

Staff and Pensions Committee

Date: Tuesday 15 November 2022
Time: 2.00 pm
Venue: Committee Room 2, Shire Hall

Membership

Councillor Andy Jenns (Chair)
Councillor Bill Gifford (Vice-Chair)
Councillor Brian Hammersley
Councillor Christopher Kettle
Councillor Sarah Millar
Councillor Mandy Tromans

Items on the agenda:

1. General

(1) Apologies

(2) Disclosures of Pecuniary and Non-Pecuniary Interests

2. Pay Award for Warwickshire County Council Employees on School Teachers' Pay and Conditions 2022

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The report and appendices are attached.

3. Future Meeting Dates

The Committee will meet on:

- Monday 12 December 2022 at 2pm
- Monday 6 March 2023 at 2pm
- Monday 12 June 2023 at 2pm
- Monday 11 September 2023 at 2pm
- Monday 11 December 2023 at 2pm
- Monday 4 March 2024 at 2pm

Monica Fogarty
Chief Executive
Warwickshire County Council
Shire Hall, Warwick

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- Leave the meeting room until the matter has been dealt with
- Give written notice of any unregistered interest to the Monitoring Officer within 28 days of the meeting

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<https://democracy.warwickshire.gov.uk/uuCoverPage.aspx?bcr=1>

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Staff and Pensions Committee

15 November 2022

Pay Award for Warwickshire County Council Employees on School Teachers' Pay and Conditions

Recommendations

That the Committee:

1. Approves the application of the national pay award to Warwickshire County Council staff employed on the School Teachers' Pay and Conditions Document in line with the approach set out at Section 3 of the report.
2. Approves that in future, only changes outside the nationally determined pay uplift and the advisory pay points, as set out in the School Teachers' Pay and Conditions Document, will be taken to the Committee for approval with any changes within the nationally determined award being deemed approved.

1. Executive Summary

- 1.1 This paper outlines the position regarding the 2022 pay award to employees paid on the School Teachers' Pay and Conditions Document (known as STPCD) which applies to teachers based in maintained schools and those employed centrally.
- 1.2 Pay awards for teachers are decided by Government Ministers and based on the recommendation of the School Teachers' Review Body (STRB). The STRB are issued a remit by the Secretary of State for Education and asked for recommendations on pay awards. Following a national consultation, the final decision on pay awards is made by the Secretary of State for Education.
- 1.3 The Secretary of State for Education has accepted the recommendations of the 32nd report of the School Teachers' Review Body (STRB) and the draft STPCD.
- 1.4 The revised STPCD confirms the following September 2022 pay award:
 - The first 5 points of the Main Pay Range will be increased by the following: M1 8.9%, M2 8%, M3 7%, M4 6.5% and M5 5.5%. These increases are to enable further progression towards the Government's commitment to a minimum starting salary of £30,000 for qualified teachers, and the

associated differentials that are needed to enable this. The minimum, as a result of these increases, will be £28,000.

- A 5% increase will be applied to all other pay and allowance ranges and advisory points.
- All increases will be back dated to 1 September 2022.

- 1.5 DfE have advised that the 2022 pay proposals are estimated to result in on average a 5.4% increase to a school's pay bill for teachers. Schools are not expected to receive extra funding to cover the increased rises, with the Government pointing to its existing funding settlement as sufficient to cover these rises.
- 1.6 In response to the national consultation, the National Employers' Organisation for School Teachers (NEOST) confirmed it welcomes the decisions to fully implement the STRB recommendations for teachers pay 2022/23 but asks that the Government provide additional financial support so that all schools including smaller rural schools can implement the pay award with particular regards to avoiding reductions that risk impacting on teaching standards.
- 1.7 The National Education Union (NEU), along with NASUWT, the Teachers' Union, has written to the Secretary of State serving notice of their dispute with the Government over failure to deliver fully funded, above-inflation pay rises for either teachers or support staff. NEU and NASUWT is preparing to conduct a formal industrial action ballot of teacher members after the autumn half-term holiday.
- 1.8 The draft STPCD was laid in parliament on 14 October to 4 November for the 21-day praying period, which is the formal end of the process. All pay uplifts will be backdated to 1 September 2022.

2. Consistent Application of Teachers Pay

- 2.1 As noted above, pay awards for teachers are decided by Government Ministers and based on the recommendation of the School Teachers' Review Body (STRB).
- 2.2 A teacher on the main pay range must be paid such salary within the minimum and maximum of the main pay range set out in the STPCD. Additionally, advisory pay points for the main pay range are set out to help support decisions about pay for teachers on the pay range.
- 2.3 Warwickshire continues to align to the advisory pay points as set out in the STPCD and this has then been incorporated into the Warwickshire School Teachers' Pay Policy for centrally employed staff and the model pay policy for teaching staff in schools. This approach has provided the basis for a consistent application of the pay award and therefore helped to minimise equal pay risks. Although schools have discretion over how they apply the pay discretions there remains no evidence that they have moved away from the position recommended within the model policy.

- 2.4 In response to the pay discretions offered to schools, each year the Staff and Pensions Committee have approved the application of the national pay award to Warwickshire County Council staff employed on School Teachers' Pay and Conditions.
- 2.5 Approval is sought, that in future, only changes outside the nationally determined pay uplift and the advisory pay points, as set out in the STPCD and reflected in the Warwickshire Teachers Pay Policy, will be taken to the committee.

3. Proposed application of the 2022 Pay Award

- 3.1 It is proposed that the following should be incorporated into the Teacher Pay Policies for schools and centrally employed staff for 2022/23:

Main Pay Range:

SPINE POINT	1 SEPT 2021 TO 31 AUG 2022	1 SEPT 2022 TO 31 AUG 2023	% Increase
Main Pay Range			
Min M1	£25,714	£28,000	8.9%
M2	£27,600	£29,800	8.0%
M3	£29,664	£31,750	7.0%
M4	£31,778	£33,850	6.5%
M5	£34,100	£35,990	5.5%
Max M6	£36,961	£38,810	5.0%
Upper Pay Range			
Min U1	£38,690	£40,625	5.0%
U2	£40,124	£42,131	5.0%
Max U3	£41,604	£43,685	5.0%

Other Pay Ranges

A 5% increase to be applied to all the pay reference points of all other pay ranges - to include upper pay range, unqualified teacher range, leading practitioner pay range, Headteacher pay range, Deputy Head Teacher Pay Range, Assistant Headteacher Pay Range, Leadership Group Pay Range.

