picture is very different for secondary ITT courses. The actual intake has increased from 9,460 in 1990 to 15,690 in 2000, but since 1993 it has been consistently and significantly below target. The extent to which intakes have fallen short varies considerably by subject, with greater difficulty experienced for the shortage subjects of mathematics, modern foreign languages and technology. The scale of the training targets - which have been increased further for the secondary sector for the coming year - is challenging, particularly for the shortage subjects. Most notably, the secondary mathematics PGCE intake target for 2001/02 is almost half the number of those likely to graduate in that subject in 2001.

Table 3: Recruitment to initial teacher training courses in 2000/01 compared with the previous two years and 1990/91 in England and Wales

Percentage
change

	1990/91	1998/99	1999/00	2000/01	change 1999/00 to 2000/01
Primary					
Undergraduate	9,520	7,430	7,380	7,330	-1
Postgraduate	4,810	5,640	6,000	7,090	+18
Total	14,330	13,070	13,380	14,420	+8
Secondary^(a)					
Undergraduate	2,310	2,200	1,960	1,630	-17
Postgraduate	7,150	13,140	12,880	14,060	+9
Total	9,460	15,340	14,840	15,690	+6

Source: DfEE

(a) Disaggregation by secondary subject is shown in *Table 20 of Appendix G*.

61. The latest figures show a welcome increase in postgraduate ITT intakes to secondary courses which started in autumn 2000. However, while a step in the right direction, the increase varied by subject and was partly offset by a decline in undergraduate ITT intakes. Much more needs to be achieved to meet the number of new teachers that will be required over the next five to ten years in response to the increase in the number of secondary pupils and, for both the secondary and primary sectors, to replace the substantial number of teachers who will be reaching retirement age. There is also a continuing need to attract more men into the profession, particularly for the primary sector where their numbers are very low.

62. The increases seen so far in ITT intakes are a positive development and suggest that trainee salaries and "golden hellos" are helping to enable teaching to retain the very large share required of the market for new graduates. It will be important to ensure that as many as possible who are attracted by them into teacher training go on to start teaching in schools and remain in the profession.

63. While the main focus of recruitment into initial teacher training will continue to be through the traditional training institution route, we support the greater use which is being made of a school-based route. Young people, especially the more able, increasingly make career changes in their 20s or 30s. It will be important for teaching to attract its full share of this movement and to provide appropriate entry routes. The numbers entering through the school-based graduate teacher programme have grown but remain low. We welcome the Government's increased financial support for schools who train such recruits and we envisage an expanding role for the scheme.

64. Teaching is a major employer of graduates. Teacher shortages are not new and to some extent have always been cyclical. However, the continuing buoyant market for able graduates, the widening range of opportunities available to them, and the demanding, although worthwhile, nature of teaching pose a major challenge for teacher recruitment for the foreseeable future. All of the measures being taken will need close monitoring over the next few years within the context of accurate manpower forecasting and planning.

Overall assessment

65. Motivation and morale, funding, workload, recruitment and retention are all linked. The overall financial picture is one of an improving position for schools. If SSA increases are passed through to them, and if they make effective use of this and other funding, they should in general be in a better position than in recent years to implement pay and staffing improvements. Staffing levels have been improving in absolute terms but workload pressures continue to be an issue and must be addressed further in ways which tackle the underlying factors involved. Sharply increased concerns have been reported over the recruitment position for schools; to cover vacant posts they have to resort to coping strategies resulting in arrangements which are less satisfactory than they would wish. The staffing problems of many London schools, frequently related to high housing costs, are of particular concern. The new financial incentives to attract entrants into initial teacher training are having some impact but much remains to be achieved to meet future needs, particularly for the secondary shortage subjects. The new pay and career structures have a vital role to play - we discuss these further in the next chapter

CHAPTER 4

Development of the pay and career structures

66. This chapter addresses a range of structural issues; pay levels are covered in *Chapter 5*.

67. Major changes were introduced with effect from September 2000 - most notably the threshold for classroom teachers and the new leadership group pay arrangements - which need time to become established. The Secretary of State accordingly asked us to look at other aspects of the new pay and career structures where there were matters outstanding. These related to the upper pay scale, recruitment and retention allowances, special educational needs allowances, the fifth management allowance, ASTs and the planned fast track programme.

68. Other issues were raised with us by consultees concerning the leadership group and classroom teachers. Representations received included a joint submission late in our review from the four teacher unions affiliated to the TUC - the ATL, NASUWT, NUT and UCAC - which they said raised matters partly of relevance to this report but mainly for our next review. We take this into account when addressing particular issues in this chapter.

Main pay scale

69. The main, nine-point, pay scale for classroom teachers relates pay to qualifications and experience, with scope also to reward excellent performance. One point on the scale is awarded to teachers who are good honours graduates with a first or second class honours degree; they therefore start as new entrants on point 2 of the scale on a current salary in 2000-01 of £16,050 (plus a London allowance where applicable and any additional allowance which might be awarded to aid recruitment). This accounts for the vast majority of newly qualified teachers. However, there is discretion to award additional points for years of relevant experience other than in teaching in the maintained sector in England and Wales. Thereafter, all teachers are awarded a further point on the scale for each year of service unless this has been unsatisfactory.

70. Additionally, from September 2001 it will be possible for teachers who have demonstrated excellent service over the previous academic year, having regard to all aspects of their professional duties but in particular classroom teaching, to be awarded two points rather than one point for that year's service. Once awarded, points on the main pay scale, whether originally mandatory or discretionary, cannot be taken away, regardless of whether the teacher remains in the same school or obtains a post in another school. Having reached the top point of the main pay scale, normally after seven years' service giving a current salary of £23,958 before any other allowances, teachers are able to apply for assessment at the performance threshold which gives access to the new upper pay scale.

71. The National Employers have suggested that the main pay scale should be shortened to improve recruitment and retention, and the four teacher unions affiliated to the TUC also said in their submission that the number of points on the main pay scale should be reduced to achieve more competitive starting salary levels and progression. The National Employers suggested that a further simplification would be to remove the distinction for class of degree, which they now thought looked irrelevant and over-prescriptive. Both the National Employers and the four unions accepted that such changes were a matter for our next review, which would allow discussions to take place at national and local level on the implications for funding and give us time to consult other interested parties.

Our views

72. We will consult in the coming year on the proposals received for shortening the main pay scale in the context of the wider issue of how a more positive approach to the development of teachers' early careers can be encouraged. We believe it is a matter of urgency that schools make use of the considerable flexibilities which now exist to reward the very able through faster progression up the main pay scale and that they also award recruitment and retention allowances where it is appropriate to do so. Any case for shortening the main pay scale must be looked at in that context.

Threshold

73. Teachers at the top of the main pay scale can apply to be assessed against the threshold standards. If their application is successful, they move to the starting point of the new upper pay scale. The Secretary of State accepted the recommendation in our special report last October that the DfEE should commission a thorough and comprehensive evaluation of the threshold

standards and procedures, to be available for consideration during our next review. Any changes could then be implemented in 2002. Accordingly, no further substantive comment is made on these matters in this report.

Upper pay scale

74. A key feature of the Government's original proposals and our recommendations last year was the creation of a new upper pay scale for classroom teachers offering scope, subject to performance, for teachers to reach a salary of some £30,000. This is before any other salary enhancements for management responsibilities or other purposes and now features prominently in the promotion of the career opportunities open to those joining the profession. The framework, including the basic performance criteria, is now in place, with initial progression on the new scale to be possible from September 2002. First, however, issues have been raised on the application of the performance criteria, and there are outstanding matters to be determined concerning the continuing entitlement of teachers to points awarded on the new scale.

75. The arrangements established so far are as follows. Having reached the top of the main scale, a classroom teacher who is assessed as meeting the threshold standards goes on to the starting point of the upper pay scale, at a current salary of £25,959 giving an immediate salary uplift of £2,001. The scale rises by four further points to a salary of £30,018. Based on recommendations in our report a year ago, it is made clear in the statutory *School Teachers' Pay and Conditions Document* (the *Document*) and the related DfEE guidance that further progression on the upper pay scale will not be automatic, but will be at the discretion of the relevant body (normally the school governing body). There has first to be a review of the performance of the teacher whose achievements and contribution to the school must have been substantial and sustained.

76. Following the first award of further points with effect from September 2002, points should not generally be awarded annually other than in exceptional circumstances. Normally at least two years should elapse between a teacher moving to the starting point on the upper pay scale, on passing the threshold, and being awarded the next point. The guidance also makes it clear that relevant bodies will be expected to use the outcome of the new annual statutory performance reviews to inform their decisions on pay progression, but with no expectation that meeting specific performance objectives will lead to automatic movement up the scale - relevant bodies will be expected to consider the totality of a teacher's work when reaching their decisions, looking at all of the factors covered in the threshold standards.

77. It is already established that the starting point on the upper pay scale becomes a personal entitlement regardless of whether a teacher remains in the same school or obtains a post in another school. When making our recommendations last year we said that in principle we believed that this should also apply to the further points on the upper pay scale. However, we said that we would like to return to this in the context of a clearer indication of how this part of the new pay structure will be funded. We also said that we wished to return to the basis on which the points on the upper pay scale, including the threshold uplift, might be withdrawn in the event of a significant deterioration in a teacher's performance.

78. This brings us to the questions to be addressed in this review. The DfEE said that the Secretary of State continued to believe that the approach set out in the *Document* and guidance should form the basis for the award of pay points beyond the threshold. However, an expectation was restated that the appropriate level of performance would become progressively more challenging towards the top of the upper pay scale, and that the highest points on the scale should accordingly recognise performance significantly exceeding the threshold standards. It would, in the Department's view, be for relevant bodies to conduct a pay review for each teacher to consider whether the appropriate level of performance and contribution to the school had been demonstrated and whether, in the light of the funds available, to award a further point on the upper pay scale. The DfEE said that additional funds would be made available to support the implementation of pay reforms generally, including the award of further points on the upper pay scale. However, this was not envisaged as a ring-fenced and demand-led grant like that for the threshold uplift.

79. We found considerable support among consultees for the progression criteria already incorporated into the *Document* - substantial and sustained performance and contribution to the school as a teacher. There were some suggestions that there should be mandatory national criteria for the award of each point, while the SHA said it would have preferred a single and substantial further salary step for post-threshold teachers to recognise a clearly identifiable, highly effective teacher undertaking a distinct role in influencing other teachers. Others, such as the NASUWT and the PAT, wanted a much tighter link with the achievement of annual performance objectives.

80. The late submission from the TUC-affiliated unions said that, as for all elements of the salary structure, the upper pay scale should be transparent, fair and equitable and subject to clear national standards. However, they saw criteria being set in the context of a teacher's continuing professional development, with attainable and reasonable objectives being established in discussion with the head or appropriate line manager. Achievement of those individual objectives should, in the unions' view, be reflected automatically by the award of further points on the upper pay scale.

81. There was widespread scepticism that progressively more challenging standards would work in practice, and general agreement that unless substantial numbers of teachers were able to progress towards the top of the upper pay scale it would not have the desired effect of motivating existing teachers and, in terms of salary prospects, attracting new recruits. There was also general agreement that all the points on the scale, and not just the threshold uplift, would require separate funding to avoid repeating the experience of excellence points hardly ever being awarded under the previous pay structure.

82. Most consultees said that points, once awarded, should remain an entitlement if the teacher moved to another school, although it was recognised that this had implications for the way points were funded. On the other hand, the National Employers said that as an assessment of a teacher's performance will have to be made at school level, based on locally-determined rather than national criteria, it would not be appropriate for points awarded above the threshold to be automatically transferable if the teacher moves to another school. It would, in their view, be for the new school to decide on a competitive salary.

83. A case for withdrawing points above the threshold in the event of a teacher's performance deteriorating significantly was recognised by some consultees. The view was also expressed that such a facility was unlikely to be effective. It was pointed out that there were other procedures in extreme cases where a teacher's professional competence was called into question.

Our views

84. We are strongly of the view that the arrangements for the upper pay scale must be kept as simple and straightforward as possible. Progress should be based on continued substantial and sustained performance and contribution to the school and should be seen in the general context of the threshold criteria. We do not support the inclusion of additional references in the *Document* or the DfEE guidance to "progressively more challenging standards", although teachers should be contributing to an ongoing general improvement in educational achievement and be committed to their own continuing professional development. Progress on the scale should reflect the total contribution of the teacher; the achievement of specific targets will be part, although an important part, of that process. We confirm that teachers should normally progress not more quickly than at two year intervals, with more frequent awards only for exceptional performance. We expect that a substantial proportion of those who cross the threshold will, albeit at different speeds, progress towards the top of the upper pay scale.

85. We strongly endorse the need for appropriate funding to support the new arrangements and welcome the indications given that money will be available for post-threshold progression on the upper pay scale and other pay discretions. This is essential. The overall sums involved must be substantial with an assurance that this funding will be sustained to avoid the understandable fear of heads and school governors that they could find themselves with salary commitments which they find it hard to continue to meet.

86. We agree that the threshold uplift, should, once awarded, be retained as a permanent entitlement. While we have accepted in principle that the same should apply to the further points on the upper pay scale, this raises complex issues for teachers who wish to move to another school. We will return to this matter in our next report in the light of further advice on the legal position from the DfEE. We would also like more information about the funding that will be available to support the upper pay scale.

87. Finally, on the question of whether there should be scope for points to be withdrawn in the event of a serious deterioration in performance we believe that such a provision is unlikely to be effective. Schools should rely on existing arrangements for handling questions of professional competence.

88. Our recommendations are therefore as follows.

We recommend, in respect of matters raised on the future operation of the upper pay scale for classroom teachers, that:

- The criteria for progression above the starting point of the scale should be as already defined in the *School Teachers' Pay and Conditions Document* and explained in the related DfEE guidance - in essence that progression is at the discretion of the relevant body to recognise substantial and sustained performance and contribution to the school as a teacher. This should take account not only of particular performance objectives but also the totality of the teacher's work looking at all of the elements covered by the threshold standards. We do not think it appropriate to lay down that the levels of performance required should become progressively more challenging towards the top of the scale.
- There should be no special provision for the withdrawal of points awarded on the scale in the event of a serious deterioration of performance. We believe that schools should rely on existing arrangements for handling questions of

professional competence.

- Other matters concerning the operation of the upper pay scale, including the frequency of awards, should be as set out already in the *Document* and the DfEE guidance. However, we will return in our next report, in the light of further advice on the legal position from the DfEE and more information on funding, to the issue of whether points above the starting point of the scale, once awarded, should be retained as an entitlement for teachers who wish to move to another school.

Recruitment and retention allowances

89. The new pay system introduced last September allows schools to give a recruitment and retention allowance to a teacher who is employed "to teach subjects in which there is a shortage of teachers" or "in a post which is difficult to fill". It is for the relevant body to judge whether any teacher meets either of these criteria and, if so, which level of allowance to award, subject to the locality and circumstances of the school - as shown in **Figure 4**. Relevant bodies may decide whether to review the allowance biennially or treat it as a permanent award. As an alternative to paying an allowance as part of a teacher's monthly salary, there is discretion to pay an annual allowance wholly or in part as a lump sum subject to satisfactory completion of service in the previous year.

Figure 4: Existing basis for the award of recruitment and retention allowances

Schools may award a recruitment and retention allowance to a classroom teacher who is employed to teach subjects in which there is a shortage of teachers or in a post which is difficult to fill. There are four levels of allowance: 1st £909; 2nd £1,782; 3rd £2,703; and 4th £3,765. These allowances can be awarded as follows:

- ***schools not subject to special measures*** may award the 1st or 2nd allowance (or the 3rd for teachers in inner London unless they are in receipt of the old Inner London Area Supplement); and
- ***schools subject to special measures*** may award the 1st, 2nd or 3rd allowance (or the 4th for teachers in inner London unless they are in receipt of the old Inner London Area Supplement).

The Inner London Area Supplement of £822 could be awarded on a discretionary basis prior to September 1993. No new awards have been possible since that date.

90. In its evidence the DfEE asked us to consider whether further recruitment and retention allowances beyond the current maximum should be introduced to provide increased flexibility in offering salary incentives. It also asked whether the existing constraints on the use of recruitment and retention allowances should be amended for schools in a range of the most challenging circumstances, so that it is not just schools in special measures which can award the higher levels of allowance. The Secretary of State was particularly concerned to ensure that Fresh Start schools, replacing schools which were failing or causing concern, have the flexibility they need to reward staff at an appropriate level. An additional option put forward by the DfEE was that recruitment and retention allowances might be paid as a lump sum bonus to a teacher who remains in post for a specified period of time at a school in the most challenging circumstances.

91. The DfEE noted that the values of the new range of recruitment and retention allowances mirror closely what was available under the previous arrangements for newly qualified teachers. However, the effect of setting the rates of the allowances in line with the spine points at the lower end of the old single pay spine has affected the value of awards to experienced teachers who had progressed up the pay spine to a level where the value of additional points was greater. A particular issue arises over the combined effect of this and the assimilation arrangements for teachers transferring to the new pay structure last September which we discuss separately below.

92. The National Employers supported extending the existing discretion to award the third, or where appropriate the fourth, recruitment and retention allowance to cover all schools which come into the category of demanding and challenging. This, they said, should include schools in danger of failing and those in difficult areas which consequently face particular recruitment problems. However, they said that the question remained of the extent to which recruitment and retention allowances would in practice be awarded, although they will continue to urge LEAs to encourage schools to make appropriate use of them.