A 5% increase to be applied to all the pay reference of all allowances across all pay ranges, including Teaching and Learning Responsibility Payments and Special Education Needs Allowances.

Warwickshire Music Service Instrumental Pay Range:

A 5% uplift to all of the pay reference points of the Warwickshire Music Service Instrumental Pay Range.

SCALE POINT	1 SEPT 2021 TO 31 AUG 2022	1 SEPT 2022 TO 31 AUG 2023	% Increase
Min 1	£19,235	£20,197	5.0%
2	£20,841	£21,883	5.0%
3	£21,672	£22,756	5.0%
4	£23,291	£24,456	5.0%
5	£24,942	£26,189	5.0%
6	£27,104	£28,459	5.0%
Max 7	£28,729	£30,165	5.0%

- 3.2 It is proposed that the pay recommendation to our schools should again be accompanied by a notification to Governing Bodies, that any legal costs associated with equal pay claims as a result of not following the Local Authority advice would fall to the school's budget share. This message would be consistent with Section 6.2.11 of the Scheme for the Financing of Schools (Section 48 of the School Standards and Framework Act 1998) that the Council publishes each year.

4. Financial Implications

- 4.1 DfE have advised that the 2022 pay proposals are estimated to have on average a 5.4% increase to a school's pay bill for teachers. Schools are not expected to receive extra funding to cover the increased rises, with the Government pointing to its existing funding settlement.
- 4.2 WCC currently holds payroll data for 122 Maintained schools. Using data from May to July 2022, it is estimated that the teachers' pay costs would be circa £78m for the financial year 2022/23. A simple 5% increase in teaching costs would equate to an increase of £3.9m for a full year. WCC does not hold payroll or account for payroll data Academy schools or those maintained schools who choose not to purchase WCC payroll services.
- 4.3 These estimates should be received with caution as they are based on a static schoolteacher workforce over 122 schools. Warwickshire schools were recommended to budget for a 4% increase in teachers' pay from September 2022. The average 5.4% increase from the 2022 pay proposals is 1.4% higher than this and will result in schools having to identify options for closing the resulting budget gap.
- 4.4 We know many local authorities and schools will have based their financial planning on lower estimates of pay inflation and for these the potential financial gap will be greater.

- 4.5 Based on the same data source, the effect of 5% would be £35k on traded services (music and specialist teaching service) and 27k on DSG funded services.
- 4.6 Without additional funding to cover cost pressures and any existing budget deficits, noting that not all schools are in the same financial position, it is considered that schools will face significant budgetary challenges. Some schools will have to make savings elsewhere and this will add to continued financial pressures and reduced financial stability across the school system.

5. Environmental Implications

- 5.1 None

6. Supporting Information

- 6.1 It is recommended that the Committee approve the application of the national pay award to Warwickshire County Council staff employed on School Teachers' Pay and Conditions Document in line with the approach set out at Section 3 of the report.
- 6.2 Warwickshire continues to align to the advisory pay points as set out in the STPCD and this has then been incorporated into the Warwickshire School Teachers Pay Policy for centrally employed staff and the model pay policy for teaching staff in schools. Therefore, approval is sought that in future, only changes outside the nationally determined pay uplift and the advisory pay points, as set out in the Schools Teachers' Pay and Conditions Document, will be taken to the Committee.

7. Timescales associated with the decision and next steps

- 7.1 The draft STPCD was laid in parliament on 14 October to 4 November for the 21-day prying period, which is the formal end of the process.
- 7.2 It is proposed pay review will be implemented in the December 2022 pay run and all pay uplifts will be back dated to 1 September 2022.

Appendices

- 1. School Teachers' Review Body 32nd Report 2022
- 2. School Teacher's Pay and Conditions Document 2022

Background Papers

None.

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School Teachers' Review Body

School Teachers' Review Body

THIRTY-SECOND REPORT – 2022

Chair: Dr Mike Aldred



School Teachers' Review Body

Thirty-Second Report – 2022

Chair: Dr Mike Aldred

**Presented to Parliament by the Prime Minister
and the Secretary of State for Education
by Command of Her Majesty**

July 2022



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The School Teachers' Review Body

The School Teachers' Review Body (STRB) was established in 1991 as an independent body to examine and report on such matters relating to the statutory conditions of employment of school teachers as may from time to time be referred to it by the Secretary of State for Education. The STRB reports to the Prime Minister and the Secretary of State and provides advice on the pay and conditions of teachers in England. The current legal foundation for the function and work of the STRB is Part Eight of the Education Act 2002. The secretariat for the STRB is provided by the Office of Manpower Economics (OME).

The members of the STRB are:

Dr Mike Aldred (Chair)

Mark Cornelius

Harriet Kemp

John Lakin

Lynn Lawrence

Martin Post

Claire Tunbridge

Dr Andrew Waller

EXECUTIVE SUMMARY

Our remit for 2022/23 and 2023/24

- i. The Secretary of State for Education wrote to us in December 2021 and referred to us the following matters:
 - An assessment of the adjustments that should be made to the salary and allowance ranges for classroom teachers, unqualified teachers and school leaders to promote recruitment and retention, within the bounds of affordability across the school system as a whole and in the light of the need for an uplift to starting salaries to £30,000.
 - As part of this, recommendations for the pay awards for both 2022/23 and 2023/24.
- ii. In developing our recommendations, we have drawn on the written and oral evidence provided by the Department for Education and our consultees (summarised in Chapter 2 of our report with links to the full evidence) as well as a wide range of economic and school workforce data (presented in Chapter 3).

The context to our remit

- iii. During the last year, the COVID-19 pandemic continued to have an impact on schools with ongoing challenges including the management of staff and pupil absences, the continued requirement to ensure COVID-19 compliance and the implementation of the Government's catch-up programme. We commend everyone who has continued to work to meet these challenges.
- iv. The recent economic climate has been characterised by high levels of inflation, with resultant increases to pay awards and earnings growth, and a labour market that continues to tighten. The volatility in the current economic data and the unpredictability for the two-year remit period have been important factors in our considerations.
- v. Turning to the teacher labour market, our analysis has continued to find that recruitment and retention rates are below the required levels in some regions, school types and for some key secondary school subjects.