Our views

93. Recruitment and retention points were not greatly used under the previous pay structure for reasons that have been well-documented, including budgetary constraints. A more flexible approach is required by schools that have recruitment and retention problems. With better funding for the new pay structure, the new allowances should be more widely used, especially by schools in a wide range of challenging circumstances and not just those in special measures. Rather than attempt to define such schools for the purpose of the availability of the higher levels of allowance, we believe that use of any of the allowances should be left to the discretion of individual schools. We agree that the range of allowances should be extended upwards and that schools should be encouraged to consider using allowances in the form of a bonus to a teacher who remains in post at a challenging school for a specified period of time.

94. Our recommendations are therefore as follows.

We recommend, in respect of recruitment and retention allowances for classroom teachers, that:

- the range of allowances should be extended upwards by the creation of a 5th allowance (the value of this allowance is covered by our pay level recommendations in *Chapter 5*);
- use of any of the allowances should be at the discretion of the relevant body of individual schools; and
- relevant bodies should be encouraged to consider using allowances in the form of a bonus to a teacher who remains in post at a challenging school for a specified period of time.

Assimilation from the previous system of recruitment and retention points

95. We have received particular representations about a problem which is arising for experienced teachers who previously held a recruitment and retention point. For, say, a teacher with all of the old points for qualifications and experience the value of the additional point for recruitment and retention as at 31 August 2000 was £1,485 compared with the equivalent first recruitment and retention allowance payable from 1 September 2000 of £909. The difference of £576 was, in line with our recommendations, safeguarded on a personal basis. Under the mark-time arrangements introduced by the DfEE, £500 of this will be offset against the general increase to be awarded from 1 April 2001 or any other increases in salary except the threshold uplift, with the balance to be offset against further increases in the future.

96. We consider that in the circumstances the size of the £500 offset required by the DfEE's mark-time rules is too large and should be reduced, although we understand the wish to move on from safeguarded entitlements within a reasonable period of time. We therefore propose that the maximum amount which should be offset on each occasion of a salary increase, other than the threshold uplift, should be £250 and recommend accordingly.

We recommend that under the mark-time safeguarding arrangements for teachers assimilating to the new pay structure, the maximum offset on any one occasion against increases in salary, other than the threshold uplift, should be reduced from £500 to £250.

Provision for general recruitment incentives

97. The Secretary of State's remit invited us to examine and report on whether provision is needed in the *School Teachers' Pay and Conditions Document* for general recruitment incentives. He had decided to consult upon and make an order under section 5(3) of the *School Teachers' Pay and Conditions Act 1991* to the effect that golden hellos, and equivalent incentives in Wales, should not be regarded as remuneration and that they are therefore outside the scope of the *Document*. He said he could make a similar order in respect of local recruitment incentives, including any LEA schemes such as relocation packages and access to subsidised transport or housing help for newly appointed teachers. Alternatively, it was suggested that we could, in the light of any views from consultees and any doubts about what might constitute remuneration, recommend the inclusion of a general provision in the *Document* to cover local recruitment incentives, any new Government scheme in relation to housing, and bursaries when teachers take up their first post under the proposed fast track programme.

98. We received views on this issue from the National Employers who said that LEAs would strongly support such a general provision being placed in the *Document*. We recommend accordingly.

We recommend that the *School Teachers' Pay and Conditions Document* should include a general provision to cover such matters as local recruitment incentives, any Government scheme in relation to housing assistance, and bursaries when teachers take up their first post under the proposed fast track programme.

Special educational needs allowances

99. From last September two levels of SEN allowance superseded the previous system of spine points available for this area of teaching. For the time being the new allowances have been awarded on the same basis as the points they replaced. The Secretary of State had not wanted us to recommend any change to the criteria pending the outcome of a TTA/DfEE review of the role of SEN teachers. We accepted this, despite our longstanding wish to find a more satisfactory basis for the extra pay of these teachers, but made it clear that we wanted to return to the issue as soon as possible.

100. Historically, teachers in special schools have had a pay lead over mainstream teachers. When the pay structure which was replaced last September was introduced in 1993, account was taken of the developing policy objective for the inclusion, where possible, of SEN pupils in mainstream rather than special school provision. As a result, mainstream teachers became eligible for SEN points on the overall salary spine. However, this related to work with pupils with a formal statement of special needs and not the far greater number of special needs pupils who are not statemented.

101. All teachers in special schools were entitled to the first SEN point on a mandatory basis. Our survey of teachers' pay in 1999 showed that 46 per cent of full-time teachers in special schools also had the discretionary second point. As in previous pay surveys, the position was very different in mainstream schools where only 1.6 per cent of teachers had the first point and 0.4 per cent the second point as well. Teachers appointed as special educational needs co-ordinators (SENCOs), with the role of overseeing special needs work in mainstream schools, were usually given responsibility points. However, the main factor in the limited use of SEN points in mainstream schools was the fact that statemented pupils were usually spread across the school in classes where the rest of the pupils were not statemented. Despite the fact that over 60 per cent of statemented pupils were now in mainstream schools, only the small minority of teachers appointed to special units in mainstream schools were normally able to satisfy the "wholly or mainly teaching statemented pupils" criterion for the award of the mandatory first SEN point and thereafter be potentially eligible for the award of the discretionary second point. This will inevitably have continued to be the case for the new SEN allowances from last September. The rules for the award of the allowances are summarised in *Figure 5*.

Figure 5: Existing criteria for the award of special educational needs allowances

SEN allowance 1 (currently £1,515)

- This allowance must be awarded on a mandatory basis to teachers in special schools, or those in ordinary schools who wholly or mainly teach pupils with statements of special educational needs, whether in designated special classes or otherwise.
- Teachers are also entitled to this allowance on a mandatory basis if they wholly or mainly take charge of special classes consisting wholly or mainly of children who are hearing-impaired or visually-impaired, even if those children do not have statements.
- In addition, this allowance may be awarded on a discretionary basis to other teachers wholly or mainly engaged in teaching children with special educational needs, none or not all of whom have statements.

SEN allowance 2 (currently £3,000)

- *This discretionary allowance may be awarded to teachers who would otherwise be entitled to SEN allowance 1, or be awarded that allowance on a discretionary basis, where it is considered that their experience and/or qualifications enhance the value of the work they undertake with special educational needs pupils.*

102. The DfEE said in evidence to us that in its view the existing criteria for the award of the two SEN allowances were too focused on special schools and did not sufficiently reflect the growing move towards inclusion of special needs pupils in mainstream provision. It saw the criteria as too prescriptive and inflexible. Accordingly, its preference would be to provide schools with a flexible system with entirely discretionary rather than partly mandatory criteria. Decisions would be made by the relevant body on the basis of effective contribution in the classroom. It said that more and more teachers would, at some point in the working week or year, teach pupils with a range of special educational needs, some with statements but many not. Rather than simply base the award of allowances on contact with SEN pupils, they should in the DfEE's view recognise a particular

contribution to the work of the school where SEN is concerned.

103. The DfEE supported the concept of two levels of allowance. It said that SEN allowance 1 should recognise significant contact with SEN pupils, whether statemented or not, above and beyond what might normally be expected of a teacher. SEN allowance 2 should recognise a significant but still greater contribution within the school, in terms of the personal commitment needed to fulfil a defined role, knowledge of special educational needs and involvement with other staff. Such a contribution could be assessed in the light of the national standards published by the TTA but these should not be a deciding factor. The DfEE said that the standards were designed to inform what was expected of SEN teachers but not to form part of their contract of employment. Similarly, it said that acquiring a mandatory qualification for teaching pupils with visual impairment, hearing impairment or multi-sensory impairment would certainly be a factor which might point to SEN allowance 2 being paid to a teacher but not the only one.

104. The views of consultees continued to vary widely. For example, the NUT sought a basis on which both allowances 1 and 2 would be mandatory entitlements, whereas the PAT said that they should only apply to teachers in special schools and that recruitment and retention allowances or management allowances should, as appropriate, be used instead in mainstream schools. The National Employers in principle wanted the existing arrangement to continue, with SEN allowance 1 payable on a mandatory basis to teachers in special schools and those teaching special classes in mainstream schools, and SEN allowance 2 payable on a discretionary basis for additional relevant qualifications. The NGC also said that the existing approach should in principle be retained.

Our views

105. This continues to be a difficult area for designing appropriate arrangements which meet the very wide range of circumstances which can arise. We believe, on recruitment grounds, that SEN allowance 1 should be retained as a mandatory entitlement for teachers in special schools and should be paid on the same basis to teachers appointed to SEN units in mainstream schools. The existing arrangements should also continue to apply to teachers of children who are hearing-impaired or visually-impaired. However, for teachers generally in mainstream schools we are attracted to a more flexible discretionary approach on the lines proposed by the DfEE, supported by effective use of the standards produced by the TTA. The award of SEN allowance 2 should remain on a discretionary basis in all settings. Our recommendations are therefore as follows.

We recommend, in respect of special educational needs allowances for classroom teachers, that:

- the existing mandatory basis should continue to apply for the award of *SEN allowance 1* to:
 - teachers in special schools;
 - teachers of children who are hearing-impaired or visually-impaired; and
 - teachers appointed to special educational needs units in mainstream schools;
- the award of *SEN allowance 1* in other mainstream circumstances should be on a discretionary basis on the lines proposed by the DfEE; and
- the award of *SEN allowance 2* should continue to be on the existing discretionary basis.

Fifth management allowance

106. We recommended last year that there should be four levels of management allowance in the new pay structure, aligned with the equivalent responsibility points under the previous arrangements, for classroom teachers who undertake significant specific management responsibilities beyond those common to the majority of their colleagues. Our working assumption - as the DfEE's had been - was that posts with the fifth responsibility point, that was also available under the old structure, would be appropriate for inclusion in a school's leadership group. They would therefore be covered by the separate pay arrangements which were to be introduced for such groups. During the Secretary of State's consultation following our report a number of consultees said that the absence of a management allowance equivalent to five responsibility points would cause difficulties. He therefore decided that a fifth management allowance of £9,573 should be introduced. He indicated that he would ask us to keep the allowance under review to determine whether it should be retained in the longer term once the leadership group concept was established.

107. We found that views continued to differ on the case for the fifth management allowance, with in particular the NAHT

saying it should be retained and the SHA saying it should be abolished. We remain disposed to keeping the pay framework as simple as possible, and continue to have doubts about the need for a fifth management allowance and the apparent overlap with the leadership group arrangements. We propose to return to the issue in our next report in the light of pay survey evidence later this year on the use made of the fifth management allowance. Meanwhile, we do not consider it desirable for further awards of the allowance to be made and recommend accordingly that this be reflected in DfEE guidance.

We recommend that further awards of the fifth management allowance should be discouraged through DfEE guidance pending further examination of whether it should be retained in the longer term in our next report.

Leadership group

108. The leadership group pay arrangements introduced last September - establishing a common basis for the pay of heads, deputies and other senior teachers with substantial strategic responsibilities for school leadership - were based on the Government's Green Paper proposals. These were similar to ideas which we had begun to develop previously through the reform of the basis on which heads' pay is determined. The new arrangements provide for heads, deputies and assistant heads to have individual pay ranges on a common leadership group pay spine. The 41 points on the current spine start at £28,446 and rise to £75,972.

109. The new arrangements aim to provide schools with the flexibility to create a leadership group appropriate to their needs. In small schools this would be unlikely to extend beyond the head and any deputy. In larger secondary schools the group might include further members of the senior management team alongside the head and any deputies. Classroom teachers newly appointed to the leadership group have not been required to be assessed against the threshold standards, but the future expectation is that new appointments will be made from those who have crossed the threshold earlier in their careers.

110. The head has an Individual School Range (ISR) of seven points which, other than in exceptional circumstances when higher salaries can be paid, is within a group range for the school size - one of eight school group ranges, which currently include ranges of from £33,813 to £44,322 for typical primaries to £55,254 to £75,972 for the largest secondaries. Under the arrangements for assimilation to the new leadership spine, the relevant body was invited to re-determine the head's existing ISR on the basis of the school's particular circumstances, including the need to allow for appropriate pay ranges to be set for other members of the school's leadership group. The relevant body then had to determine five-point salary ranges for deputies and assistant heads in the gap between the salary of the highest paid classroom teacher and the bottom of the head's ISR. The range for a deputy should start at least one point above the starting point of the range of any assistant head.

111. Performance objectives relating to school leadership and management and to pupil progress must be agreed or set for all leadership group members. Relevant bodies may move leadership group members up the leadership group spine within their ISR or range by a point in September 2001 if there has been a review of their performance, in the light of their objectives, which shows that there has been a sustained high quality of overall performance.

112. The new arrangements need to be properly funded. We welcomed the special grants in England towards the initial appointment and assimilation costs of assistant heads and deputies joining leadership groups and the special grants for salary progression from September 2000, under the previous arrangements, and from September 2001, under the new arrangements.

113. Our pay survey last autumn found that about half of the schools that responded had made some decisions about the pay of those in their leadership group, but the response rate was relatively low at that early stage. Many of the schools that responded were experiencing difficulties in moving to the new system. Just over 70 per cent of secondary schools had chosen to add senior teachers to their leadership group. Most leadership groups had two members in primary schools, two or three members in special schools and four or five members in secondary schools.

114. Generally consultees took the view that it was too early to review the new arrangements, but the SHA and the NAHT have registered a number of points with us which we will address in a future review. The National Employers have also queried the interpretation of "the highest paid classroom teacher" when determining the gap below the head's ISR within which pay ranges for any deputies and assistant heads must be placed. Their view is that movement beyond the threshold should not be taken into account in determining these differentials. They said that progression on the upper pay spine and the different ranges within the leadership group will be related to performance and as such should not be taken into account when assessing relative job levels.

Our views

115. The basic concept of the leadership group is simple and there is a need to keep the guidance on it as clear and

straightforward as possible, with the avoidance of unnecessary detailed rules. Many schools are still working on the development of their leadership group within the new structure. As that development continues, the flexibility to adjust ISRs and other leadership group salary ranges should be retained. The experience of those who have completed the process is encouraging but it is too early to reach firm conclusions. We will return to various issues raised with us in our next review in the light of fuller survey evidence of how the new arrangements are working.

Advanced skills teachers

116. The advanced skills teacher grade was introduced from September 1998. The key feature is that, in addition to achieving excellence in their own classroom teaching, ASTs are expected to undertake activities aimed at promoting good teaching practice within their own school and on an outreach basis at other schools. An objective of the AST grade was to provide a career path for the best classroom teachers who, at least for the time being, do not want to move into a senior management post at head, deputy or similar level. The pay framework for ASTs which we recommended in 1998 - which continues to apply - was aimed at providing considerable local flexibility to meet the individual circumstances of teachers appointed to the new posts and the content and setting of those posts. Some 600 ASTs are currently in post in England with the support of special funding. The DfEE aims to raise this number substantially in the longer term. We understand that there are at present no AST posts in Wales, although the procedure and standards for ASTs apply in Wales as they do in England. The DfEE is responsible for these as this is a pay issue and has not been devolved to the National Assembly for Wales. Funding for all aspects of teachers' pay in Wales, however, is provided by the Assembly to local education authorities via the revenue support grant.

117. ASTs can be appointed only after they have passed a national assessment procedure that operates for both England and Wales. However, the procedure and standards - reproduced with other relevant information at *Appendix C* - were not the subject of a previous reference to us. Following the High Court judgment on the threshold standards last July, which the DfEE decided had implications for the basis of the AST selection standards and procedures, AST assessment was suspended pending the outcome of a formal reference to us in this review.

118. The DfEE referred in its evidence to an evaluation of the early experience of schools employing ASTs which it had commissioned from Ofsted - which formed part of Ofsted's evidence to us. The DfEE concluded that good progress had been made but that more needed to be done to reassure teachers about the permanent place of ASTs in the teaching profession. It wanted ASTs to remain a separate category within the pay system, distinct from teachers on the new upper pay scale and members of the leadership group. However, it suggested that we might want to consider ways in which the pay structure for ASTs might be updated in the light of those new structures. Henceforth it wanted all applicants for the AST grade to have first crossed the threshold before they are assessed for the additional qualities required of ASTs, including crucially an "excellent ability to advise and support other teachers". It also wanted changes to the professional duties of ASTs to reinforce their outreach role, and also for them to be able to retain management responsibilities as long as they could carry out their commitments as ASTs.

119. In a further letter of 21 November the DfEE confirmed that we were being asked to endorse the existing standards and procedures for the assessment of potential ASTs to enable a speedy resumption of assessment. It also invited us to consider a minimum time for outreach work of half a day a week with a further half day a week to be used for "inreach" work with teachers in the AST's own school. It additionally proposed that a formal requirement that AST candidates should first have crossed the threshold should be deferred on practical grounds until 1 January 2002.

120. With the particular exception of the National Employers, most consultees opposed the AST concept when it was first proposed and continue to do so. Much of the continuing doubts about ASTs are based on the difficulties seen in singling out excellent practitioners, a resentment that they are not supposed to have management responsibilities, and practical problems of releasing ASTs for outreach work in other schools. There is a strong preference for old-style LEA advisory teachers. Many consultees want the AST concept to be abandoned, although the SHA said that if they continue to exist they should be regarded as "the pinnacle of the professional route" and be incorporated accordingly into the new pay structure.

Our views

121. Although widespread doubts persist about the need for a separate category of teachers with advanced skills, there are signs that a leading and distinctive role is beginning to emerge for ASTs in supporting and advising other teachers. The Ofsted evaluation found examples of good practice although there continue to be practical problems to be overcome in the effective organisation and application of outreach work in other schools. We are content that the selection of new ASTs should be on the basis of the standards and procedures which were being used up to July last year and we agree that, with effect from January 2002, classroom teachers applying for AST assessment must first have crossed the performance threshold for classroom teachers.

122. We are of the view that, for the time being, the pay structure for ASTs should remain separate from the upper pay scale for classroom teachers and the arrangements for leadership group members. For the moment at least, the existing spine - updated in the light of our general pay recommendations - appears to offer sufficient flexibility for appropriate pay differentials in a wide range of likely circumstances, but this is an aspect which we can keep under review. We accept the criteria for salary progression, as proposed by the DfEE, of continuing excellence in the AST's own teaching and contribution to standards of teaching at his or her own school and elsewhere. We also accept that there should be a duty to undertake outreach and "inreach" work, the details of which should be the subject of consultation by the DfEE with interested parties. However, we find it difficult to see how ASTs can properly fulfil their distinctive role, and cope with the workload involved, if they also have a management job. Our recommendations are as follows.

We recommend in respect of ASTs that:

- the selection standards and procedures should be as were being used up to July 2000;
- with effect from 1 January 2002, classroom teachers applying for AST assessment must first have crossed the performance threshold for classroom teachers;
- they should, for the time being, continue to be paid on their designated pay spine, separate from the pay arrangements for classroom teachers and leadership group members (the values of the pay spine points are covered by our pay level recommendations in *Chapter 5*); and
- they should have a duty to undertake outreach and "inreach" work, the details of which should be the subject of consultation by the DfEE with interested parties.

Fast track teachers

123. The DfEE has announced the introduction of a fast track programme which we were asked to consider in outline in our report a year ago - we understand that the National Assembly for Wales is considering consulting on a possible accelerated development scheme for teachers in Wales. The aim is to attract more of the ablest graduates into teaching and to enable them and outstanding existing teachers to move up quickly through the profession. Applications are to be invited from existing teachers from later this year, with those successful taking up their first fast track teaching posts from April 2002. The first intake of successful applicants from outside the profession are to begin their initial teacher training in September 2001 and take up appointments as fast track teachers from a year later. In our report a year ago we agreed to the DfEE proposal that fast track entrants should start one point higher on the main scale for classroom teachers than would otherwise be the case; it is likely that they would be strong candidates for subsequent accelerated progression up that scale.

124. We were given details of the selection process, criteria and standards - the proposed detailed competencies are reproduced at *Appendix D* - and invited to make recommendations concerning their suitability for appointing fast track teachers.

125. Most consultees continue to oppose the fast track programme. They question the possibility of identifying high-potential teachers before they have taught. They anticipate that fast track teachers might not be accepted readily by other teachers, and are concerned that some unsuccessful applicants may be lost from teaching altogether. However, they all supported the wider concept of fast tracking teachers who show high potential.

Our views

126. We have similar concerns to those expressed by consultees about the fast track programme. We have discussed these concerns with officials and it will be essential for the DfEE to monitor these and other aspects during the initial phase. We believe, as do many consultees, in the general concept of fast tracking of teachers in service. In this context the salary progression envisaged under the fast track programme provides a valuable model. We hope that the programme will act in a pump-priming way for the positive management of teachers' early careers more generally. We make our recommendation with this in mind.

127. We are not making specific comments on the detailed criteria for the selection of fast track programme entrants but accept that the kind of qualities listed should prove helpful as a general guide for those involved in the selection process. Predicting future high-level performance is a complex judgment and not, in our view, easily reduced to detailed lists of qualities in this way. Excellent teachers are excellent in different ways and have to perform successfully in a very wide range of circumstances. Moreover, several of the qualities listed will often be difficult to identify in those who have yet to embark on a career. For all

these reasons we doubt whether predictors of this kind can or should be set out in a statutory document. We are, however, encouraged by assurances that the selection procedure will be comprehensive, and more especially that the final selection decisions will involve practising head teachers. Our recommendation is therefore as follows.

We recommend that the detailed processes, criteria and standards for the fast track programme should be determined by the DfEE in consultation with interested parties.

Emerging framework of performance review and criteria

128. The new arrangements being put in place for post-threshold teachers, ASTs and fast track teachers are adding to a range of performance criteria across the profession. The DfEE referred to the new performance management arrangements for teachers being introduced under appraisal legislation and therefore outside our formal remit under the *School Teachers' Pay and Conditions Act 1991*. Regulations came into effect in England on 1 September 2000, providing for an annual cycle of objective setting, monitoring and performance review; further regulations are to follow for teachers who are not based in schools. The National Assembly for Wales has responsibility for regulations governing teacher appraisal in Wales; subject to its decisions, we understood that similar arrangements to those in England will be introduced in Wales. Governing bodies will be responsible for the performance reviews of heads, while heads will be responsible for those of other teachers.

129. This is a different approach from that in the current pay and conditions *Document* under the 1991 Act which places a responsibility on governing bodies to agree performance objectives for all members of the leadership group and to agree performance criteria for ASTs. The DfEE said that once the new statutory requirements for performance review are fully in place it would seem unnecessary, and potentially confusing, for there to be a pay and conditions requirement on relevant bodies to agree performance objectives for teachers other than the head. The *Document* would however continue to require relevant bodies to review teachers' performance for pay purposes and therefore needs to stipulate relevant criteria for salary progression. The DfEE referred to the following emerging framework:

- ***pre-threshold teachers, including fast track teachers:*** excellent performance in all aspects of the teacher's professional duties but in particular classroom teaching (as the basis for the possible award of two experience points rather than one in any given year).
- ***post-threshold teachers:*** substantial and sustained achievement and contribution to the school.
- ***advanced skills teachers:*** continuing excellence in their own teaching and contribution to standards of teaching at their own school and in other institutions where they undertake outreach work.
- ***members of the leadership group other than the head:*** contribution to the leadership and management of the school and pupil progress - which may need to cover pupils taught directly by deputy or assistant heads as well as the school's overall progress.
- ***headteachers:*** quality of leadership and management and pupil progress at the school.

130. The emerging framework set out above appears to go a long way towards achieving a reasonably consistent approach. Further consideration of the relationship between the different criteria would probably best await the evaluation of the threshold process and standards which will be carried out by the DfEE in time for our next review.

131. The DfEE would expect the relevant body in carrying out reviews for pay purposes to take account of appropriate information from performance reviews carried out under the new appraisal regulations. The Secretary of State will need to consider the best timing for changes to the *Document* to reflect this once all the necessary regulations are made for teacher appraisal. This appears to be a matter which we could leave for determination by the Secretary of State in consultation with interested parties.

We recommend that the DfEE considers, in consultation with interested parties, the best timing for changes to the *School Teachers' Pay and Conditions Document* to reflect the need for reviews for pay purposes to take account of appropriate information from performance reviews carried out under the new appraisal regulations.

CHAPTER 5

General pay levels

Range of considerations

132. In *Chapter 4* we have made a number of recommendations for progressing the pay structure reform which began last year and have also addressed new issues which had been raised with us. We now turn to the question of pay levels for the coming year, which we were asked to look at in the context of a range of considerations. These included: funding generally for 2001-02; specific expenditure for delivering educational priorities which the Secretary of State said should not be diverted to fund a pay settlement; the Government's inflation target, which he said required responsibility in all pay settlements; and teacher recruitment, retention and motivation. *Chapter 3* examines most of these considerations; we now comment on the latest economic indicators, starting salaries and overall pay levels before making our recommendations for general increases in pay from 1 April 2001.

Economic indicators

133. The Government's inflation target continues to be an underlying 12 month increase of 2.5 per cent in the retail prices index, excluding mortgage interest payments. The DfEE said in its evidence that the prospects were for low inflation and for moderate and affordable pay settlements. The latest figures available to us related to December 2000 for the RPI and November 2000 for average earnings. The underlying RPI rate was 2.0 per cent, and the headline rate was 2.9 per cent. The underlying annual rate of increase in the average earnings index for the whole economy, reflecting overall changes in pay including such elements as bonuses and promotion rises, stood at 4.2 per cent.

Starting salaries

134. There has been upward pressure on graduate starting salaries, although the market for new graduates is increasingly diverse. Figures published by the Association of Graduate Recruiters (AGR) largely relate to the better-qualified graduates on special recruitment programmes with major graduate employers; they account for perhaps 1 in 8 of all graduates entering employment. The AGR information shows that the starting salaries in 2000 among such employers ranged from £14,000 to well over £20,000, the latter being offered primarily by some London-based employers; the median starting salary was £18,000, a rise of 2.9 per cent on a year earlier. Other salary surveys, such as those conducted by Barclays Bank and by the Higher Education Careers Services Unit, indicate that graduates are entering a widening range of jobs with employers beyond the AGR membership, often on salaries that are £2,000 or more below the figures reported by the AGR. This diversity in starting salaries reflects different degree subjects, locations, types of employer, work, career prospects and other elements of the reward package on offer.

135. The current minimum starting salary for a teacher outside London with a good honours degree is £16,050. Those beginning their career in London are paid the appropriate London area allowance, currently £2,316 in inner London raising the minimum starting salary in that area to £18,366. In addition, teachers in London and elsewhere can be paid recruitment and retention allowances which start at £909. This will follow on from trainee salaries and grants, and be in addition to golden hellos where payable, to which we refer earlier in our report.

Pay prospects

136. The pay reforms being introduced are aimed at enhancing pay prospects for teachers at all levels of the profession. There is new scope for classroom teachers to progress quickly to the top of the main pay scale. After seven years or sooner a large majority of them will be expected to cross the performance threshold to the new upper pay scale. The threshold uplift will give such teachers a £2,001 increase in pay, a rise of around 8 per cent establishing a minimum salary for them of £25,959. Additionally, by that stage a majority of teachers will have responsibilities for which they will be receiving a management allowance of at least £1,485. They may also be in receipt of recruitment and retention or SEN allowances.

137. Further salary opportunities will then arise for teachers who in due course progress up the upper pay scale, and there are similar opportunities for ASTs and members of school leadership groups. Average salary levels in the profession are therefore set to rise significantly in addition to increases to general pay levels arising from the recommendations which we are asked to make each year.

138. While recognising these enhanced prospects, the teacher unions collectively and individually have called on us to recommend a substantial increase in pay levels, particularly to enhance the immediate financial attractions of joining the profession but also to improve the pay of teachers generally. They were especially concerned about the position in London. Referring to the new, well-publicised pay measures being introduced for groups such as nurses and the police, they said that the rates of London allowances should be greatly improved to help tackle widespread teacher supply problems in London schools. There was much support for such improvements to pay levels and the rates of London allowances among other consultees. The National Employers said that a pay award above the rate of inflation would affect LEAs' ability to support the agenda for raising educational standards. They nonetheless proposed an increase to the inner London allowance of 10 per cent, and to the outer and fringe area allowances of 5 per cent, even though they said this would put financial pressure on London authorities.

Our views

139. It remains vital that underlying pay levels are sufficient to recruit, retain and motivate all the teachers needed to achieve the challenging targets for improvement set by the Government.

140. We have a particular concern on this occasion about the starting rate for new teachers, despite the scope which exists to enhance the minimum salaries which are payable. The Government has acknowledged the seriousness of the problem of recruiting sufficient numbers of new teachers, especially for the secondary shortage subjects. The introduction of trainee salaries and golden hellos has had some effect but more needs to be achieved to continue attracting the substantial numbers required. The improved pay prospects will play their part but we also consider that there should be a relative improvement in minimum starting salaries over and above the general increase we recommend from 1 April 2001.

141. The particular recruitment and retention problems for schools in London are also widely acknowledged. We have made our view clear that full use should be made of the new recruitment and retention allowances to address specific problems - not all schools share the same degree of difficulty in attracting and retaining staff, which points to the selective use of discretionary allowances. We are strongly of the view, too, that specific measures are needed to address the problem of housing costs in London. However, we also consider that the time has come to recommend a substantial improvement in London allowances to underpin other discretionary responses to the teacher supply problems affecting schools right across the London allowance areas.

Recommended pay levels

142. Taking all factors into account, we make the following recommendations on salary levels, which should be implemented in full without staging.

We recommend, with effect from 1 April 2001, that:

- the values of the pay scales for classroom teachers should generally be increased by 3.7 per cent, with a larger increase at the lower end of the main pay scale to establish a minimum starting salary for a new entrant with a good honours degree of £17,001, with some consequential adjustment of other points on the scale;
- the rates of management, recruitment and retention, and SEN allowances for classroom teachers should be increased by 3.7 per cent, and a new 5th recruitment and retention allowance (as recommended in principle in *Chapter 4*) should be created of £5,085;
- the values of the pay spines for ASTs and for heads, deputies and assistant heads should be increased by 3.7 per cent; and
- the rates of London area allowances (other than the discretionary inner London area supplement) should be increased by more than the level of the general increase to the following values: inner London £3,000; outer London £1,974; and fringe £765.

143. The recommendation for a minimum starting salary of £17,001 for a new entrant with a good honours degree represents a rise of 5.9 per cent. The increase we recommend in London allowances will mean that such a new entrant in inner London will

have a minimum starting salary of £20,001, a rise of 8.9 per cent. Details of all the current and recommended pay levels are provided in *Appendix E*.

Cost of recommendations

144. In addition to the 3.7 per cent cost of the recommended general increase, the additional adjustment to the main pay scale for classroom teachers will add a further 0.2 per cent, and the additional increase to London area allowances will add a further 0.3 per cent, to the overall teachers' paybill.

CHAPTER 6

Other issues

145. In this chapter we consider several issues raised with us in the Secretary of State's remit letter, or subsequently on his behalf, and not covered elsewhere in our report.

Sabbaticals

146. The Government's original Green Paper proposals included an intention to review the existing opportunities for teachers to take sabbatical leave. It said that experienced and excellent teachers should have opportunities, like those for other professions, to undertake development or research work and enhance their performance. This attracted overwhelming support when views were sought in February last year by the DfEE through a consultative document, *Professional development - support for teaching and learning*.

147. The DfEE said that it was considering whether to introduce a pilot scheme for sabbaticals which would include the possibility of a teacher's pay for four years being spread over five years. This would provide the opportunity for the fifth year to be taken as a sabbatical and was based on a scheme operating in Ontario, Canada. The rules for that scheme make no mention of what teachers may do with their leave of absence and some have taken other jobs. The DfEE envisaged that its scheme would be for teachers who wanted to build on their experience through further development activities, study or research of value to their schools or future schools, thereby contributing to the improvement in standards through the dissemination of good practice. Teachers would notify in advance the type of activity they would undertake and be expected to provide a report on their return.

148. While it was generally considered that the "four over five" proposal would be unattractive, we found universal support among consultees for the principle of sabbaticals. This was for both the opportunity to improve knowledge and skills and the benefit of a change from the daily pressures of teaching. Individuals could return enhanced and refreshed to resume their teaching work, to the advantage of themselves and their schools. It was suggested, however, that a year's duration for a sabbatical could be too long and that many teachers, and their schools needing to arrange cover for their absence, would prefer shorter periods of, say, a term.

Our views

149. We see great merit in the provision of sabbatical leave for approved professional study and personal development. We share the doubts put to us about the DfEE's particular proposal and suggest that it should explore other possible approaches in consultation with interested parties. We recommend accordingly.

We recommend that the DfEE explores possible alternative approaches for the provision of sabbatical leave for teachers in consultation with interested parties.

Professional development

150. The DfEE's consultative document of February 2000 on professional development asked more generally whether an entitlement to high-quality learning opportunities should be established alongside a contractual obligation to improve subject knowledge and professional skills. This attracted substantial support from respondents to the consultative document.

151. In its evidence to us the DfEE referred to the range of opportunities being developed, such as through:

- the National College for School Leadership, which started operating in September 2000;
- training and professional guidance to support the literacy and numeracy strategies;
- initiatives being piloted to improve secondary school subject knowledge; and
- beacon schools, the Excellence in Cities initiative, Education Action Zones, Best Practice Research Scholarships and a range of other activities.

It also said that the new performance management arrangements required heads and other line managers to ensure that teachers have agreed objectives including those for their own development, and that they are reviewed. This in effect provides an entitlement for all teachers to have their development discussed.

152. The DfEE said that there was no statutory duty as such on teachers to take forward their development objectives. We were accordingly asked to consider and make recommendations on whether the existing professional duty on heads, in respect of identifying and undergoing appropriate training, and on other teachers, to participate in further training and professional development, should be updated to reflect the new context of performance management reviews and opportunities for development.

153. In Wales, professional development is supported through the National Assembly's Grants for Education and Support of Teachers, and it also has a comprehensive programme for school leaders. However, interests in Wales have not yet been consulted specifically on professional development opportunities and changes in duties in respect of professional development. As noted earlier, the National Assembly for Wales has responsibility for regulations governing teacher appraisal in Wales; subject to its decisions, we understand that similar arrangements to those in England will be introduced in Wales but on a different timescale.

Our views

154. Improved opportunities for professional development clearly have wide support, which is as it should be. We noted, for example, that the National Employers said they would support a suitable addition to the list of professional duties set out in the *School Teachers' Pay and Conditions Document*. They acknowledged that professional development will clearly be an essential element of the new performance management arrangements. We recommend accordingly that new duties should be added to the *Document*, with the detailed wording to be finalised by the DfEE in consultation with interested parties. It will, of course, be vital that opportunities for professional development are expanded and kept up to date, and that the resources are available to allow heads and other teachers to make full use of them.

We recommend that the existing professional duties on heads and other teachers in respect of training and professional development should be updated by the DfEE, in consultation with interested parties, to reflect the new context of performance management reviews, once the necessary regulations are made on teacher appraisal, and opportunities for development.

General safeguarding

155. Under long-standing provisions of the *School Teachers' Pay and Conditions Document* there are circumstances in which teachers are entitled to retain their previous salary following a change of post, and others where they may do so at the discretion of the LEA. Where teachers lose their post as a result of the statutory closure or reorganisation of a school and are immediately employed in a post where their salary is paid by the same LEA, they must be regarded for all salary purposes as if they had remained in the post previously held - retaining, for example, an entitlement to management allowances. In other circumstances, such as redeployment because a school is contracting in size, the LEA can decide whether safeguarding should apply but should not unreasonably refuse to exercise its discretion in favour of the teacher. Safeguarded salaries are uprated in line with national pay awards arising from our recommendations, and classroom teachers below the threshold move up the main pay scale and can apply to cross the threshold in the normal way.