Our conclusions and recommendations

- vi. While pay is not the sole determinant of recruitment, retention and morale, it is an important influence on them, both for career starters and experienced teachers. Our view is that it is necessary and appropriate to exceed the Government's proposed general pay increases for experienced teachers (of 3% in 2022 and 2% in 2023) in order to address the risks to teacher supply while balancing the needs of affordability. We believe our recommendations achieve this balance and are appropriate and supportive of long-term value for money.

- vii. We agree with the Government's proposals to significantly improve the competitiveness of teachers' starting pay. We judge that a greater increase than the Government proposes is necessary for experienced teachers and school leaders in order to support retention. We are conscious that even a relatively small increase in leaving rates in these groups would result in significant additional numbers of teachers exiting the profession.
- viii. We welcomed the remit's scope for multi-year recommendations as it promotes long-term planning and certainty around the delivery of a £30,000 minimum salary for teachers. We are, though, mindful of the volatility of some of the key variables that determine whether levels of pay are appropriately competitive. We concluded, after careful reflection, that a limited-scope review mechanism is necessary to prevent teacher pay falling behind if average earnings growth is materially higher than expected, and this is therefore an integral feature of our pay recommendation for September 2023.
- ix. We have recommended:
- For September 2022, a 5% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range as a step towards achieving a minimum starting salary of £30,000 by September 2023.
 - For September 2023, a 3% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range to deliver a minimum starting salary of £30,000, and a limited-scope, timely review mechanism to ensure that the recommended 2023 pay levels remain appropriate.
- x. More detail, including the recommended pay range values, is set out in Chapter 4 and Appendix D of our report.

Future priorities

- xi. We have set out our observations on a number of matters affecting recruitment, retention and morale that we consider to be priority areas for further review. We see the first three of these as being particularly pressing:
- Career paths and pay structures for teachers and school leaders.
 - Pay progression, including the appropriate use of performance- or capability-related pay.
 - Teacher shortages including by subject, geographical area and experience.
 - Flexible ways of working to support wellbeing.
 - Support for the broader state-school sector, including the academy sector.

- xii. Some of these are very large topics requiring initial work to identify where improvements are most needed, before detailed consideration of potential changes to the pay and conditions framework. Change in some areas may therefore require carefully planned multi-year transition. We look forward to discussing these further with the Department.

CHAPTER 1

Introduction and context to the remit

- 1.1 This chapter sets out the context to our consideration of the remit, explains our approach to conducting the review and outlines the structure of this report.
- 1.2 The School Teachers' Review Body (STRB) is an independent body that provides advice on the pay and conditions of school teachers in England to the Prime Minister and the Secretary of State for Education. As specified in the Education Act 2002, the role of the STRB is to consider matters referred to it by the Secretary of State and provide recommendations.

Context to the current remit

Impact of COVID-19 pandemic

- 1.3 During the last year the COVID-19 pandemic has continued to have an impact on schools. Teachers and leaders have continued to face challenges with temporary restriction of attendance in schools, management of increased staff absences, along with the ongoing requirement to ensure COVID-19 compliance. The latter has included management of virus testing and track and trace processes, as well as the dissemination of the continuing guidance and documentation issued by central Government.
- 1.4 We commented in our last report that teachers had needed to modify their approaches to teaching, including the organisation and delivery of remote education. The past year has seen a move back to classroom-based learning with all schools required to offer face-to-face teaching to every age group whilst providing effective online learning for those pupils who are absent or isolating. The workforce has also been heavily involved in implementing the Government's catch-up programme.
- 1.5 The COVID-19 pandemic has continued to have wider social and economic consequences for individuals and businesses over the past year. Some of this impact is reflected in economic indicators which we comment on in Chapter 3.

Recommendations in our 31st report

- 1.6 Our 31st report was delivered to the Government in May 2021. In our report, we recommended a consolidated award of £250 for those teachers whose full-time equivalent basic earnings were less than £24,000 in the Rest of England, £25,194 in the London Fringe area, £27,419 in Outer London and £28,681 in Inner London. We also recommended that advisory pay points be reintroduced on the unqualified teachers' pay range. These recommendations were accepted in full by the Government in July 2021 for implementation from September 2021 onwards.

- 1.7 In line with the Government’s policy of pausing pay awards for most public sector workers¹, the Secretary of State did not seek pay recommendations for the vast majority of teachers. However, we were asked to consider the national state of teacher and school leader supply and our report included our detailed analysis and commentary on these issues. We highlighted in particular a recovering graduate labour market, the possible loss of competitiveness of teachers’ pay after its recent strengthening, and the consequential risks to teacher recruitment and retention.

The remit for the STRB’s 32nd report

- 1.8 We received our remit letter from the Secretary of State on 17 December 2021². The letter highlighted the additional funding for schools announced at the 2021 Spending Review and the Government’s continued commitment to increasing starting salaries to £30,000 outside of the London pay areas. To help delivery and assist schools in planning their budgets, the letter sought recommendations for both the 2022/23 and 2023/24 pay awards. The letter continued by acknowledging the broader structural issues that the STRB had identified in recent reports and invited the Review Body to include in its report wider issues that we would ask any future remit to include for our consideration.

- 1.9 The remit letter confirmed the matters for recommendation as:

- An assessment of the adjustments that should be made to the salary and allowance ranges for classroom teachers, unqualified teachers and school leaders to promote recruitment and retention, within the bounds of affordability across the school system as a whole and in the light of the Secretary of State for Education’s views on the need for an uplift to starting salaries to £30,000.
- As part of this, recommendations for the pay awards for both 2022/23 and 2023/24.

- 1.10 In making its recommendations, the remit letter stated that the STRB should have regard to the following five considerations:

- The need to ensure that any proposals are affordable across the school system as a whole.
- Evidence of the national state of teacher and school leader supply, including rates of recruitment and retention, vacancy rates and the quality of candidates entering the profession.
- Evidence of the wider state of the labour market in England.
- Forecast changes in the pupil population and consequent changes in the level of demand for teachers.

¹ Exceptions were NHS workers and those staff earning below a full-time equivalent salary of £24,000.

² *School Teachers’ Review Body (STRB) remit letter for 2022* – <https://www.gov.uk/government/publications/school-teachers-review-body-strb-remit-letter-for-2022>

- The Government's commitment to the autonomy of all head teachers and governing bodies to develop pay arrangements that are suited to the individual circumstances of their schools and to determine teachers' pay within the statutory minima and maxima.

The pay review process

- 1.11 The pay review process began with the receipt of the remit letter in December 2021, which stated that our report should be submitted in May 2022. We invited our statutory consultees, including the Secretary of State, to submit initial written representations and evidence by 16 February 2022. The Department for Education subsequently informed us that it would be unable to meet this deadline so it was extended to 4 March for all consultees. Subsequently, this report is being submitted to the Secretary of State and Prime Minister in June 2022. Any delay to the process is unfortunate and adds to the concerns of consultees about our reports increasingly being published at the end of the academic year, making timely implementation more challenging.
- 1.12 After initial written evidence was received, links to all submissions were shared with all consultees who were invited to make a supplementary submission commenting on other parties' representations by 25 March.
- 1.13 The STRB conducted oral evidence sessions with eight consultees during April 2022. We would like to thank our consultees for their time and effort in contributing to these sessions.
- 1.14 During the oral evidence sessions, we sought views and evidence from representatives of each consultee organisation on the details of the remit matters we were asked to consider, and on wider aspects of school funding and the teacher labour market. We challenged and sought clarification on points presented in their written submissions and sought their views on other consultees' evidence. We conducted oral evidence sessions with the Department, including the Secretary of State; teacher and head teacher unions and associations; the employers' organisation and school governor representatives. A summary of the key points raised in the written and oral representations from our consultees, including links to the full submissions, is set out in Chapter 2.
- 1.15 In addition to considering the evidence and representations received from our consultees, we commissioned from our secretariat our own analyses on the teaching workforce, based on a range of statistics and research that are cited throughout this report. As in previous years, we have carefully examined data on the recruitment and retention of teachers, the wider labour market for graduates, and on teachers' earnings. Given our submission date of June 2022, the report has been able to draw on data published up to the end of May 2022.

- 1.16 The STRB usually undertakes an annual programme of visits during each summer and autumn. For the second year, due to the continued COVID-19 pandemic restrictions, we were unable to conduct face-to-face visits. We did, however, convene a number of virtual discussion groups where we spoke to teachers, school leaders and governors. We heard views on a range of matters including recruitment and retention, school finances and pay. The high level of commitment from participants was very evident and the discussions enhanced our understanding of the issues and challenges faced by the profession. We would like to extend our thanks to all those individuals and organisations who shared their views with us. A summary of the key messages we took from this year's visit programme is provided at Appendix C.

CHAPTER 2

Representations from the Department and consultees

Introduction

- 2.1 This chapter provides an overview of the key points raised in the representations the STRB has received from its consultees. It aims to reflect their perspectives on the matters in this remit. After considering the views of the Department and consultees, the STRB forms an independent view which is set out in subsequent chapters. The consultees' views are grouped under the following topics:
- Context to this year's remit.
 - The main pay awards for 2022 and 2023.
 - The Government's proposals for a £30,000 starting salary.
 - The teacher labour market.
 - School funding and affordability.
 - The wider pay framework and future priorities.
- 2.2 For each topic above, we have set out a brief summary of the Department's views, followed by those of the other consultees. Where relevant, this reflects comments made in oral evidence.
- 2.3 The following consultees made written submissions: ASCL, the Department, NAHT, the NASUWT, NEOST, the NEU, NGA, and Voice. In addition, five of the teacher and school leader unions (ASCL, NAHT, the NASUWT, the NEU and Voice) submitted a joint statement. Supplementary submissions were received from five consultees: ASCL, NAHT, the NASUWT, the NEU, and Voice. The full written evidence submitted to the STRB this year by each consultee, including supplementary evidence where provided, can be accessed using the following links:

The Department:

- <https://www.gov.uk/government/publications/evidence-to-the-strb-2022-pay-award-for-school-staff>

NEOST:

- <https://www.local.gov.uk/national-employers-organisation-school-teachers-evidence-school-teachers-review-body-february-2022>

NGA:

- www.nga.org.uk/About-Us/What-we-think/Consultation-Responses.aspx

ASCL:

- <https://www.ascl.org.uk/Our-view/Consultation-responses/ASCL-response-to-the-STRB-32nd-remit>; <https://www.ascl.org.uk/Our-view/Consultation-responses/ASCL-supplementary-evidence-to-the-STRB-32nd-remit>

NAHT:

- <https://www.naht.org.uk/News/Latestcomments/News/ArtMID/556/ArticleID/4>

The NASUWT:

- <https://www.nasuwt.org.uk/advice/pay-pensions/pay-award/england-pay-award.html>; <https://www.nasuwt.org.uk/advice/pay-pensions/pay-award/england-pay-award.html>

The NEU:

- <https://neu.org.uk/campaigns/pay-campaign>;

Voice Community:

- <https://community-tu.org/written-submission-to-school-teachers-review-body-2022/#8e9027c1>

Joint Union Statement:

- <https://neu.org.uk/campaigns/pay-campaign>

2.4 We also noted the evidence sent to all pay review bodies by HM Treasury:

- <https://www.gov.uk/government/publications/hmt-economic-evidence-to-review-bodies-2021>

Context to this year's remit

The Department's views

2.5 In its evidence, the Department emphasised the critical role that teachers play in the lives and education of pupils and suggested the pay system is crucial in positioning a career in teaching amongst the most competitive in the labour market. The Department's evidence also commented on the dedication shown by teachers during the pandemic in ensuring that education continued to be delivered.

2.6 The Department's pay proposals for the two-year remit period were set within the wider context of policies aimed at supporting teachers. It recognised that the STRB's 2020 recommendations had made progress to a reformed pay progression pathway and asked the STRB to consider how the progress could be continued.

- 2.7 The Department said its Schools White Paper (since published³) would set out its long-term vision for schools, with excellent teachers at the heart of its proposals.

Consultees' views

- 2.8 Other consultees noted both the impact of the pandemic on the teaching profession and the previous year's pay freeze on the majority of teachers. Key points made included:
- The pandemic period had been the most difficult and stressful for the profession.
 - The 2021 pay freeze had had a negative impact on the competitiveness of teachers' pay and on teacher morale. This impact was still being felt against the backdrop of rising prices.
 - The Government's pay policy since 2010 had failed, resulting in real-terms cuts in pay for teachers and a worsening of wider working conditions.
 - The STRB should be able to fully exercise its role and avoid being restricted by affordability considerations. This was critical for confidence in the Review Body's independence. In oral evidence, several consultees said their members increasingly questioned the value of the Review Body process given these perceived constraints.
- 2.9 Several consultees were critical of the Treasury's economic evidence and presented alternative analysis, including that undertaken by the Trades Union Congress (TUC) and Incomes Data Research (IDR). It was also noted in supplementary evidence from some consultees that the current cost of living crisis was exacerbating the economic challenges for their members and that this should be recognised by the STRB.