156. The DfEE said that there was a case for time-limiting general safeguarding, on the grounds that after a period of time teachers should have had sufficient opportunity to find a new post at least matching their previous position. It said that teachers should not continue indefinitely being paid at a higher rate than their new post merits - it considered that a period of around three years would be appropriate.

157. It is evident, however, that there is strong opposition to any dilution of the existing safeguarding provisions among the teacher unions. For example, the PAT said that it was stressful enough for teachers to be redeployed without having to worry about uprooting themselves again within three years, or losing pay. The National Employers said that both mandatory and discretionary safeguarding caused problems because schools decide whom they appoint and could not be compelled by the LEA to receive teachers on safeguarded salaries. Nonetheless, they said that the current arrangements for mandatory safeguarding should not be amended, since it was a helpful tool when implementing LEA-wide changes such as reorganising separate infant and junior provision into combined primary schools. However, they repeated the proposal they made last year that discretionary safeguarding should be limited to a cash protection basis for a period of, say, three years.

Our views

158. The question of general safeguarding was raised with us last year when we said that we would want to receive far more evidence about the detailed implications of making any changes before coming to a view. We added that in the first instance we believed that this was a matter which should be discussed directly between the parties

We recommend that the DfEE should consult interested parties about the continued basis for general safeguarding, with reference back to the Review Body as appropriate.

Golden Jubilee bank holiday

We accordingly repeat our recommendation of last year to that effect.

159. In a letter dated 27 November, reproduced at *Appendix F*, the DfEE referred a further issue to us arising from the announcement that there will be a special bank holiday on Monday 3 June 2002 to commemorate Her Majesty the Queen's Golden Jubilee. The Department has asked LEAs to move the summer half-term week to the week in which the bank holiday falls, so schools will be closed on the bank holiday. However, ministers do not want to deprive teachers, or their pupils, of the day off which would otherwise have occurred during term time. Schools will therefore close for a day off in lieu of the bank holiday, probably at the end of the summer term. Accordingly, it is proposed by the DfEE that the number of days annually on which classroom teachers are normally required to be available for work, and within that the number of days on which they may be required to teach pupils, should be reduced by one day for that school year, with a corresponding reduction in the related 1,265 hours of specified duties. These changes would be incorporated into the forthcoming *School Teachers' Pay and Conditions Document* which will cover the school year in question.

160. Some concerns have been expressed to us about the possible adverse effect of the change to the timing of the summer half-term holiday in 2002 on exam timetables, and there was particular concern in Wales about other long-standing arrangements. However, we have received no objections in principle to the proposed adjustment of the working time requirements for classroom teachers for that school year.

Our views

161. We have no objections to what is proposed which we recommend should be adopted.

Statutory maternity and parental leave

We recommend, in recognition of the additional bank holiday which has been announced for June 2002 to commemorate Her Majesty the Queen's Golden Jubilee, that the 190 days in the school year on which teachers must be available for work and may be required to teach pupils should be reduced by one day in 2001/02. There should be consequential reductions in the overall total of 195 days for which the teacher must be available for work and the annual hours of specified duties.

162. The *School Teachers' Pay and Conditions Document* provides that statutory maternity leave shall count towards the qualifying service necessary to gain points for experience on the main pay scale. New statutory rights confer entitlements to additional maternity leave and to parental leave and the Secretary of State invited us to recommend that they should in future count for the purpose of experience points. We agree that they should so count, and recommend accordingly.

We recommend, that the new entitlements to maternity leave and to parental leave under *The Maternity and Parental Leave etc Regulations 1999* should count towards the qualifying service necessary to gain experience points on the main pay scale for classroom teachers.

CHAPTER 7

Final comments

163. Evidence for this report has shown sharply increased levels of concern about teacher vacancies in schools over the last year. After we had finished taking formal evidence this issue was given further prominence in supplementary submissions from the two headteacher associations and other teacher unions; in a number of unsolicited letters from heads and others on behalf of individual schools; and in local and national press reports and speculation. Local examples were quoted of staff shortages, particularly in London and the south east. A special unit set up by the DfEE is advising on how individual problems can be resolved and is monitoring the situation.

Focus of our pay recommendations

164. We have made particular recommendations in this report on the minimum starting salaries for qualified new entrants to teaching and on London allowances, the issues of most concern to many consultees. We also propose greater flexibility to enable schools to respond to recruitment and retention problems through the payment of additional allowances. However, these are only part of the overall package of inducements, rewards and flexibilities which is being put in place for teachers in England and Wales, which other recommendations in our report aim to develop further.

Overall package of inducements, rewards and flexibilities

165. In England trainee salaries of £6,000 are now paid to eligible graduates on postgraduate initial teacher training courses, and "golden hellos" of a further £4,000 are subsequently payable to secondary shortage subject teachers when they complete their post-qualification induction year and continue to teach their subject in the maintained sector. Similar arrangements apply in Wales. In addition to these inducements, our recommendations will mean that new entrants with a good honours degree will have a minimum initial salary nationally on the main pay scale of £17,001; the increase we propose in London allowances will raise this minimum to £20,001 in inner London and to corresponding figures in the outer and fringe areas.

166. There is considerable flexibility available to schools to enhance these minimum salary levels through the award of recruitment and retention allowances - the first level of these allowances is raised to £942 under the recommendations in this report. There is also scope for double increments to be awarded for excellent performance to accelerate progression on the main pay scale. After seven years or sooner, most teachers will reach the top of that scale, giving a minimum salary under our recommendations of £24,843. This is before any allowances for recruitment and retention purposes, for additional management responsibilities, or for particular work with pupils with special educational needs.

167. Once at the top of the main pay scale, teachers can apply to cross the performance threshold to the new upper pay scale, giving them under the recommended new pay levels an immediate salary increase of £2,076. There will then be scope for their new salary before any allowances to rise to £31,128 subject to their continued contribution. By this stage of their career, the majority of teachers have a management allowance, under our recommendations, of at least £1,539 or in many cases £3,111 or £5,343.

168. Many teachers will realistically aspire to further advancement in the profession. Improved rewards in recognition of high performance are available to heads, deputies and other leadership group teachers. The head of a typical primary school will have an individual salary range on the proposed spine which could reach £45,953, while the head of a large secondary school could have an individual salary range reaching £78,783.

Progress of reform

169. We are encouraged by the very high proportion of eligible teachers who have initially applied to cross the threshold: this major exercise was a challenge to school management as well as teachers, to which both responded very positively. We are also encouraged by examples of schools which have already seized the opportunities offered by the new leadership spine, not just to improve the prospects of their heads, deputies and, in larger schools, newly designated assistant heads, but also to review the structure of responsibilities and ways of working of their senior management group.

170. In this report we commend the development of the scope to recognise individual contribution, both within the main pay scale and on the new upper pay scale, and to address local supply problems. Our aim has been to keep structures as simple as

possible - but introducing the new flexibilities in ways which teachers will see as fair does present challenges. There is a continuing need for training and ongoing support and for a period of stability to enable what have been major changes to settle in. Most importantly, we emphasise the crucial importance of adequate funding. Funding levels are improving; headroom above the cost of general increases in pay levels will continue to be needed if the new opportunities and flexibilities are to become a reality.

171. Filling specific gaps in teacher supply and improving recruitment to ITT generally are not easy in a continuing buoyant market for able graduates. As the new scope for reward is actually delivered to teachers we believe that perceptions of the attractiveness of the job of a teacher will improve. Equally important will be action along the lines we propose for achieving some easing of workloads.

172. The momentum for steady progress on all these fronts must not be lost. Provided it is sustained, and a continued raising of school and pupil achievement is reflected in an enhanced image of teaching, we are confident of real improvement in the next few years in the stature and attractiveness of the profession.

Tony Vineall
Carol Ferguson
Ros Gardner
Peter Gedling
Janet Langdon
Richard Pearson
John Singh
Patricia Sloane

18 January 2001

Appendix A

Remit and directions from the secretary of State
(see paragraph 1)



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The Rt Hon DAVID BLUNKETT MP

Tony Vineall
Chair
School Teachers' Review Body
Office of Manpower Economics
Oxford House
76 Oxford Street
LONDON W1N 9FD

3 August 2000

Dear Tony

I am writing to set out the issues on which the Government seeks the advice of the School Teachers' Review Body (STRB) in respect of the year beginning 1 April 2001.

We have made significant progress in the modernisation of the teaching profession. So far as pay and conditions are concerned, we made the major changes in the last pay round, with your help. Subject to matters arising from the High Court judgement, on which I have written separately, we will soon be entering a period of consolidation although there remain some important matters still to be addressed.

To set the context, I must first give the STRB directions under section 1(4) of the School Teachers' Pay and Conditions Act 1991 as to considerations to which you are to have regard.

Considerations to which the STRB is to have regard

- a) the principles of good leadership, incentives for excellence, a strong culture of professional development and better support to teachers to focus on teaching;
- b) the need to minimise additional burdens on head teachers and line managers in the operation of the new arrangements to reward excellence in teaching;
- c) the Prime Minister's and my priorities for delivering a higher quality education service, which involve specific items of expenditure in support of my Public Service Agreement which should not be diverted to fund a pay settlement;

d) the outcome of the Year 2000 Review, from which we must fund all service improvements and pay settlements. Officials will write to provide further information;

e) the Government's inflation target, which will require responsibility in all pay settlements;



INVESTORS IN PEOPLE



- f) the need for all schools to recruit, retain and motivate sufficient teachers and members of the leadership group of the required quality to deal effectively with the challenges they face.

I also direct the Review Body to report to the Prime Minister and me the results of their examination of these matters as they think fit, in time for the Government to take decisions on the report by early 2001. I will then arrange for your report to be published, as the Act requires me to do.

Against this background, and in pursuance of my power under section 1(1) of the 1991 Act, I refer to you the following matters.

Matters for examination and report

In the light of the new pay and promotion procedures, you need to examine:

- a) whether any general pay increase should be made to teachers' pay and allowances and, if so, how much;
- b) any necessary adjustments in the light of experience to the new classroom teachers' and leadership group pay structure, including the safeguarding and assimilation arrangements and the case for the fifth management allowance;
- c) criteria for movement on the upper pay scale for classroom teachers;
- d) whether the existing general safeguarding arrangements should be time-limited;
- e) whether parental leave and additional maternity leave should count towards experience points;
- f) any recommendations you may have on special needs payments (paragraphs 116-119 of your ninth report) and how this would fit in with the new pay arrangements;
- g) any recommendations you may have on the pay and role, and selection criteria and processes, for ASTs (paragraph 127 of your ninth report);
- h) selection criteria and processes, and performance standards, for the fast track initiative;
- i) any further recommendations you may have on recruitment and retention, arising from the studies you have commissioned (paragraphs 51 and 115 of your ninth report), including that on London; and taking account of the position of schools facing the greatest challenges, particularly low achieving schools in urban areas and Fresh Start schools;
- j) whether the School Teachers' Pay and Conditions Document should contain a general provision to allow recruitment incentives for teachers;
- k) any recommendations you may have arising from your workload survey (paragraph 34 of your ninth report);
- l) whether the School Teachers' Pay and Conditions Document should require headteachers and teachers to undertake professional development and participate in development activities;

- m) pay arrangements for teachers on a sabbatical if a pilot scheme is introduced;
- n) whether any other adjustments are needed to the provisions on pay and conditions of employment set out in the School Teachers' Pay and Conditions Document 1999.

I look forward to receiving your recommendations in due course.

Best wishes

A handwritten signature in black ink that reads "David Blunkett". The signature is written in a cursive, slightly slanted style.

DAVID BLUNKETT



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Education and Employment**

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29 November 2000

Dear Betty,

LOCAL GOVERNMENT FINANCE SETTLEMENT

You will have seen the 27 November announcement of the local government finance settlement: I enclose a further copy. You will see that the percentage increase in Education Standard Spending has been revised to 4.8% since the publication of the Department's written evidence in September. This is because of technical adjustments to the figures for 2000-01 which we highlighted in the summer spending review announcements and which have now been finalised, for example for the ending of the nursery education grant.

The announcement is good news for schools who will see significant increases in the funding they get to raise standards. This includes funding in direct grant and from the Standards Fund as well as money in devolved school-budgets. The Review Body will however want to bear in mind that schools' core budgets derive from Education SSAs and that there is considerable variation in their levels from one authority to another for a variety of reasons. For instance this year will see changes to the area cost adjustment. We will give full details in a further detailed paper. In broad terms some 58 authorities will get less than a 4% increase in their Education SSA and the average increase in metropolitan authorities is 3.5%. There are eight other authorities with increases below 3%, all of which are inner city areas. Although London is in a better position, some London authorities would also be squeezed by a differential increase in London allowances: we will send you some figures on the costs of increases in London allowances.

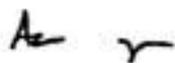
The second point I want to stress is that authorities and schools do need to meet other pressures – particularly other pay and price increases, increased contributions to Standards Fund activity and demographic change.



INVESTOR IN PEOPLE

It is to meet these pressures, to accommodate local variations and to allow schools more flexibility to make their own spending decisions to raise standards that Ministers have sought to include some headroom in the funding for schools in 2001-02. Retention of that headroom depends on a general increase in teachers' pay that can reasonably be afforded within the resources available.

Yours sincerely,



ADAM POKORNY

Appendix B

Conduct of the review

(see paragraphs 6 to 10)

Consultations

1. The *School Teachers' Pay and Conditions Act 1991* requires the Review Body to give relevant organisations the opportunity to submit evidence and representations on the issues arising from the remits and directions given to it by the Secretary of State. The organisations consulted to fulfil this statutory requirement were:

Associations of local education authorities

National Employers' Organisation for School Teachers

Bodies representing governors of community, foundation and voluntary aided schools

Agency for Jewish Education

Association of Foundation and Voluntary Aided Schools

Catholic Education Service

Church of England General Synod Board of Education

Education Office of the Methodist Church

Foundation and Voluntary Aided Schools' Association

Free Church Federal Council

Institute for School and College Governors

National Association of Governors and Managers

National Governors' Council

Bodies representing school teachers

Association of Teachers and Lecturers

National Association of Head Teachers

National Association of Schoolmasters Union of Women Teachers

National Union of Teachers

Professional Association of Teachers

Secondary Heads Association

Undeb Cenedlaethol Athrawon Cymru (National Association of the Teachers of Wales)

2. The Review Body invited evidence on the following matters:

- recruitment and retention, economic and funding issues, and other factors which have a bearing on the setting of teachers' pay levels;
- workload and related conditions of employment issues;
- recruitment into initial teacher training and the recruitment and retention position in schools with a particular focus on

London;

- the basis on which the post-threshold upper pay scale for classroom teachers should operate;
- the basis on which special needs allowances are awarded;
- the pay arrangements for ASTs;
- the impact of all the changes taking place on the pay of heads and other leadership group members, including the impact of the prescribed money which the Secretary of State said would be made available to support progression;
- pay issues arising for those in charge of LEA services and PRUs, staff in EECs and unattached teachers generally;
- the remit from the Secretary of State in a letter of 3 August 2000;
- a direction from the DfEE, concerning affordability, in a letter of 29 November 2000.

Evidence

3. The Review Body received evidence from most of the organisations it consulted under the Act, from the Department for Education and Employment (DfEE) and from other organisations and individuals including: the Office for Standards in Education (Ofsted); the Teacher Training Agency (TTA); the British Association of Teachers of the Deaf and the Association for the Education and Welfare of the Visually Handicapped who submitted joint evidence; and the National Association of Foundation and Aided Primary Schools.

4. The Review Body took oral evidence from the Secretary of State for Education and Employment, the Minister for School Standards and DfEE officials; the National Employers' Organisation for School Teachers; the seven bodies representing school teachers listed above; Her Majesty's Chief Inspector of Schools on behalf of Ofsted; the Chief Executive of the TTA; the National Governors' Council; the National Association of Governors and Managers; the Foundation and Voluntary Aided Schools' Association; and the Association of Foundation and Voluntary Aided Schools.

Visits

5. Between March and July 2000 members of the Review Body visited schools in the following LEA areas:

Anglesey	Kingston upon Hull (including the EAZ)
Brighton and Hove	Kingston upon Thames
Camden	Liverpool (an Excellence in Cities area)
Derby City	Swansea
Cumbria	Torbay
Gloucestershire	

6. A total of 33 schools were visited in 2000, comprising: 12 primary schools (including 3 voluntary aided schools); 11 secondary schools (including 1 voluntary aided school, 1 beacon school and 1 technology college); and 10 special schools (including 1 foundation school and 1 beacon school).

Surveys and studies

7. A teachers' pay survey was completed for this report relating only to leadership group members. That part of the normal survey relating to classroom teachers has been deferred until May 2001 when the effects of the threshold and other changes are likely to be clearer. In addition, the Review Body commissioned a survey and three studies in 2000 relating to teachers' workloads and recruitment and retention as follows:

- *Teachers' Workloads Diary Survey* by the Office of Manpower Economics and BMRB International;
- *A Study of Teachers' Workloads* by BMRB International;
- *The Recruitment and Retention of Classroom Teachers* (Phase 1 - desk study) by Whitmuir Management Consultants; and
- *The Recruitment and Retention of Classroom Teachers* (Phase 2 - case studies) by IRS Research.

Meetings

8. The Review Body met formally on 22 occasions between March 2000 and January 2001 for its main remit or its special review of the threshold standards and related matters for classroom teachers.