The main pay awards for 2022 and 2023

The Department's views

- 2.10 The Department invited the STRB to make recommendations for a two-year pay award covering 2022/23 and 2023/24. In line with its aspiration to achieve a starting salary for teachers in the Rest of England of £30,000 by 2023, it proposed uplifts of 8.9% to the statutory minimum of the Main Pay Range (MPR) in September 2022 and a further 7.1% in September 2023, with progressively smaller uplifts to points M2-M6 such that the overall range becomes flatter over the period.
- 2.11 The Department also proposed a 3% award in 2022 and a 2% award in 2023 for all teachers and leaders above the MPR, equating to a cumulative increase of 5.1% over the two years. It stated that the 3% award would be

³ Department for Education (2022) *Opportunity for all: strong schools with great teachers for your child* – <https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child>

the highest pay award since 2006 and suggested higher awards would not be appropriate given the need to strike a balance of priorities for school expenditure.

- 2.12 The Department believed that its proposals would retain over 1,000 extra teachers per year from 2023/24 compared to an untargeted award, equivalent to a quarter of a percentage point reduction in the number of teachers leaving the profession. This was in addition to expected increased recruitment through more Initial Teacher Training (ITT) applications and reduced exits after ITT.
- 2.13 As the pay structures for London were already closer to its proposed reform structure, the Department suggested awards here should involve slightly lower uplifts than those for the Rest of England.
- 2.14 In oral evidence, on the question of multi-year awards, the Secretary of State said he did not plan to review the award for the second year as that would reduce the certainty for schools provided by a two-year settlement.

Consultees' views

- 2.15 Other consultees raised a range of issues in relation to the pay award.
- 2.16 NEOST supported the proposed two-year award and the additional certainty on pay that this would provide, although it noted possible risks if the economy changed. It said it continued to favour a cost of living award that was separate from performance-related increases and said most of the respondents to its survey indicated that the award should be applied equally across all groups of teachers to support recruitment and retention.
- 2.17 ASCL, the NEU, NAHT, the NASUWT and Voice issued a joint statement saying that:
- The STRB must consider the two-year award with reference to the real-terms pay cuts that teachers and school leaders have suffered.
 - They would judge STRB's pay recommendations against the extent to which the award was able to cover the accelerating rise in general living costs.
 - They were united in opposing differential pay increases on the basis that these demoralised teachers and would add to retention issues.
- 2.18 Several of the teacher and leadership unions said their support for a two-year award was contingent on a meaningful review mechanism to protect their members against the inflationary pressures that would reduce real income levels. The NASUWT asked that the STRB request a separate remit for 2023 to consider a supplementary award to address the high and unpredictable levels of inflation. The NEU commented that the imposition of a multi-year

award through the STRB mechanism was not acceptable and should most appropriately be part of a collectively agreed package of improvements to teacher pay and conditions.

- 2.19 In their individual submissions, all the unions sought significant pay increases for all teachers and school leaders. These included calls to restore teachers' pay to 2010 levels in real terms and for any pay award to match current levels of inflation as a minimum.
- 2.20 In support of this, several of the unions provided detailed analysis calculating the considerable real-terms losses experienced by teachers and leaders over recent years.
- 2.21 All the unions sought uniform pay awards across all teacher groups and highlighted the risks to retention of lower awards for more experienced teachers and leaders.

The Government's proposals for a £30,000 starting salary

The Department's views

- 2.22 The Department suggested there was strong evidence – from international studies and economic theory – to support the positive impact of targeting pay at the early career stage and that a £30,000 starting salary would improve teacher recruitment and retention. It outlined some of the benefits it saw, including:
- Having a strong public impact ('cut through'), signalling investment in teachers and reinforcing the perception of teaching as a valued profession.
 - Increasing the competitiveness of teacher pay and, thereby, the status of the profession and driving up teacher quality through greater competition to enter the profession.
 - Additional quality gains from improving retention in the early years of a teacher's career when effectiveness improves significantly, with consequential improvements to pupil outcomes.
 - Financial efficiencies of not having to reinvest in teachers lacking such experience.
- 2.23 The Department suggested that the benefits of a £30,000 starting salary demonstrated the need to target a pay award towards early-career teachers, where retention challenges are most stark and pay awards are most impactful. Pay still had an important role amongst more experienced teachers and leaders but, given the overall stronger and improving retention amongst teachers in their later career, awards more in line with expected settlements across the wider economy were appropriate.

Consultees' views

- 2.24 While other consultees supported the Department's proposal for an improved starting salary, they raised a number of significant concerns.
- 2.25 The teacher and school leader unions argued that commensurate increases were required for all teachers and school leaders to avoid exacerbating retention problems. They also raised a broader concern about the impact of flattening the pay structure on more experienced teachers. In this context, the NASUWT and the NEU proposed restructured and shorter mandatory pay ranges.
- 2.26 All other consultees argued against differentiated pay awards in principle and their negative impact on the morale of those receiving the lowest increases. They also argued against the Department's proposals for London, questioning the logic of markedly lower awards in London and suggesting this would exacerbate existing recruitment and retention challenges.

The teacher labour market

The Department's views

- 2.27 The Department's evidence suggested that there had been improvements in recruitment and retention in recent years but recognised that challenges still remained. It also recognised that the improvement to recruitment during the pandemic had now subsided.
- 2.28 The Department suggested that overall retention rates were improving with rates for more experienced teachers stabilising and those for school leaders improving. However, it noted the picture remained stark for teachers in their first few years and challenging for certain secondary school subjects, especially STEM (Science, Technology, Engineering, Maths) and MFL (Modern Foreign Languages), which had higher than average leaving rates. It also highlighted geographical variation in recruitment and retention challenges, with higher, although improving, leaving rates in Inner and Outer London.