Appendix C

Details provided by the DfEE relating to the selection, appointment and funding of advanced skills teachers

(see paragraphs 116 to 122)

ADVANCED SKILLS TEACHERS: APPOINTMENTS AND FUNDING

AST Appointments

1. Any school may create one or more AST posts but a teacher can only be appointed if they have first been successfully assessed against AST standards. A teacher may only be assessed if an AST post has already been identified.
2. Where the AST posts are externally advertised by individual schools or LEAs, the LEAs will normally arrange funding and will supply details and application forms. When the candidate has filled in the application form he or she should pass it to his or her head teacher to confirm that each of the six AST standards are met.
3. The candidate's head teacher then sends the form to the head or LEA personnel department advertising the post. They will draw up a short-list of candidates which may include any who have already been successful at AST assessment. The names of those who need to be assessed should be sent to the nationally appointed assessment agency - Westminster Education Consultants - who will arrange an AST assessment and notify the head or LEA of the outcome. The appointing body will then interview their shortlist of candidates who have been successfully assessed and appoint to the post.
4. Where posts are for internally advertised appointments, the process is the same except that the candidate's own head teacher should send the completed form to the assessment agency once he or she has confirmed that the candidate meets each of the six AST standards.
5. Because there is an additional stage in the recruitment process for ASTs - the external assessment - LEAs and schools will need to allow plenty of time between the placing of an advertisement and the contractual resignation date for any applicants who would have to move to a new school. Once candidates have passed the assessment procedure, they may be appointed to posts in the same way as other appointments and be entitled to full AST status. Teachers who have passed the national assessment procedure but have not been appointed to an AST post can apply for other advertised AST posts without having to be reassessed. They are not, however, ASTs until appointed to an AST post. Once appointed ASTs have a key role to play in taking lead responsibility for teaching and learning in schools, including how their own posts are developed.
6. Once an appointment has been made, the appointing head should ensure that the assessment agency is notified using Form AST 2 and that a copy is sent to the LEA AST Co-ordinator.

AST Funding

7. The Government is committed to the long-term future of the AST grade.
8. Funding for AST posts is available to all maintained schools in England through the Standards Fund and is allocated to LEAs for each financial year. Schools are able to claim the additional cost of placing an AST at an appropriate point on the AST pay spine and £1500 per term towards the costs of outreach work. DfEE will contribute half of these additional costs while LEAs provide matched funding. Details on how to apply for a Standards Fund Grant are contained in the current Standards Fund Circular. In Wales, funding for the costs of AST posts

is made available to local education authorities through the Revenue Support Grant. Funding for training is made available through the Assembly's GEST programme.

9. A school may fund AST posts using its own budget provided all ASTs have been successfully assessed by the national assessment agency. In such cases outreach work, though encouraged, is not a requirement.

10. No specific limit applies to the number of ASTs a school may have but ASTs should represent no more than the 3-5% of teachers at the top of their profession. Financial support would not normally be available for more than three or four teachers in a large secondary school, for example.

11. There is no fixed time limit for AST posts; decisions will depend upon the priorities of schools and LEAs. Some ASTs may be on fixed term contracts; other posts may be filled on a secondment or permanent basis. Arrangements for appointing ASTs are, subject to the assessment criteria being fulfilled, the same as those for other teachers.

12. In England 100% support for posts agreed under the introductory phase is limited to two years for any individual post. After that time support is available under the Standards Fund matched funding arrangements or schools may fund the post from their own budgets.

13. The Department will make a separate contribution towards discretionary payments to enable ASTs to move up their pay range.

14. ASTs are deemed to have passed the threshold but, as they move on appointment to the higher AST salary range, are not eligible for threshold payments.

The AST Appointment Process

External Appointments		
School Employing Candidate	School/LEA Advertising Post	Assessment Agency
	School proposing AST post and LEA discuss funding	
	LEA agrees to match fund (or school to wholly fund) AST post	
Candidate obtains AST application form from LEA and completes		
Application passed to candidate's own head teacher for completion		

	Form sent to school/LEA advertising AST post	
	School/LEA shortlists applicants and forwards application forms to assessment agency	
Head teacher arranges AST assessment with assessment agency		Assessment agency arranges assessments for shortlisted applicants against national AST standards
	Appointing school makes appointment from shortlist of candidates meeting national standards	Assessment agency notifies candidate and school of outcome
	Appointing heads notifies WEC/LEA of the name of successful candidate, start date and AST spine point using form AST 2	
	Notification received by LEA who arrange funding	Notification received by assessment agency for statistical monitoring

Internally Advertised Posts		
School at which candidate is Employed	Local Education Authority	Assessment Agency
Post school and LEA discuss AST post		
School agrees to wholly fund AST post	LEA agrees to match fund AST post	
Candidate obtains AST application form from school or LEA and completes		
Application passed to head teacher for completion		
Head teacher organises AST assessment with assessment agency		Assessment agency assesses short-listed candidates against national AST standards and notifies

		schools and candidates of the outcome
Appointment made from candidates meeting national AST standards		
Head notifies WEC/LEA of name of successful candidate, start date and AST spine point using form AST 2	Notification received by LEA who arrange funding or for information if AST post funded by school	Notification received by assessment agency for statistical monitoring

AST STANDARDS

Excellent results/outcomes

As a result of aspiring ASTs teaching, pupils show consistent improvement in relation to prior and expected attainment; are highly motivated, enthusiastic and respond positively to challenge and high expectations; exhibit consistently high standards of discipline and behaviour; show a consistent record of parental involvement and satisfaction.

Excellent subject and /or specialist knowledge

Aspiring ASTs must keep up to date in their subjects and/or specialism(s); have a full understanding of connections and progressions in the subject and use this in their teaching to ensure pupils make good progress; quickly understand pupils' perceptions and misconceptions from their questions and responses; understand ICT in the teaching of their subject or specialism(s).

Excellent ability to plan

Aspiring ASTs must prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all pupils; set consistently high expectations for pupils in their class and homework; plan their teaching to ensure it builds on the current and previous achievement of pupils.

Excellent ability to teach, manage pupils and maintain discipline

Aspiring ASTs must understand and use the most effective teaching methods to achieve the teaching objectives in hand; display flair and creativity in engaging, enthusing and challenging groups of pupils; use questioning and explanation skilfully to secure maximum progress; develop pupils' literacy, numeracy and ICT skills as appropriate within their phase and context; are able to provide positive and targeted support for pupils who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected; maintain respect and discipline and are consistent and fair.

Excellent ability to assess and evaluate

Aspiring ASTs must use assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching; improve their teaching through evaluating their own practice in relation to pupils' progress, school targets and inspection evidence.

Excellent ability to advise and support other teachers

Aspiring ASTs must provide clear feedback, good support and sound advice to others; are able to provide examples, coaching and training to help others become more effective in their teaching; can help others to evaluate the impact of their teaching on raising pupils' achievements; are able to analyse teaching and understand how improvements can be made; have highly developed inter-personal skills which allow them to be effective in schools and situations other than their own; provide a role model for pupils and other staff through their personal and professional conduct; know how to plan and prioritise their own time and activity effectively; are highly respected and able to motivate others.

Appendix D

Details provided by the DfEE of the competencies required of fast track programme entrants

(see paragraphs 123 to 127)

FAST TRACK COMPETENCIES

THINKING STYLE

1. Analysis and problem solving - *Identifies solutions to problems and takes responsibility for making decisions*

- Anticipates problems and assumes personal ownership to take action and address them.
- Systematically gathers up to date information from a wide range of relevant quantitative and qualitative sources and perspectives.
- Gains a comprehensive understanding of situations and problems.
- Effectively assimilates different types of information e.g. facts, diverse, conflicting views and strong opinions.
- Quickly identifies the key issues, recognising themes, possible causes and anomalies.
- Uses sound judgement to make decisions when there is no obvious answer.
- Seeks to identify the best solution for all concerned.
- Makes timely decisions and ensures decisions are implemented.

Cross reference to other sources:

Analytical Thinking, Information Seeking, Initiative (Hay-McBer)

Decision making skills, Intellectual ability, Teaching and Learning (National Standards for Subject Leaders, SENCOs and Head Teachers)

Strategic direction and development of the subject (National Standards for Subject Leaders)

Strategic direction and development of SEN provision in school (National Standards for SENCOs)

Strategic direction and development of the school (National Standards for Head Teachers)

Knowledge and understanding, Teaching and class management, Monitoring, assessment, recording, reporting and accountability (Standards for Qualified Teacher Standards)

Knowledge and understanding, Analytical thinking (Threshold Standards)

Excellent ability to assess and evaluate (Advanced Schools Teachers)

2. Innovative thinking - *Thinks creatively, identifying new and improved ways of doing things*

- Invents new ways of integrating ideas or information into meaningful concepts and models.
- Continually looks for new and improved ways of doing things and motivates others to do the same.
- Is able to take an overview of situations, standing back from detail.
- Identifies connections between apparently unrelated situations.
- Sees 'everyday' problems as an opportunity to do something different and creative.
- Is able to anticipate future possibilities i.e. thinking is not constrained by the current situation.

Cross reference to other sources:

Conceptual Thinking, Flexibility (Hay-McBer)

Adaptability to changing circumstances and new ideas, Teaching and Learning, Intellectual ability (National Standards for Subject Leaders, SENCOs and Head Teachers)
Strategic direction and development of the subject (National Standards for Subject Leaders)
Strategic direction and development of SEN provision in school (National Standards for SENCOs)
Strategic direction and development of the school (National Standards for Head Teachers)
Knowledge and understanding, Teaching and class management, Monitoring, assessment, recording, reporting and accountability (Standards for Qualified Teacher Status)
Excellent ability to assess and evaluate (Advanced Schools Teachers)

3. Ensuring the delivery of quality results - Sets high standards for themselves and others and ensures they are achieved

- Continually focuses energy and effort on achieving the best possible results with the time and resources available.
- Sets stretching and achievable tasks and objectives for themselves and others, ensuring these are understood and accepted by all those involved.
- Is able to realistically anticipate the time needed to complete tasks.
- Identifies what needs to be achieved, by when, by whom and in what order.
- Anticipates obstacles and develops contingency plans.
- Is able to manage a variety of tasks simultaneously. Does not become overly distracted by one key task at the expense of others.
- Continually monitors and evaluates progress, taking action to revise priorities, overcome obstacles and problems.
- Develops short, medium term and longer term strategic plans as appropriate.

Cross reference to other sources:

Drive for Improvement, Initiative, Challenge and Support (Hay-McBer)
Self management, Adaptability to changing circumstances and new ideas, Reliability and integrity, Leading and managing staff, Teaching and Learning (National Standards for Subject Leaders, SENCOs and Head Teachers)
Strategic direction and development of the subject (National Standards for Subject Leaders)
Strategic direction and development of SEN provision in school (National Standards for SENCOs)
Strategic direction and development of the school (National Standards for Head Teachers)
Monitoring, assessment, recording, reporting and accountability (Standards for Qualified Teacher Status)
Positive action to improve the quality of pupils' learning (Threshold Standards)
Excellent ability to plan, Excellent results/outcomes (Advanced Skills Teachers)

INTERPERSONAL STYLE

4. Communicating effectively - Communicates effectively both verbally and in writing, capturing the interest and enthusiasm of different audiences

- Communicates aims, ideas and information using clear and concise language that is easy to understand.
- Adapts the style and content of their communication to appeal to the listener or reader.

- Effectively selects and uses the appropriate medium to communicate with others (e.g.

face to face, to individuals or groups, using ICT etc).

- Seeks and listens to others' views and encourages contributions.
- Ensures information reaches relevant people and that messages are understood.
- Communicates with conviction and enthusiasm, capturing the interest and attention of others.

Cross reference to other sources:

Impact and Influence (Hay-McBer)

Communication skills, Personal impact and presence (National Standards for Subject Leaders, SENCOs and Head Teachers)

Strategic direction and development of the subject (National Standards for Subject Leaders)

Strategic direction and development of SEN provision in school (National Standards for SENCOs)

Strategic direction and development of the school (National Standards for Head Teachers)

Teaching and class management (Standards for Qualified Teacher Status)

Inspiring trust and confidence, Engaging and motivating pupils (Threshold Standards)

Excellent ability to teach, manage pupils and maintain discipline (Advanced Schools Teachers)

5. Influencing others - *Is able to persuade and influence other people.*

- Is highly persuasive, presenting convincing and appealing arguments.
- Is an independent thinker and is prepared to challenge other people's views.
- Effectively negotiates with others to agree a way forward.
- Is proactive in creating and maintaining a broad network of contacts. Makes effective use of this network e.g. to communicate information, consult and gain support and make progress.
- Decides and acts upon deliberate strategies to influence others.
- Takes the initiative to lead and direct actions when the situation warrants.

Cross reference to other sources:

Impact and Influence (Hay-McBer)

Communication skills, Personal impact and presence, Leading and managing staff, Teaching and Learning (National Standards for Subject Leaders, SENCOs and Head Teachers)

Strategic direction and development of the subject (National Standards for Subject Leaders)

Strategic direction and development of SEN provision in school (National Standards for SENCOs)

Strategic direction and development of the school (National Standards for Head Teachers)

Teaching and class management (Standards for Qualified Teacher Status)

Inspiring trust and confidence (Threshold Standards)

Excellent ability to advise and support other teachers, Excellent ability to teach, manage pupils and maintain discipline (Advanced Skills Teachers)

6. Developing and enabling others - *Continually encourages others to perform to the best of their abilities and challenges under performance*

- Continually challenges and encourages others to perform to the best of their abilities.
- Establishes how they can best support individual needs and provides appropriate direction, coaching and support.

- Identifies people's strengths and development needs and provides timely constructive

feedback.

- Helps people identify actions they can take to improve and agrees motivating and stretching objectives.
- Is tenacious in their efforts to motivate others to perform.

Cross reference to other sources:

Holding People Accountable, Managing Pupils, Passion for Learning, Challenge and Support (Hay-McBer)

Leading and managing staff, Teaching and Learning (National Standards for Subject Leaders, SENCOs and Head Teachers)

Strategic direction and development of the subject (National Standards for Subject Leaders)

Strategic direction and development of SEN provision in school (National Standards for SENCOs)

Strategic direction and development of the school (National Standards for Head Teachers)

Teaching and class management, Monitoring, assessment, recording, reporting and accountability (Standards for Qualified Teacher Status)

Engaging and motivating pupils (Threshold Standards)

Excellent ability to advise and support other teachers, Excellent ability to teach, manage pupils and maintain discipline, Excellent ability to assess and evaluate, Excellent results/outcomes (Advanced Schools Teachers)

6. Teamworking and building relationships - *Builds and contributes to highly effective working relationships with individuals, within and across teams*

- Brings problems that hamper teamworking out into the open and works with others to resolve them.
- Understands and respects diversity in needs, attitudes and opinions of others.
- Seeks to understand and is sensitive to others' concerns and problems, offers continued help and support.
- Is genuinely interested in people and seeks to get to know them.
- Makes time to be accessible to others. Makes it easy for others to get to know them and feel comfortable in their presence.

Cross reference to other sources:

Teamworking, Understanding Others, Challenge and Support, Respect for Others, Creating Trust (Hay-McBer)

Leading and managing staff (National Standards for Subject Leaders, SENCOs and Head Teachers)

Inspiring trust and confidence, Building team commitment (Threshold Standards)

Excellent ability to advise and support other teachers (Advanced Skills Teachers)

PERSONAL STYLE

8. Confidence and resilience - *Demonstrates self confidence in their ability to succeed, maintaining energy and enthusiasm in highly challenging situations*

• Access confident and self-assured in a wide range of social and professional

- Appears confident and self-assured in a wide range of social and professional

situations.

- Approaches new situations and takes on difficult challenges willingly and positively and encourages others to do the same.
- Able to make and defend unpopular decisions.
- Can tolerate working under pressure, quickly overcomes setbacks, retaining a positive 'can do' attitude.
- Manages own time to achieve a healthy balance between home and work.

Cross reference to other sources:

Confidence (Hay-McBer)

Self management, Self confidence, Enthusiasm., Commitment, Adaptability to changing circumstances and new ideas, Energy, vigour and perseverance (National Standards for Subject Leaders, SENCOs and Head Teachers)

Teaching and class management (Standards for Qualified Teacher Status)

Excellent ability to teach, manage pupils and maintain discipline (Advanced Schools Teachers)

9. Commitment to self-development and learning - Shows a commitment to learning and takes responsibility for their own professional development

- Is highly motivated to continually increase the breadth and depth of their knowledge and skills.
- Creates opportunities for self-development – is prepared to take risks by trying new things.
- Sets challenging personal goals and strives to achieve them.
- Actively seeks feedback from others and is open to constructive criticism and learning from their mistakes.
- Takes actions to address their development needs.