Other consultees

- 2.29 Other consultees presented a range of evidence on the teacher workforce. This included challenging the Department's evidence, highlighting that improvements to teacher supply had been temporary and stating that pre-pandemic pressures had returned. Their key concerns included:
- The graduate labour market was becoming increasingly competitive and other sectors were attracting potential entrants to the teaching profession.
 - The range of missed targets across secondary subjects for ITT remained high.
 - The decline in the number of overseas teachers and the ongoing uncertainty over arrangements for recognition of overseas qualifications.

- The high wastage rate for teachers in their early years in the profession, with some consultees expecting this to worsen.
- Teachers and leaders deferring retirement during the pandemic with an anticipated resultant increase in retirements in the coming year.
- The negative impact of real-terms pay decreases over time.
- The very low aspiration to become a school leader.
- The range of non-pay factors that affect retention including excessive workload, inadequate support and diminished job satisfaction.
- The need for increased Planning, Preparation and Assessment (PPA) time and flexible working to support retention and wellbeing.

2.30 Other consultees also presented a range of analysis demonstrating that the real value of teachers' pay had declined in value over the last decade. This position had been exacerbated by a number of other recent developments including:

- The rising cost of living and an increase in pension contributions, both of which had further reduced the real value of take home pay.
- A fall in teachers' pay against comparator groups and a recovering graduate labour market.
- An increasingly competitive labour market with opportunities for teachers to earn higher salaries in other sectors.
- The fact that teachers in other UK countries were now better paid than those in England.

School funding and affordability

The Department's views

2.31 The Department's evidence highlighted the increase to school funding announced in the Autumn 2021 Spending Review, increasing the schools' core budget by £7 billion by 2024-25 compared to 2021-22. The funding increases had been front-loaded with the highest increase in 2022-23. In addition to core funding, DfE had also announced £1.8 billion of funding specifically for post-COVID-19 recovery.

2.32 The Department also referred to its annual schools' costs analysis which provided estimates of cost pressures and the resultant scope for further expenditure. It included the following points:

- Each annual pay award affected budgets across two financial years.
- The core funding going to mainstream schools was expected to increase by 6.8% in 2022-23 and 2.8% in 2023-24, subject to how school budgets were apportioned between mainstream and high needs providers and central services.

- The difference between the increase in funding and the increase in costs (excepting pay awards) indicated the scope for schools to raise their expenditure before facing a net pressure at the national level. In total, costs were forecast to increase by 1.8% and 1.2% in 2022-23 and 2023-24. In 2022-23, schools should therefore be able to raise their expenditure by a further 5.0% on average, or around £2.1 billion overall. On the same basis, in 2023-24, schools could afford to raise expenditure by a further 1.6%, or around £700 million, before they would face a net pressure.
- 2.33 The Department emphasised that as well as pay awards, available funding would need to address wider pressures and investment. This included ongoing costs relating to COVID-19, Education Recovery, support for SEND, teacher quality and development, and digital infrastructure.
- 2.34 Given the front-loading of funding, the Department thought that schools may wish to choose to use some of their 2022-23 funding to subsidise pay awards and other long-term priorities in 2023-24.
- 2.35 The Department stated that the STRB would need to weigh up carefully the total cost of pay awards against planned funding and the wider cost pressures and priorities for investment faced by schools. It believed that its proposed pay award reflected an appropriate balancing of these factors and that any award above this level would not be responsible. It also emphasised that STRB should be mindful that average funding figures masked considerable variation in individual schools' financial positions.

Consultees' views

- 2.36 The collective view of the teacher and school leader unions was that a fair pay award could not be achieved without an adequate funding envelope and that the STRB should not be restricted by considerations of affordability. Determination of funding levels was, they believed, a political choice for Government and the STRB should therefore reach its decisions on pay independently and without reference to limits on affordability defined by the DfE.
- 2.37 Other points made by the teacher unions included:
- Notwithstanding the increased funding provided to schools, there were increased costs from factors such as energy bills, higher National Insurance contributions and meeting the National Living Wage requirements.
 - The DfE Schools' Costs Analysis underestimated the cost of wider pressures due to the particular inflation measure deployed.
 - Current economic conditions meant the funding levels announced at the Spending Review would now have a lower real-terms value than anticipated.

- School surpluses or deficits should not be a factor in considering the affordability of a pay award.
- The Government could ensure deliverability of a higher pay award than it was proposing through a ring-fenced Teachers' Pay Grant, as used in some previous years.

2.38 While NEOST and NGA welcomed the increase in funding, they said that pay was the highest demand on budgets and that, if awards were not funded adequately, some schools would need to make savings elsewhere. NEOST noted the variable position across schools, with some under financial strain, and highlighted that increased SEND costs were particularly challenging for primary schools, special school and PRUs. It also noted ongoing negotiations relating to the pay of support staff.

The wider pay framework and future priorities

The Department's views

- 2.39 The Department's evidence included new analysis relating to equality in pay and progression. The analysis found some differences in pay progression and progression to the Upper Pay Range for teachers with protected characteristics and part-time workers, and a pay gap between male and female teachers once leadership grades were included. While it commented that the findings could not confirm whether the pay reforms themselves had contributed to these outcomes, it said the analysis had highlighted areas for further investigation or action.
- 2.40 The Department confirmed in oral evidence that it would welcome the STRB's views on future priorities for teachers' pay and conditions.

Consultees' views

- 2.41 Other consultees made a broad range of points about the wider pay framework.
- 2.42 The teacher unions suggested a number of urgent reforms were required, including:
- The removal of performance-related progression which, they said, had imposed obstacles to progression and caused unfairness, discrimination, increased workload and damaged relationships, as well as undermining positive appraisal.
 - The restoration of mandatory pay points and for annual uplifts to be separate from pay progression increases.
 - The restoration of pay portability.
 - More analysis and action on pay inequalities.

- 2.43 NEOST reported that the majority of its stakeholders indicated support for performance-related pay. It also sought a review of pay safeguarding and provision in the School Teachers' Pay and Conditions Document (STPCD) allowing teachers to step down from the Upper Pay Range, although this was opposed by the teacher unions.
- 2.44 Several consultees sought a review of the leadership pay framework, including of the factors that determine leadership pay, the codification of executive leadership roles and consideration of school business leader roles.
- 2.45 There were calls from some teacher unions for more be done to tackle workload including reviewing working time, providing guidance on administrative tasks and increasing PPA time.
- 2.46 Some of the teacher unions highlighted the particular challenges faced by supply teachers and asked that consideration be given to this issue.
- 2.47 There was widespread support for the pay review process to be better timed such that schools could better plan budgets and implement pay awards in a timely manner.