Cross reference to other sources:

Self management, Self confidence, Enthusiasm, Commitment, Energy, vigour and perseverance (National Standards for Subject Leaders, SENCOs and Head Teachers)

Knowledge and understanding (Standards for Qualified Teacher Status)

Knowledge and understanding (Threshold Standards)

Excellent subject and/or specialist knowledge (Advanced Skills Teachers)

FAST TRACK VALUES

10. Integrity and Fairness

- behaves consistently towards individuals irrespective of gender, race and background
- listens equally to parties with differing views and opinions and demonstrates that they are of equal value to them
- does what he/she says he/she will do, keeps commitments
- says when he/she doesn't know the answer
- admits mistakes and when he/she got it wrong
- handles difficult issues objectively and sensitively

Cross reference to other sources:

Creating Trust, Respect for others, Challenge and support, Understanding others (Hay Mc-Ber)

11. Commitment to working with children

- is able to articulate with passion and conviction why he/she wants to teach children
- has sought out opportunities to work with children
- is able to build rapport with many different groups of children
- is interested in understanding children's minds, behaviour and development
- retains enthusiasm and commitment for working with children despite adverse reactions or difficulties
- puts the needs of children before their own
- believes in equality of opportunity for all children

Cross reference to other sources:

Commitment, Energy, vigour and perseverance (National Standards for Subject Leaders, SENCOs and Head Teachers)

Requirements for entry to Initial Teacher Training (DfEE Circular 4/98)

12. Passion for learning and the development of others

- can articulate his/her educational values with enthusiasm and conviction
- believes in the ability of everyone to achieve and fulfil their potential i.e. does not lower their expectations of people with lower intellectual ability or special needs and so on
- has a genuine interest in how people learn and develop
- gains satisfaction from helping others learn and develop and passing on skills and knowledge
- has high expectations of self, pupils and others in relation to achieving potential

Cross reference to other sources:

Managing pupils, Passion for learning (Hay Mc-Ber)

Commitment, Energy, vigour and perseverance (National Standards for Subject Leaders, SENCOs and Head Teachers)

Requirements for entry to Initial Teacher Training (DfEE Circular 4/98)

Appendix E

Current and recommended pay levels

(see paragraphs 142 to 143)

Spine for the leadership group

Spine point	Current £pa	Recommended (1 April 2001) £pa
L1	28,446	29,499
L2	29,157	30,237
L3	29,886	30,993
L4	30,633	31,767
L5	31,398	32,559
L6	32,184	33,375
L7	33,054	34,278
L8	33,813	35,064
L9	34,659	35,940
L10	35,550	36,864
L11	36,471	37,821
L12	37,314	38,694
L13	38,244	39,660
L14	39,198	40,647
L15	40,173	41,658
L16	41,241	42,768
L17	42,195	43,755
L18	43,254	44,853
L19	44,322	45,963
L20	45,423	47,103
L21	46,548	48,270
L22	47,703	49,467
L23	48,885	50,694
L24	50,097	51,951
L25	51,339	53,238
L26	52,611	54,558
L27	53,916	55,911
L28	55,254	57,297
L29	56,625	58,719

L30	58,029	60,177
L31	59,469	61,668
L32	60,945	63,201
L33	62,457	64,767
L34	64,005	66,372
L35	65,592	68,019
L36	67,218	69,705
L37	68,889	71,439
L38	70,593	73,206
L39	72,312	74,988
L40	74,121	76,863
L41	75,972	78,783

Ranges for headteachers

Group	Range of spine points	Salary Range (1 April 2001) £pa
1	L6-L16	33,375 - 42,768
2	L8-L19	35,064 - 45,963
3	L11-L22	37,821 - 49,467
4	L14-L25	40,647 - 53,238
5	L18-L29	44,853 - 58,719
6	L21-L33	48,270 - 64,767
7	L24-L37	51,951 - 71,439
8	L28-L41	57,297 - 78,783

Spine for advanced skills teachers

Spine Point	Current £pa	Recommended (1 April 2001) £pa
1	26,943	27,939
2	27,423	28,437
3	27,906	28,938
4	28,386	29,436
5	28,866	29,934
6	29,349	30,435
7	29,832	30,936
8	30,312	31,434

9	30,792	31,932
10	31,272	32,430
11	31,755	32,931
12	32,397	33,597
13	33,039	34,260
14	33,681	34,926
15	34,320	35,589
16	34,962	36,255
17	35,604	36,921
18	36,246	37,587
19	36,888	38,253
20	37,530	38,919
21	38,169	39,582
22	38,970	40,413
23	39,774	41,247
24	40,575	42,075
25	41,379	42,909
26	42,177	43,737
27	42,981	44,571

Pay Structure for qualified teachers

(other than leadership group members and ASTs)

	Spine point	Current £pa	Recommended (1 April 2001) £pa
Main pay scale			
(a)	1	15,141	16,038
(b)	2	16,050	17,001
	3	16,923	17,892
	4	17,844	18,831
	5	18,906	19,821
	6	20,046	20,862
	7	21,249	22,035
	8	22,524	23,358
	9	23,958	24,843
Upper pay scale			
	1	25,959	26,919
	2	26,919	27,915
	3	27,915	28,947
	4	28,947	30,018
	5	30,018	31,128

(a) Point 1 is the minimum starting salary for a newly qualified entrant with lower than a second class honours degree.

(b) Point 2 is the minimum starting salary for a newly qualified entrant with a second class honours degree or better.

Additional allowances

	Current	Recommended (1 April 2001)
	£pa	£pa
management 1	1,485	1,539
management 2	3,000	3,111
management 3	5,151	5,343
management 4	7,092	7,353
management 5	9,573	9,927
recruitment and retention 1	909	942
recruitment and retention 2	1,782	1,848
recruitment and retention 3	2,703	2,802
recruitment and retention 4	3,765	3,903
recruitment and retention 5		5,085
special educational needs 1	1,515	1,572
special educational needs 2	3,000	3,111

Scale for unqualified teachers

Scale point	Current	Recommended (1 April 2001)
	£pa	£pa
1	12,012	12,456
2	12,549	13,014
3	13,074	13,557
4	13,617	14,121
5	14,166	14,691
6	14,694	15,237
7	15,234	15,798
8	16,494	17,103
9	17,922	18,585
10	18,996	19,698

London allowances

Current	Recommended (1 April 2001)
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	£pa	£pa
London area allowance		
Inner	2,316	3,000
Outer	1,524	1,974
Fringe	591	765
Inner London area supplement	822	822

Appendix F

Letter from the DfEE concerning the Golden Jubilee bank holiday 2002

(see paragraphs 159 to 161)



**Department for
Education and Employment**

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Mr Tony Vineall
Chair, STRB
OME
76 Oxford Street
LONDON W1N 9FD

Direct Line 0171 925 6141

27 November 2000

Dear Tony

GOLDEN JUBILEE BANK HOLIDAY 2002

Ministers have authorised me to write to you to refer a further issue to the STRB in respect of the year 2001/02. The issue is whether the number of days on which classroom teachers are available for work should be reduced from 195/190 to 194/189 days to reflect the Golden Jubilee bank holiday on Monday 3 June 2002. The Secretary of State directs you to have regard to his wish that such a reduction should be made in school year 2001/02. A corresponding reduction in the 1265 working hours would also be made.

I enclose a copy of a letter David Normington has sent to LEAs and others setting out the background. You will see that the letter asks LEAs to move the Summer half-term week to the week of the new bank holiday. This request is made for practical reasons, and Ministers do not want to deprive pupils and teachers of the day off, which would otherwise have occurred during term time. Schools would therefore close for a day in lieu of the bank holiday, and the enclosed letter notes that Ministers expect this day to be taken at the end of the Summer term 2002.

It would have been possible to include this matter in the STRB's next main remit, for the year beginning 1 April 2002. But we thought that in the interest of everyone having as much warning as possible of this relatively straightforward issue, and the desirability of including the reduction in working time in the 2001 School Teachers' Pay and Conditions Document which will be in force until 31 August 2002, we should include it as a late addition to the current remit. Accordingly the Secretary of State directs you to report on it as part of your main report for 2001-02. We hope this will not cause the STRB significant extra work. We would of course be happy to provide any necessary further clarification, and to reconsider the timing if it gives rise to serious difficulties.

Yours,

John Sheridan

John Sheridan
Teachers Pay and Policy Division



INVESTOR IN PEOPLE



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To all Chief Education Officers of Local
Education Authorities and those on the
attached list

DAVID NORMINGTON, CB
Director General for Schools

23 November 2000

Dear Colleague,

GOLDEN JUBILEE BANK HOLIDAY - 2002

Jim Logan of the Department of Trade and Industry wrote to you on 20 July to advise you that the Committee that is organising the celebrations for the Queen's Golden Jubilee in 2002 had recommended that a special Bank Holiday be declared for Monday 3 June 2002 and that the normal late May Bank Holiday be transferred to Tuesday 4 June.

These dates have been chosen to provide a focal point for the national Jubilee celebration. The Committee's recommendation was made in the expectation that the summer half-term would be moved to the same week as the two Bank Holidays to minimise disruption to children's education and also to industry by avoiding an extra long shutdown.

We are aware from the responses of a minority of education authorities that some have already set the date of the summer half-term for 2002 and are concerned about the inconvenience of changing that. There were also questions raised about the 190 day requirement.

Ministers have considered the issues raised by respondents but believe that they do not warrant opposing the preference of the Committee (on which the Palace is represented) for the two-day holiday on 3 and 4 June, particularly if half-term is also moved to that week and the examination timetable adjusted as a consequence. The decision to go ahead with these dates has therefore been taken by the Committee, and has now been formally announced by the Privy Council.



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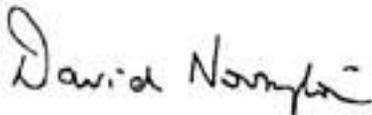
LEAs and schools will want to consider the timing of half term, taking into account the dates for the Bank Holidays and the Summer 2002 Public Examinations Timetable. Ministers have agreed that the Summer 2002 Examination Timetable will be drawn up to take account of the Bank Holidays on 3 and 4 June. The first full week of examinations, which would normally be scheduled for the week commencing 3 June, will be moved to the week before the Bank Holidays. There will be no examinations in the week commencing 3 June 2002. The awarding bodies will be issuing provisional summer timetables for 2002 in the normal course of business in 2001.

As a consequence of this re-arrangement, Ministers believe that the majority of LEAs will want to change the half term week to the week beginning 3 June and strongly encourage you to do so.

A number of respondents to the DTI letter asked whether it was intended to accommodate the extra Bank Holiday by reducing the required number of teaching days from 190 to 189 for 2002. Ministers have decided that such a reduction should be made. This will require an amendment to the Education (School Day and School Year) (England) Regulations 1999 for the academic year 2001/02, as well as advice from the School Teachers' Review Body on the School Teachers' Pay and Conditions Document for 2001/02. Steps to put this into effect will begin at once. Ministers' strong preference is that the extra day's holiday should be taken at the end of the summer term 2002 in order to reduce the impact on preparation time for examinations and disruption to the school year.

If you have any questions about the 190 day requirement please contact Sue Holley on 0207 925 5850 or Saleem Quazi on 0207 925 5623. Questions on the examination timetable should be referred to David Gleave on 0207 925 5774.

Yours sincerely,



DAVID NORMINGTON

Appendix G

Statistics on teachers

Table

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All data are for maintained schools in England and Wales unless otherwise specified, and exclude sixth-form colleges unless otherwise specified.

Totals may not equal the sum of components because of rounding; percentages have been calculated from unrounded figures; and the following conventions have been used:

- nil

0.0 less than 0.05

0 depending on context, 0.5 or less, 5 or less, or 50 or less.

TABLE 1 Full-time equivalent (FTE) teacher numbers by sector and type, January 2000

	Qualified regular full-time ^(a)	Qualified regular part-time ^(a)	Other ^(b)	Total	Wales	England
	FTE	FTE	FTE	FTE	FTE	FTE
Nursery and primary	182,968	16,196	12,563	211,726	13,623	198,104
Secondary	184,399	13,716	7,563	205,678	12,644	193,034
Miscellaneous primary and secondary ^(c)	8,161	2,667	1,002	11,829	832	10,998
Special ^(d)	13,354	1,319	966	15,639	616	15,023
Not in schools ^(e)	3,221	891	191	4,303	165	4,138
Total	392,103	34,788	22,284	449,175	27,880	421,296

Source : DfEE annual 618G survey and National Assembly for Wales annual stats3 survey.

(a) Includes regular supply teachers.

(b) Qualified teachers in occasional service or on secondment for one term or more, plus teachers without qualified teacher status (QTS) and teachers on routes to QTS.

(c) Teachers whose service is divided between primary and secondary sectors, peripatetic teachers and teachers in remedial centres or other establishments.

(d) Excluding non-maintained special schools.

(e) Including those teaching in unattached special units for students with special educational needs, or pupil referral units, and those employed by local education authorities but teaching in institutions other than schools, eg. day nurseries, community units and home tuition services.

TABLE 2 Full-time equivalent (FTE) teacher numbers^(a), January 1995 to January 2000

	1995	1996	1997	1998	1999	2000
	FTE	FTE	FTE	FTE	FTE	FTE
England	411,826	412,396	412,790	410,810	415,290	421,296
Wales	27,642	27,707	27,790	27,170	27,995	27,880
Total	439,468	440,103	440,580	437,980	443,284	449,175

Source : DfEE annual 618G survey and National Assembly for Wales annual stats3 survey.

(a) The coverage of the teacher numbers included in this table is broader than table 2 in chapter 3 which only includes those in primary and secondary schools.

TABLE 3 Number of headteachers and deputy headteachers by school group, March 1999^(a)

School group	Nursery and primary ^(b)		Secondary	
	Heads	Deputies	Heads	Deputies
	No.	No.	No.	No.
1	6,300	3,300	300	100
2	10,200	9,400	300	300
3	3,600	3,200	500	500
4	100	200	800	1,300
5	0	0	1,700	3,200
6	0	0	700	1,400
Total	20,200	16,100	4,300	6,900

Source : DfEE, Database of Teacher Records.

(a) Provisional estimates.

(b) The split of primary heads and deputies between groups 3, 4, 5 and 6 is an approximation based on data for earlier years.

TABLE 4 Distribution of full-time teachers by age and gender, March 1999^(a)

	Age									All ages	Number
	under 25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60 and over		
Nursery and primary	%	%	%	%	%	%	%	%	%	%	No.
Males	3.2	11.2	11.9	10.8	14.2	23.9	18.6	5.3	0.8	100	29,900
Females	6.3	16.3	11.4	8.3	14.3	21.8	15.7	5.3	0.7	100	151,300
Total	5.8	15.5	11.4	8.7	14.3	22.1	16.1	5.3	0.7	100	181,300
Secondary											
Males	2.3	10.7	10.7	11.4	16.1	24.5	18.0	5.3	1.0	100	88,100
Females	4.6	16.6	11.8	10.6	16.2	20.6	14.0	4.8	0.8	100	101,100
Total	3.5	13.8	11.3	11.0	16.2	22.4	15.9	5.1	0.9	100	189,300
Special											
Males	0.5	4.5	6.0	10.9	21.7	30.4	19.8	5.1	1.0	100	4,600
Females	0.9	6.2	7.9	9.9	20.1	26.8	20.2	7.1	1.0	100	9,500
Total	0.7	5.6	7.3	10.2	20.6	27.9	20.1	6.5	1.0	100	14,100
Total											
Males	2.4	10.6	10.8	11.2	15.9	24.6	18.3	5.3	0.9	100	122,700
Females	5.4	16.0	11.4	9.2	15.3	21.5	15.2	5.2	0.8	100	262,000
Total	4.5	14.3	11.2	9.9	15.5	22.5	16.2	5.2	0.8	100	384,600

Source : DfEE, Database of Teacher Records.

(a) Provisional figures.

TABLE 5 Illustrative teachers' paybill^{(a)(b)(c)}, financial year 2001-02

	Cash ^(d)	Percent
	£ million	%
Headteachers	1,185	9
Deputy headteachers	970	7
Assistant headteachers	330	2
Other qualified teachers	10,715	80
Unqualified teachers	80	1
London allowances	150	1
Inner London Supplement	5	0
Social Priority allowance	0	0
Total	13,430	100

Source : DfEE.

- (a) All figures include employers' on-costs (ie. superannuation and National Insurance contributions) and exclude the paybill for teachers in sixth-form colleges.
- (b) The illustrative paybill does not take into account the Review Body recommendations in this report and assumes that teacher numbers remain constant at a time of rising pupil numbers.
- (c) Costs associated with those classroom teachers that pass the threshold are not included.
- (d) Rounded to the nearest £5 million.

TABLE 6 Distribution of headteachers by spine point at September 2000, by type of school

Spine point	Primary	Secondary	Special	Total	
				Number	Percent
	%	%	%	Headcount	%
L1	0.2	-	-	40	0.2
L2	-	-	-	-	-
L3	0.2	-	-	50	0.2
L4	0.3	-	-	60	0.2
L5	0.2	-	-	40	0.2
L6	11.0	-	-	2,240	8.8
L7	5.3	-	-	1,080	4.3
L8	11.0	0.3	-	2,250	8.9
L9	8.3	-	-	1,690	6.7
L10	9.4	-	-	1,910	7.5
L11	10.5	0.8	4.4	2,220	8.8
L12	7.8	0.8	3.0	1,670	6.6
L13	9.9	0.5	3.0	2,080	8.2
L14	6.6	1.7	7.3	1,490	5.9
L15	4.4	0.9	6.4	1,000	4.0
L16	3.9	2.2	15.7	1,050	4.1
L17	2.9	1.4	3.9	690	2.7
L18	3.0	3.1	14.4	890	3.5
L19	1.2	2.5	13.2	480	1.9
L20	1.2	1.0	2.8	320	1.3
L21	0.9	2.6	14.0	440	1.7
L22	0.5	4.2	-	270	1.1
L23	0.2	8.0	2.4	370	1.5
L24	0.2	9.3	6.7	470	1.9
L25	0.1	6.3	-	260	1.0
L26	-	8.6	-	330	1.3
L27	0.3	10.4	3.0	490	1.9
L28	0.1	7.3	-	300	1.2
L29	-	6.3	-	240	1.0
L30	-	4.0	-	160	0.6
L31	-	5.4	-	210	0.8
L32	-	3.2	-	120	0.5
L33	-	3.5	-	140	0.5
L34	-	0.7	-	30	0.1
L35	0.2	2.1	-	120	0.5
L36	-	0.7	-	30	0.1
L37	-	0.8	-	30	0.1
L38	-	0.3	-	10	0.0
L39	-	0.8	-	30	0.1
L40	-	-	-	-	-
L41	-	0.4	-	20	0.1
Number	20,360	3,780	1,180	25,320	

Source : STRB, Leadership Group Teachers' Pay Survey 2000; national estimates.

TABLE 7 Distribution of deputy headteachers by spine point at September 2000, by type of school

Spine point	Primary	Secondary	Special	Total	
				Number	Percent
	%	%	%	Headcount	%
L1	3.9	-	-	600	2.6
L2	11.4	0.3	-	1,770	7.6
L3	10.6	-	-	1,640	7.0
L4	14.4	0.3	-	2,240	9.6
L5	16.0	0.3	-	2,490	10.7
L6	9.2	0.7	9.4	1,570	6.7
L7	12.4	0.9	4.1	2,020	8.7
L8	6.6	1.5	16.6	1,310	5.6
L9	6.1	2.5	16.5	1,300	5.6
L10	3.9	2.1	11.9	880	3.8
L11	2.8	3.4	14.3	830	3.6
L12	0.3	3.4	7.6	360	1.5
L13	1.3	7.5	3.5	750	3.2
L14	0.2	12.9	3.5	940	4.0
L15	0.8	16.2	-	1,220	5.2
L16	-	10.5	-	710	3.1
L17	-	11.5	-	780	3.3
L18	-	9.6	3.5	700	3.0
L19	0.2	3.9	5.5	350	1.5
L20	-	2.1	3.5	180	0.8
L21	-	6.0	-	410	1.8
L22	-	1.4	-	100	0.4
L23	-	1.0	-	70	0.3
L24	-	0.9	-	60	0.3
L25	-	0.3	-	20	0.1
L26	-	-	-	-	-
L27	-	-	-	-	-
L28	-	0.7	-	50	0.2
L29	-	-	-	-	-
L30	-	-	-	-	-
L31	-	-	-	-	-
L32	-	-	-	-	-
L33	-	-	-	-	-
L34	-	-	-	-	-
L35	-	-	-	-	-
L36	-	-	-	-	-
L37	-	-	-	-	-
L38	-	-	-	-	-
L39	-	-	-	-	-
L40	-	-	-	-	-
L41	-	-	-	-	-
Number	15,560	6,560	1,230	23,350	

Source : STRB, Leadership Group Teachers' Pay Survey 2000; national estimates.

TABLE 8 Distribution of assistant headteachers by spine point at September 2000, by type of school

Spine point	Primary	Secondary	Special	Total	
				Number	Percent
	%	%	%	Headcount	%
L1	20.9	-	-	470	4.7
L2	20.9	0.2	5.5	520	5.2
L3	2.9	-	-	60	0.6
L4	5.0	-	-	110	1.1
L5	20.5	1.4	29.5	720	7.2
L6	6.0	2.6	6.8	360	3.6
L7	7.4	2.2	17.8	420	4.2
L8	3.3	4.5	4.6	420	4.2
L9	3.3	2.9	5.0	310	3.1
L10	-	43.2	6.4	3,150	31.5
L11	2.2	22.0	-	1,640	16.3
L12	-	16.8	-	1,210	12.1
L13	3.3	2.8	-	280	2.8
L14	4.4	0.5	24.4	260	2.6
L15	-	0.6	-	40	0.4
L16	-	0.2	-	10	0.1
L17	-	-	-	-	-
L18	-	-	-	-	-
L19	-	-	-	-	-
L20	-	-	-	-	-
L21	-	-	-	-	-
L22	-	-	-	-	-
L23	-	-	-	-	-
L24	-	-	-	-	-
L25	-	-	-	-	-
L26	-	-	-	-	-
L27	-	-	-	-	-
L28	-	-	-	-	-
L29	-	-	-	-	-
L30	-	-	-	-	-
L31	-	-	-	-	-
L32	-	-	-	-	-
L33	-	-	-	-	-
L34	-	-	-	-	-
L35	-	-	-	-	-
L36	-	-	-	-	-
L37	-	-	-	-	-
L38	-	-	-	-	-
L39	-	-	-	-	-
L40	-	-	-	-	-
L41	-	-	-	-	-
Number	2,600	6,790	620	10,010	

Source : STRB, Leadership Group Teachers' Pay Survey 2000; national estimates.

TABLE 9 Percentages of headteachers and deputy headteachers who remained in the same post between September 1999 and 2000 who said they were awarded some progression on their pay spine prior to the assessment of their pay range in September 2000

	<i>HEADTEACHERS</i> ^(a)	<i>DEPUTY HEADS</i> ^(a)
	Total	Total
	%	%
All	46	47
School type		
Primary	45	43
Secondary	51	54
Special	51	47
Region		
North East	48	37
North West	27	36
Merseyside	65	52
Yorks and the Humber	58	65
East Midlands	49	60
West Midlands	41	42
South West	40	43
Eastern	49	47
Greater London	54	57
South East	56	44
Wales	39	29
School Group		
One	34	13
Two	46	42
Three	54	49
Four	53	61
Five	45	48
Six	53	57
Seven	51	60
Eight	42	28

Source : STRB, Leadership Group Teachers' Pay Survey 2000; national estimates.

(a) Excluding 4,300 headteacher and 4,900 deputy headteacher posts where the postholder had changed between September 1999 and September 2000.

TABLE 10 Number of full-time teachers with safeguarded^(a) salaries, March 1994 to March 1999

	1994	1995	1996	1997	1998	1999 ^(b)
	No.	No.	No.	No.	No.	No.
Nursery and primary	4,000	2,700	2,000	1,600	1,300	1,100
Secondary	3,700	2,500	2,000	1,500	1,200	1,100
Special	200	100	100	100	100	100
Total	7,900	5,300	4,100	3,200	2,600	2,300
Distribution by pay spine/spine point						
Heads	1,500	1,100	800	500	400	400
Deputy heads	1,600	1,200	900	600	500	400
Classroom teachers	4,800	3,000	2,400	2,000	1,700	1,500
<i>on spine point</i>						
0-8	1,400	200	100	100	100	100
9	600	600	500	400	400	300
10-13	2,600	2,000	1,600	1,400	1,200	1,100
14-17	200	200	100	100	100	100
Other	0	0	0	0	0	0

Source : DfEE, Database of Teacher Records.

(a) Numbers may be inflated due to cash safeguarding being incorrectly included in some cases.

(b) Provisional estimates.

TABLE 11 Full-time equivalent (FTE) number of teachers receiving London allowances, and use made of the discretionary inner London supplement, January 1995 to January 2000

	1995	1996	1997	1998	1999	2000
	FTE	FTE	FTE	FTE	FTE	FTE
Inner London allowance	30,200	30,900	31,000	30,900	30,500	31,100
Of which: inner London supplement	10,900	5,800	4,800	4,600	5,300	4,200
Outer London allowance	27,000	27,500	27,900	28,000	27,500	26,700
Fringe area allowance	24,300	24,600	24,700	25,900	25,300	(a)

Source : DfEE, annual 618G survey and Database of Teacher Records.

(a) Not available.

TABLE 12 Full-time equivalent (FTE) number of non-teaching staff^(a) in maintained schools and average school sizes, January 1999 and January 2000

ENGLAND

	Nursery		Primary		Secondary		Special ^(b)	
	1999	2000 ^(c)	1999	2000 ^(c)	1999	2000 ^(c)	1999	2000 ^(c)
	000 FTE	000 FTE	000 FTE	000 FTE	000 FTE	000 FTE	000 FTE	000 FTE
Education support staff								
Nursery assistants	1.9	1.9	24.8	30.0	-	-	-	-
Special needs support staff ^(d)	0.2	0.2	18.5	19.4	10.4	12.2	13.6	14.1
Other education support staff ^(e)	0.1	0.1	18.5	19.2	18.3	19.5	0.9	1.1
Administrative and clerical staff								
Secretaries	0.2	0.3	15.0	15.6	12.2	12.8	1.4	1.4
Bursars	0.0	0.0	1.6	1.8	2.5	2.6	0.2	0.2
Other admin/clerical staff	0.0	0.0	3.3	3.8	3.9	4.1	0.2	0.1
Total non-teaching staff	2.5	2.6	81.7	89.9	47.5	51.2	16.3	17.0
Number of schools	No. 520	No. 510	No. 18,230	No. 18,160	No. 3,560	No. 3,550	No. 1,150	No. 1,130
Average size of schools	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Pupils	54	53	236	236	877	896	80	80
Teachers	3	3	10	10	52	53	12	12
Non-teachers	5	5	4	5	13	14	14	15

Source : DfEE, Annual Schools' Census.

- (a) Education support and administrative/clerical staff only. Information is not collected centrally on the numbers of premises-related staff (eg. caretakers, groundsmen, etc.) or kitchen and canteen staff.
- (b) Including special and general hospital schools.
- (c) Provisional estimates.
- (d) Including childcare staff.
- (e) Including librarians, technicians, medical care staff, child care assistants, etc.

TABLE 13 Pupil to teacher ratios, class sizes and contact ratios, January 1990 to January 2000

ENGLAND											
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000 ^(f)
Primary											
Pupil to teacher ratio within schools ^(a)	22.0	22.2	22.2	22.4	22.7	22.9	23.2	23.4	23.7	23.5	23.3
Average size of class ^(b)	25.9	26.3	26.4	26.6	26.9	27.1	27.3	27.5	27.7	27.5	27.1
Percentage of classes ^(b) :											
with 31 to 35 pupils	17.5	18.9	18.6	19.9	21.3	22.5	24.0	25.3	26.2	23.7	19.7
with 36 or more pupils	1.4	1.5	1.5	1.7	1.8	2.0	2.4	2.6	3.0	2.5	2.1
Class contact ratio ^(c)	88.5	87.9	87.5	87.1	86.8	86.4	86.8	87.3	87.7	87.8	87.5
Secondary											
Pupil to teacher ratio within schools ^(a)	15.3	15.5	15.8	16.2	16.4	16.5	16.6	16.7	16.9	17.0	17.2
Average size of class ^(b) :											
mainly aged under 16	21.6	21.9	22.3	22.7	22.9	23.1	23.4	23.4	23.6	23.7	23.8
mainly aged 16 and over	10.0	10.5	10.7	10.7	10.6	10.4	10.6	10.8	10.7	10.5	10.7
Percentage of classes with over 30 pupils ^(b)	4.1	4.2	4.5	4.9	5.3	4.9	5.8	5.9	6.8	7.4	7.8
Class contact ratio ^(c)	74.4	74.3	74.4	74.5	74.8	75.0	75.0	75.0	75.1	75.1	74.8
Overall pupil to teacher^(d) ratio^(e)	16.9	17.2	17.4	17.8	18.1	18.3	18.5	18.6	18.9	18.8	18.6

Source : DfEE, Annual Schools' Census, except overall pupil to teacher ratio which is from DfEE, annual 618G survey.

- (a) Qualified full-time equivalent teachers only. Excluding teachers absent for long periods or seconded for other duties, but including any replacements.
 (b) Classes taught by one teacher only during a single selected period on the census date.
 (c) Percentage of teachers in school who were teaching in the selected period.
 (d) All teachers employed - not just those within schools on the day of the Annual Schools' Census. Including nursery schools but excluding special schools.
 (e) Including sixth-form colleges until 1992. The 1993 level including sixth-form colleges was 17.7.
 (f) Provisional estimates.

TABLE 14 Teacher vacancy rates by region, January 1995 to January 2000

Region	Nursery and primary							Secondary						
	Percentage vacancies ^(a)						2000 numbers	Percentage vacancies ^(a)						2000 numbers
	1995	1996	1997	1998	1999	2000		1995	1996	1997	1998	1999	2000	
%	%	%	%	%	%	No.	%	%	%	%	%	%	No.	
North East	0.3	0.3	0.4	0.4	0.5	0.3	29	0.3	0.3	0.3	0.4	0.5	0.4	37
North West	0.3	0.3	0.3	0.3	0.3	0.3	75	0.1	0.2	0.3	0.2	0.2	0.3	80
Yorkshire and the Humber	0.3	0.2	0.1	0.4	0.2	0.3	49	0.2	0.1	0.2	0.4	0.1	0.3	57
East Midlands	0.2	0.4	0.4	0.5	0.4	0.6	83	0.2	0.2	0.2	0.4	0.3	0.4	60
West Midlands	0.3	0.2	0.2	0.4	0.7	0.6	124	0.3	0.4	0.4	0.5	0.4	0.5	111
Eastern	0.5	0.6	0.7	0.7	0.8	0.9	165	0.4	0.4	0.4	0.7	0.7	0.8	159
London	1.0	1.2	1.7	2.5	2.3	2.0	520	0.7	0.7	1.0	1.3	1.4	1.8	413
South East	0.6	0.6	0.8	0.8	0.8	1.0	269	0.3	0.5	0.5	0.6	0.7	1.0	250
South West	0.3	0.3	0.5	0.4	0.4	0.7	106	0.1	0.1	0.3	0.3	0.3	0.5	79
England	0.5	0.5	0.6	0.8	0.8	0.8	1,420	0.3	0.3	0.4	0.6	0.5	0.7	1,246
Wales	0.3	0.3	0.5	0.8	0.4	0.2	25	0.2	0.4	0.3	0.5	0.7	0.3	41
England and Wales	0.4	0.5	0.6	0.8	0.8	0.8	1,445	0.3	0.3	0.4	0.6	0.5	0.7	1,287
Inner London Weighting Area	1.2	1.6	2.4	3.5	3.4	2.9	401	1.1	0.9	1.6	1.7	1.8	2.3	256
Outer London Weighting Area	0.6	0.7	0.9	1.1	0.9	1.0	119	0.3	0.5	0.5	0.8	1.0	1.3	157

Source : DfEE annual 618G survey and National Assembly for Wales annual stats3 survey

(a) Advertised vacancies for full-time permanent appointments (or appointments of at least one term's duration), including posts currently filled on a temporary basis, expressed as a percentage of teachers in post, which includes full-time regular teachers in (or on secondment from) schools plus peripatetic, remedial centre, advisory and miscellaneous teachers, and also the relevant portion of full-time regular teachers with divided service.

**TABLE 15 Vacancy rates for classroom teachers in secondary schools by subject,
January 1995 to January 2000**

	Vacancies as a percentage of teachers in post ^{(a)(b)}							2000 numbers
	1995	1996	1997 (old) ^(b)	1997 (new) ^(b)	1998	1999	2000	
	%	%	%	%	%	%	%	No.
Mathematics	0.2	0.2	0.4	0.4	0.7	0.8	1.2	239
Information technology	0.2	0.5	0.7	0.4	0.7	0.9	1.2	57
All science	0.2	0.3	0.3	0.3	0.4	0.5	0.6	163
Chemistry	0.2	0.6	0.5	(c)	(c)	(c)	(c)	(c)
Physics	0.2	0.5	0.4	(c)	(c)	(c)	(c)	(c)
Biology	0.2	0.1	0.2	(c)	(c)	(c)	(c)	(c)
Other/combined science	0.2	0.2	0.3	(c)	(c)	(c)	(c)	(c)
Languages	0.4	0.5	0.6	0.5	0.7	0.5	0.7	112
English	0.3	0.3	0.4	0.4	0.5	0.4	0.6	133
Drama	0.3	0.3	0.5	0.4	0.2	0.4	0.6	23
History	0.1	0.2	0.1	0.1	0.2	0.2	0.1	12
Social studies	0.0	0.1	0.3	0.2	0.0	0.1	0.2	8
Geography	0.3	0.3	0.3	0.3	0.4	0.1	0.3	29
Religious education	0.3	0.6	0.5	0.4	0.8	0.5	0.7	41
Design and technology	0.3	0.2	0.3	0.3	0.7	0.6	0.7	111
Commerce/business	0.1	0.0	0.4	0.4	0.6	0.4	0.5	17
Art/light craft	0.1	0.3	0.2	0.2	0.3	0.5	0.3	25
Home econ/needlework	0.1	(d)	(d)	(d)	(d)	(d)	(d)	(d)
Music	0.7	0.3	0.8	0.9	0.7	0.7	0.8	36
Physical education	0.2	0.2	0.2	0.2	0.3	0.3	0.2	32
SEN	1.0	1.1	1.0	(e)	(e)	(e)	(e)	(e)
Careers	1.5	1.0	1.0	0.9	1.8	0.9	1.4	3
Other main and combined subjects	0.6	0.6	0.9	0.7	0.7	0.8	1.1	140
Total	0.3	0.3	0.4	0.4	0.5	0.5	0.7	1,181

Source : DfEE annual 618G survey and National Assembly for Wales annual stats3 survey

(a) See Table 14, footnote (a).

(b) The breakdown of teachers in post by main teaching subject is estimated using the 1992 Secondary School Staffing Surveys for years 1995 - 1997 (old) and the 1996 Secondary School Curriculum and Staffing Survey for 1997 (new) to 2000. Corresponding figures on the old and new bases are shown for 1997.

(c) Vacancies advertised in single sciences may be for combined science classes. The distinction between single science vacancy rates and combined science has been discontinued from 1997 (new).

(d) Included in design and technology.

(e) SEN has been included in 'other main and combined subjects' from 1997 (new).

TABLE 16 Wastage rates^{(a)(b)} for full-time teachers, 1988-89 to 1998-99

Year ending 31 March	Nursery and primary	Secondary ^(c)	Total ^(c)	Of which	
				Teachers aged under 50	Teachers aged 50 and over
	%	%	%	%	%
1989	9.1	9.4	9.3	7.2	16.5
1990	9.9	9.7	9.8	7.6	17.3
1991	10.6	9.9	10.2	8.1	17.9
1992	9.2	8.1	8.6	6.7	15.7
1993	8.6	7.7	8.1	6.0	15.8
1994	8.6	8.4	8.5	6.0	17.3
1995	9.0	8.2	8.6	6.3	16.9
1996	9.2	8.8	9.0	6.9	16.4
1997 ^{(d)(e)}	10.6	9.1	9.8	7.2	18.8
1998 ^{(d)(e)(f)}	10.4	9.1	9.7	6.7	19.5
1999 ^{(e)(f)}	8.8	7.5	8.1	7.5	10.1
<i>Of which:</i>					
Men	7.0	6.2	6.4	5.5	9.1
Women	9.2	8.6	8.9	8.4	10.7

Source : DfEE, Database of Teacher Records.