STRB comment

- 2.48 The Review Body wishes to thank the Department and consultees for the evidence and views they have provided this year. We have received a wealth of material with a variety of perspectives on the key issues. We have particularly valued the range of analytical evidence, including consultees' own surveys and data, and the Department's analysis of equality in pay and progression. We look forward to further analysis of this important issue. The views and evidence we have received have been an important input into our independent recommendations.

CHAPTER 3

The teacher labour market

Introduction

- 3.1 In this chapter we present a summary of the evidence used to inform our assessment of the teacher labour market. We discuss the wider economic context, the graduate labour market and present a range of information relating to the school workforce, examining recruitment and retention trends.
- 3.2 We have used the latest data that were available to us at the time of our decision-making. The data relating to the teacher workforce are from the School Workforce Census (SWC) for the year to November 2020⁴. These are the first data in the series that cover a period of the COVID-19 pandemic. Due to this, some of the trends seen may therefore be subject to change in future.

Economic context

- 3.3 When making our recommendations, we consider economic evidence from a range of sources. The current year has proven exceptional as inflation has risen considerably, and the labour market has been dealing with the aftershocks of Brexit, the COVID-19 pandemic and the conflict in Ukraine. We submit our report acknowledging the uncertainty that economic forecasts have for the rest of 2022, and for the medium term.
- 3.4 We note that the labour market has recovered in a stronger manner than forecast by the Office for Budget Responsibility (OBR) in its October 2021 Economic and fiscal outlook report. The unemployment rate was 3.9% in the first quarter (Q1) of 2022 compared to the 5% forecast. The level of total employment, however, remained approximately 450,000 below pre-pandemic levels in Q1 2022. Lower inward migration, more early retirements and people on long-term sickness led to a smaller population of people actively seeking work and stopped unemployment from rising during the past two years⁵.
- 3.5 The OBR noted that UK Gross Domestic Product (GDP) returned to its pre-pandemic level in the first quarter of 2022 despite the impact of the Omicron variant of COVID-19 in the final months of 2021. However, given the heightened levels of inflation and tax rises enacted in the current Parliament, the OBR expected 2022 to see a fall in real disposable income, which will threaten future economic growth due to the dampening effect on household consumption. The OBR forecast 3.8% real growth for GDP in 2022, slowly returning to 1.8% year-on-year growth by 2025.

⁴ These data may be subject to revisions.

⁵ OBR (2022) *Economic and fiscal outlook – March 2022* – <https://obr.uk/efo/economic-and-fiscal-outlook-march-2022/>

- 3.6 Inflation, as measured by the Consumer Prices Index (CPI), rose by 9.0% in the 12 months to April 2022, up from 7.0% in March 2022⁶. This is the highest 12-month rate in the National Statistics series, which began in January 1997. CPI inflation including owner occupiers' housing costs (CPIH) rose by 7.8% in the 12 months to April 2022, up from 6.2% in March 2022. The higher inflation in early 2022 was driven by rising prices for energy and goods due to global supply chain issues, as well as the Russian invasion of Ukraine causing global energy prices to rise significantly. The OBR has projected CPI inflation to be at 8.7% in the fourth quarter of 2022, as a further rise in the energy price cap is implemented in October. The OBR forecast CPI inflation to average 7.4% in 2022. The forecast falls to 4.0% in 2023 and 1.5% in 2024 as the prices of global energy and goods fall back from their current levels. In its May Monetary Policy Report, the Bank of England forecast the four-quarter rate of CPI inflation to rise to around 10% in 2022 Q4 and 3.5% in 2023 Q4⁷.
- 3.7 According to the Average Weekly Earnings series, annual growth in average total pay (including bonuses) was 7.0% for the whole economy in January to March 2022. Growth in regular pay (excluding bonuses) for the whole economy was 4.2%. High bonus payments combined with increasing regular pay led to strong total pay growth. Over the same period, in real terms (adjusted for CPIH inflation), growth in total pay was 1.4% while regular pay fell by -1.2%. Growth in public sector earnings was below the rate of change for the private sector and the whole economy; average total pay growth for the private sector was 8.2% in the three months to March 2022, and for the public sector, 1.6%. Average regular pay growth for the private sector was 4.8% in January to March 2022, and for the public sector, 1.8%⁸. These figures are summarised in Table 1.

Table 1: Seasonally adjusted Average Weekly Earnings (AWE) growth, January to March 2022⁹.

Average Weekly Earnings	Whole economy	Private sector	Public sector
Total pay (including bonuses)	7.0%	8.2%	1.6%
Regular pay (excluding bonuses)	4.2%	4.8%	1.8%
Real total pay (including bonuses)	1.4%	–	–
Real regular pay (excluding bonuses)	-1.2%	–	–

⁶ ONS (2022) *Consumer price inflation, UK: April 2022* – <https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/consumerpriceinflation/april2022>

⁷ Bank of England (2022) *Monetary Policy Report – May 2022* – <https://www.bankofengland.co.uk/monetary-policy-report/2022/may-2022>

⁸ Earnings data are still affected by compositional effects relating to the COVID-19 pandemic, including furlough and changes to employees' working hours. ONS (2022) *Average weekly earnings in Great Britain: May 2022* – <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/averageweeklyearningsingreatbritain/may2022>

⁹ Earnings data are still affected by compositional effects relating to the COVID-19 pandemic, including furlough and changes to employees' working hours. ONS (2022) *Average weekly earnings in Great Britain: May 2022* – <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/averageweeklyearningsingreatbritain/may2022>

- 3.8 In its March 2022 forecast, OBR projected whole-economy earnings growth of 5.3% in 2022, and 2.8% in 2023. In its May Monetary Policy Report, the Bank of England projected four-quarter earnings growth of 5.75% for Q4 2022 and 4.75% for Q4 2023.
- 3.9 According to XpertHR, which collates data on pay settlements in the public and private sectors, most employers have continued to award pay increases in 2022. The median increase in basic pay by number of pay reviews, for the three months to the end of April 2022, was 4.0%, with around 5% of these pay settlements resulting in freezes. The median increase in basic pay by number of employees was 5.3%. Analysis of the distribution of awards shows that a quarter of awards were below 2.6% and a further quarter in excess of 5.5%¹⁰.
- 3.10 The Government announced in the Spending Review 2021 that the public sector will see future pay rises as the United Kingdom exited from the worst of the economic effects of the COVID-19 pandemic. The Government highlighted that public sector earnings growth should retain broad parity with the private sector whilst remaining affordable¹¹.