- (a) The "wastage rate" is the percentage of all teachers leaving full-time service in maintained nursery, primary and secondary schools during the year. Transfers between schools within the maintained nursery, primary and secondary sector are excluded, but changes to part-time service and transfers to special schools are included.
- (b) The wastage figures are not directly comparable with the data on teacher turnover from the EO surveys (Tables 18 and 19), since the latter include teachers transferring between schools within the maintained sector. Both wastage and turnover data include retirements.
- (c) Including sixth-form colleges until 1993.
- (d) Revised figures.
- (e) The wastage rate for those aged 50+ in 1997 and 1998 reflects the increase in early retirements brought about by changes to the Teachers Pension Scheme in April 1997 and September 1997. The subsequent decrease in early retirements resulted in a much lower wastage rate in 1999.
- (f) Provisional estimates.

TABLE 17 Movement of teachers out of the maintained nursery, primary and secondary (MNPS) sector between April 1997 and March 1998 and between April 1998 and March 1999^(a)

	1997 - 1998		1998 - 1999	
	Full-time	Part-time	Full-time	Part-time
	No.	No.	No.	No.
Total leaving the MNPS sector, excluding those moving between part-time and full-time service	30,900	9,700	23,300	8,900
Total leaving the MNPS sector or moving between part-time and full-time service	37,700	14,600	29,800	13,400
Retirements	14,500	2,800	5,800	2,400
Moving to:				
full-time service in				
the MNPS sector	na	4,900	na	4,600
the special schools sector	600	100	600	100
another sector	1,500	100	1,700	200
part-time service in				
the MNPS sector	6,800	na	6,500	na
the special schools sector	-	100	-	100
another sector	400	1,200	500	1,300
other service (mainly occasional supply)	1,100	1,000	1,400	1,200
out of service	12,400	4,300	12,800	3,800
other ^(b)	400	-	500	100

Source : DfEE, Database of Teacher Records.

(a) Provisional estimates.

(c) Including those whose position was not known.

TABLE 18 Turnover^(a) rates for full-time teachers by gender and region, calendar years 1993 to 1999

	1993	1994	1995	1996	1997	1998	1999	1999 numbers
	%	%	%	%	%	%	%	No.
Primary								
Male	7.7	8.1	8.3	9.4	12.5	9.8	10.7	3,108
Female	7.5	8.4	8.7	9.3	11.5	8.8	10.2	14,696
Total	7.6	8.4	8.6	9.4	11.7	9.0	10.3	17,805
North	7.4	7.5	8.3	7.4	10.5	7.1	7.2	765
Yorkshire and Humberside	7.2	7.4	7.4	7.9	10.6	6.4	6.9	1,161
North West	7.1	7.7	7.6	9.1	10.6	7.4	8.5	1,982
East Midlands	6.9	7.1	8.7	8.0	9.8	7.8	9.0	1,171
West Midlands	7.2	8.1	7.7	8.5	10.2	8.0	8.6	1,623
East Anglia	7.3	9.3	9.2	11.0	9.0	10.2	11.0	729
Greater London	9.5	11.0	10.7	13.3	15.7	13.2	16.0	3,823
South East	8.6	9.1	9.8	10.0	13.6	11.6	13.0	4,484
South West	7.1	8.1	9.3	9.6	12.1	8.2	10.3	1,474
Wales	4.9	6.7	5.5	5.9	8.8	4.9	5.2	592
Secondary								
Male	7.1	7.1	8.0	8.4	10.8	7.7	8.6	7,377
Female	7.8	8.2	8.7	8.7	11.7	9.1	10.0	9,653
Total	7.4	7.6	8.3	8.5	11.3	8.5	9.4	17,030
North	7.6	7.3	7.2	8.1	11.6	6.8	6.4	740
Yorkshire and Humberside	6.9	7.0	7.0	7.6	11.0	6.8	7.8	1,416
North West	6.4	6.4	7.5	7.2	9.9	6.3	7.4	1,758
East Midlands	7.2	7.4	8.8	8.5	10.2	7.8	8.4	1,234
West Midlands	7.1	7.5	8.2	7.5	10.6	8.0	8.5	1,674
East Anglia	7.6	7.5	9.3	9.3	10.9	7.9	10.3	779
Greater London	9.6	10.5	10.1	12.5	13.5	11.6	12.9	2,866
Rest of South East	7.8	8.8	9.8	9.8	12.4	10.7	12.1	4,467
South West	7.5	6.7	8.3	8.0	10.4	8.2	8.7	1,346
Wales	7.0	6.0	6.7	6.8	10.7	5.9	6.4	750
Primary and secondary								
Male	7.3	7.4	8.1	8.7	11.3	8.3	9.1	10,485
Female	7.6	8.3	8.7	9.1	11.6	9.0	10.1	24,349
Total	7.5	8.0	8.5	9.0	11.5	8.7	9.8	34,835

Source : EO, Survey of Teacher Resignations and Recruitment.

(a) Based on resignations of full-time permanent teachers (ie. excluding fixed-term contract and supply teachers), only excluding moves within schools.

(b) Includes grant maintained schools from 1993 to 1998.

TABLE 19 Turnover^(a) rates for full-time teachers by destination, calendar years 1993 to 1999

	1993	1994	1995	1996	1997	1998	1999	1999 numbers
	%	%	%	%	%	%	%	No.
Primary								
Education: same LEA	1.6	2.1	2.1	1.9	2.2	2.0	2.1	3,632
Education: other LEA	1.2	1.3	1.3	1.6	2.1	2.0	2.3	3,999
Education: non-LEA	0.3	0.4	0.4	0.5	0.5	0.6	0.6	1,113
Other employment	0.3	0.2	0.2	0.2	0.4	0.4	0.5	791
Age retirement	0.5	0.5	0.4	0.5	0.5	0.4	0.5	847
Ill-health retirement	0.9	1.0	1.1	1.0	0.9	0.5	0.5	907
Premature retirement	1.4	1.4	1.6	1.7	2.6	0.6	0.8	1,327
Maternity reasons	0.6	0.6	0.5	0.7	0.7	0.7	0.8	1,321
Other reasons	0.3	0.5	0.5	0.6	0.8	0.8	0.9	1,643
Not known/unrecorded	0.5	0.4	0.6	0.6	0.9	1.0	1.3	2,225
Total	7.6	8.4	8.6	9.4	11.7	9.0	10.3	17,805
Secondary								
Education: same LEA	0.9	1.1	1.2	0.9	1.1	1.0	1.1	2,098
Education: other LEA	1.5	1.7	1.8	2.1	2.7	2.6	2.9	5,380
Education: non-LEA	0.8	0.9	0.7	1.0	1.1	1.0	1.0	1,983
Other employment	0.3	0.3	0.4	0.4	0.5	0.6	0.7	1,201
Age retirement	0.3	0.3	0.3	0.3	0.4	0.3	0.4	773
Ill-health retirement	0.8	0.9	0.9	0.8	0.8	0.5	0.4	692
Premature retirement	1.9	1.6	2.0	1.8	3.0	0.6	0.7	1,244
Maternity reasons	0.3	0.3	0.4	0.4	0.4	0.4	0.4	784
Other reasons	0.4	0.3	0.4	0.6	0.7	0.7	0.8	1,473
Not known/unrecorded	0.3	0.3	0.4	0.4	0.6	0.7	0.8	1,396
Total	7.5	7.7	8.4	8.7	11.4	8.5	9.4	17,030

Source : EO, Survey of Teacher Resignations and Recruitment.

(a) Based on resignations of full-time permanent teachers (ie. excluding fixed-term contract and supply teachers), only excluding moves within schools.

(b) Includes grant maintained schools from 1993 to 1998.

TABLE 20 Recruitment to initial teacher training courses^(a), 1996/97 to 2000/01

	ENGLAND AND WALES					Percentage change 1999/2000 to 2000/01
	1996/97	1997/98	1998/99	1999/00	2000/01 ^(b)	
Overall	No.	No.	No.	No.	No.	%
Undergraduate	10,940	10,460	9,630	9,340	8,960	-4
Postgraduate	19,720	19,480	18,780	18,880	21,150	12
Total	30,660	29,930	28,410	28,220	30,100	7
Primary						
Undergraduate	8,360	7,800	7,430	7,380	7,330	-1
Postgraduate	5,450	5,220	5,640	6,000	7,090	18
Total	13,820	13,020	13,070	13,380	14,420	8
Secondary						
Undergraduate	2,580	2,650	2,200	1,960	1,630	-17
Postgraduate	14,260	14,260	13,140	12,880	14,060	9
Total	16,840	16,910	15,340	14,840	15,690	6
Mathematics	1,740	1,540	1,190	1,390	1,380	0
English and drama	2,190	2,260	2,250	2,150	2,170	1
Science	3,080	2,940	2,410	2,510	2,570	2
Languages	1,860	1,940	1,790	1,610	1,810	12
Technology ^(c)	2,050	2,090	1,840	1,830	2,030	11
History	1,010	1,040	980	880	990	12
Geography	900	900	790	920	960	4
Physical education	1,460	1,730	1,580	1,290	1,310	1
Art	960	960	950	850	920	8
Music	540	550	530	550	610	10
Religious education	670	680	660	570	620	10
Other ^(d)	390	300	360	290	320	12

Source : DfEE, TTA, Higher Education Funding Council for Wales.

(a) Graduate Teacher Programme (GTP) recruitment numbers are not included. In 1999/2000 872 people were recruited to GTP in England, 453 in primary and 419 in secondary schools.

(b) 2000/01 recruitment numbers are the latest provisional figures for the whole academic year.

(c) Technology includes design and technology, engineering, computer studies, commerce, home economics and needlecraft.

(d) Other includes classics, economics, other social sciences and other subjects.

TABLE 21 Target intakes to initial teacher training^(a), 1999/2000 to 2003/04

	ENGLAND AND WALES		ENGLAND ONLY			
	1999/00 ^(b)	2000/01	2000/01	2001/02	2002/03 ^(c)	2003/04 ^(c)
	No.	No.	No.	No.	No.	No.
Primary						
England	12,000	13,100	13,100	12,500	12,300	12,100
Wales	1,150	1,150	-	-	-	-
England and Wales	13,150	14,250	-	-	-	-
Secondary						
England	16,610	16,620	16,620	17,390	17,240	17,000
Wales	1,260	1,260	-	-	-	-
England and Wales	17,870	17,870	-	-	-	-
Mathematics	1,810	1,980	1,850	1,940	1,940	1,940
English (incl. drama)	2,320	2,320	2,160	2,160	2,160	2,160
Science	2,570	2,870	2,690	2,810	2,810	2,810
Languages	2,400	2,310	2,050	2,050	2,050	2,050
Technology ^(d)	3,060	2,140	2,000	2,150	2,150	2,150
History	860	970	900	900	900	900
Geography	1,100	1,160	1,090	1,180	1,180	990
Physical education	1,120	1,280	1,200	1,200	1,200	1,200
Art	1,010	920	850	850	800	700
Music	610	670	630	710	650	650
Religious education	640	710	670	650	650	650
Other ^(e)	370	350	330	450	400	450
Margin for Flexibility ^(f)	-	200	200	350	350	350

Source : DfEE and National Assembly for Wales.

- (a) Excludes the Graduate Teacher Programme (GTP). Current expenditure plans provide for 1,680 places a year on this programme.
- (b) Excludes 600 maths and science 600 scheme places.
- (c) 02/03 and 03/04 targets for England are indicative only.
- (d) Technology includes Design and Technology, Engineering, Computer Studies, Commerce, Home Economics and Needlecraft.
- (e) Other includes Classics, Economics, Other social sciences and Other subjects.
- (f) The margin of flexibility is equivalent to the provision the Teacher Training Agency had in 1999/2000 to "vire" places between secondary subjects within certain parameters, but is now given explicitly.

TABLE 22 Proportion of all entrants to full-time teaching^(a) who were returners and who were new entrants, 1988-89 to 1998-99

Year ending 31 March	Percentage who were		Total entrants 000
	Returners ^(b) %	New entrants %	
1989	53.1	46.9	30.3
1990	53.2	46.8	32.6
1991	52.0	48.0	31.8
1992	49.7	50.3	30.6
1993	47.1	52.9	30.1
1994	43.2	56.8	30.7
1995	41.9	58.1	33.2
1996	40.4	59.6	32.3
1997	38.5	61.5	33.1
1998 ^(c)	37.7	62.3	34.7
1999 ^(c)	38.5	61.5	32.6
<i>Of which:</i>			
Nursery and primary	39.4	60.6	17.0
Secondary	37.5	62.5	15.6

Source : DfEE, Database of Teacher Records.

- (a) In the maintained nursery, primary and secondary sector. Including sixth-form colleges until 1993.
 (b) Those who were in full-time service in the maintained nursery, primary and secondary sector in any one year, but not in full-time service in that sector in the previous year.
 (c) Provisional estimates.

TABLE 23 Movement of teachers into the maintained nursery, primary and secondary (MNPS) sector between April 1997 and March 1998 and between April 1998 and March 1999^(a)

	1997 - 1998		1998 - 1999	
	Full-time	Part-time	Full-time	Part-time
	No.	No.	No.	No.
Total entering the MNPS sector, excluding those moving between part-time and full-time service	29,800	8,700	28,100	8,600
Total entering the MNPS sector or moving between part-time and full-time service	34,700	15,500	32,600	14,900
New entrants to teaching	21,600	1,500	20,100	1,300
Entrants from:				
full-time service in				
the MNPS sector	na	6,800	na	6,500
the special schools sector	300	100	400	-
another sector	900	100	800	100
part-time service in				
the MNPS sector	4,900	na	4,600	na
the special schools sector	-	100	-	100
another sector	400	900	400	1,000
other service (mainly occasional supply)	900	1,000	900	1,000
out of service	5,400	3,900	5,400	3,600
retirement	200	1,200	200	1,200

Source : DfEE, Database of Teacher Records.

(a) Provisional estimates.

TABLE 24 Source of entrants to schools at September 1999, by type of school

Source	PRIMARY SCHOOLS				SECONDARY SCHOOLS				SPECIAL SCHOOLS				ALL SCHOOLS			
	Male	Female	Total		Male	Female	Total		Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent			Number	Percent			Number	Percent
	%	%	FTE	%	%	%	FTE	%	%	%	FTE	%	%	%	FTE	%
Full-time																
New entrant to teaching	50.4	48.5	8,850	48.8	38.8	44.9	8,150	42.6	29.3	12.0	150	17.2	41.8	46.2	17,160	45.0
Returner ^(a)	5.6	6.5	1,150	6.3	6.5	4.3	980	5.1	-	6.6	40	4.6	6.1	5.6	2,170	5.7
From another school ^(b)	38.9	39.2	7,100	39.1	45.3	44.7	8,590	44.9	52.4	65.7	530	61.7	43.7	42.1	16,210	42.5
From another post ^(c)	5.1	5.9	1,050	5.8	9.4	6.1	1,410	7.4	18.3	15.7	140	16.5	8.4	6.2	2,600	6.8
FTE	2,830	15,320	18,150		7,320	11,810	19,130		250	610	860		10,410	27,740	38,140	
Part-time																
New entrant to teaching	11.2	7.8	150	7.9	20.6	19.6	370	19.9	38.9	11.8	20	14.4	19.9	12.7	550	13.8
Returner ^(a)	48.1	37.2	730	37.6	29.1	29.7	550	29.5	-	26.1	40	23.5	30.8	33.7	1,320	33.2
From another school ^(b)	40.7	50.1	960	49.7	45.2	40.6	780	41.9	61.1	56.3	90	56.7	45.0	46.6	1,840	46.4
From another post ^(c)	-	5.0	90	4.8	5.1	10.0	160	8.6	-	5.9	10	5.3	4.3	7.0	260	6.6
FTE	80	1,850	1,930		530	1,340	1,860		20	150	170		620	3,340	3,960	

Source : STRB, Teachers' Pay Survey 1999; national estimates.

(a) Following a break in service.

(b) In the maintained sector and without a break of service.

(c) In teaching and without a break in service.

TABLE 25 Illustrative projections^(a) of pupil numbers^(b), January 1990 to January 2009

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
	000	000	000	000	000	000	000	000	000	000
	FTE									
Nursery/primary	4,159	4,216	4,253	4,328	4,402	4,471	4,547	4,584	4,614	4,611
Secondary ^(c)	2,970	2,957	3,005	3,059	3,128	3,191	3,209	3,242	3,275	3,326
Special	96	94	94	95	96	95	95	95	96	95
Total ^(c)	7,225	7,267	7,353	7,481	7,626	7,756	7,851	7,921	7,984	8,032

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
	000	000	000	000	000	000	000	000	000	000
	FTE									
Nursery/primary	4,579	4,545	4,507	4,445	4,387	4,356	4,326	4,305	4,292	4,269
Secondary ^(c)	3,394	3,450	3,496	3,542	3,568	3,559	3,546	3,507	3,457	3,414
Special	95	95	94	94	93	92	91	91	90	89
Total ^(c)	8,068	8,090	8,097	8,081	8,048	8,008	7,963	7,903	7,838	7,771

Source : DfEE and National Assembly for Wales.

(a) Projections depend, among other things, on assumptions about birth rates and participation rates in post-compulsory education.

(b) Actual figures to 1999. Illustrative projections from 2000 to 2009. Excluding pupil referral units.

(c) Excluding sixth-form colleges.