The graduate labour market

- 3.11 This section provides a summary of the wider graduate labour market in the UK and precedes more detailed information on graduate pay. Information has predominantly been sourced from three reports on the graduate labour market: Institute of Student Employers' (ISE) Student recruitment survey 2021, High Fliers' The Graduate Market in 2022, and Prospects' What do graduates do?.
- 3.12 The ISE recruitment survey concentrates on the immediate graduate recruitment market, i.e. the graduate jobs individuals would apply for in a given academic year. The Prospects report discusses the employment outcomes of graduates 15 months after graduating. Its 2021/22 report focuses on the 2018/19 academic year graduate cohort. The High Fliers report provides a forecast as well as the status of the current graduate labour market. It also has a different sample than the most immediately comparable report produced by the ISE. The High Fliers report focuses solely on the organisations named in the Times Top 100 Graduate Employers.
- 3.13 The **ISE survey** ran during September 2021 and received 177 responses from different student employers covering 45,312 hires, of which 25,992 were graduates¹². The hires were classified as graduates (57% of hires), school

¹⁰ OME analysis of unpublished XpertHR data.

¹¹ HM Treasury (2021) *Autumn Budget and Spending Review 2021: documents* – <https://www.gov.uk/government/publications/autumn-budget-and-spending-review-2021-documents>

¹² Institute of Student Employers (2021) *Student recruitment survey 2021*. Available to ISE members – <https://ise.org.uk/page/ISEPublications>

and college leavers (20%), interns (18%), and placement students (5%). ISE's membership is mainly comprised of larger organisations with limited representation from small- and medium-sized enterprises. Key points were:

- After the challenges of the 2019/20 recruitment cycle, the 2020/21 recruitment season has seen substantial growth across all types of hires. This trend is expected to continue into the 2021/22 recruitment cycle.
- Graduate roles were highly competitive with an average 91 applications per vacancy in 2020/21. This was a 17% increase on the year before. The median number of applications per vacancy was 66 applications, a 26% increase on 2019/20.
- The organisational median starting salary for graduates in the latest year was £30,500 compared with £29,667 in 2019/20. The organisational median is the key measure used by ISE in its reports and represents the median salary by organisation count. The ISE has also provided additional salary data based on student medians, shown below. The student median salary is weighted by the number of students receiving that salary. Where the student median is lower than the organisational median, we can assume there are more students in the lower-paying organisations which brings the student median down relative to the organisational median.
- The organisational median starting salary for graduates varied by sector, with the Legal Sector having had the highest median salary at £42,250 and the Charity & Public Sector having had the lowest median salary at £25,996. The organisational median starting salary for graduates also varied by region with London offering the highest median salary of £35,000 while other English regions ranged between £26,500 in East of England to £28,000 in the South West, South East and North West. The median starting salary in Northern Ireland was somewhat lower at £23,750.
- The student median starting salary for graduates followed a similar pattern to the organisational median with London offering the highest salary at £33,500. Other English regions ranged between £23,500 in Yorkshire and Humber, the North West, and the West Midlands and £28,000 in the South West (Table 3)¹³.

3.14 **Prospects' What do graduates do?** uses the Higher Education Statistics Agency (HESA) Graduate Outcomes survey¹⁴. We have also supplemented findings from this report with information from HESA¹⁵. The Graduate Outcomes Survey is sent to all UK first-degree graduates 15 months after finishing their course at university and given the timing, this year's edition focused on individuals from the 2018/19 graduate cohort. There were 198,875 responses from graduates who completed their studies in 2018/19. It should be noted that, although students who qualified in the 2018/19

¹³ OME analysis of unpublished ISE data.

¹⁴ Prospects (2022) *What do graduates do? 2021/22* – <https://luminare.prospects.ac.uk/what-do-graduates-do>

¹⁵ HESA (2021) *Higher Education Graduate Outcomes Statistics: UK, 2018/19 – Summary* – <https://www.hesa.ac.uk/news/20-07-2021/sb260-higher-education-graduate-outcomes-statistics>

academic year graduated prior to the COVID-19 pandemic, the majority of graduates were surveyed during the pandemic (between December 2019 and December 2020)¹⁶. Key points were:

- Compared to the 2017/18 cohort, the 2018/19 cohort was less likely to be in full-time work (56% in 2018/19 compared to 59%). This drop coincided with the onset of the COVID-19 pandemic during which most 2018/19 graduates were surveyed. The 2018/19 cohort was also more likely to either be in part-time work (11% compared to 10%), working and studying (11% compared to 10%), or be unemployed (6% compared to 5%).
- Overall, 72% of those employed were in professional-level employment. The top 10 professional jobs remained broadly similar to the previous year with 'other nursing professionals' being the most likely professional job for this cohort.
- 'Primary education teaching professional' was the third most likely professional job for this cohort while 'secondary education teaching professional' was the sixth most likely professional job. These were also third and sixth respectively for the 2017/18 cohort. In total, 7.8% of those in employment were education professionals, up 0.5 percentage points from the year before. The subject with the most graduates employed as education professionals 15 months after graduating was English at 17.1%. For the 2017/18 cohort English was also the subject with the most graduates as education professionals, at 17.5%.
- In terms of the salaries of graduates, looking across all employment types, the £24,000-£26,999 salary band contained the highest proportion in full-time paid UK employment, 15 months after graduation.

3.15 The **High Fliers research** was conducted in January 2022. It examined graduate recruitment and analysed both the graduate recruitment cycle in 2021 and expected graduate vacancies in 2022¹⁷. Key points were:

- Similar to the ISE report, High Fliers confirms that the graduate recruitment market is experiencing a strong recovery since the shock from the beginning of the COVID-19 pandemic. The number of graduates recruited in 2021 was 9.4% higher than in 2020.
- The High Fliers survey of the Times Top 100 graduate employers found that the median starting salaries advertised, not including additional benefits, were expected to rise to £32,000 in 2022 from the £30,000 salary on offer in 2021 (+6.7%). This is the first increase since 2015. The survey indicated that a third of the employers surveyed were increasing their graduate pay this year – typically by between 2.5% and 10.0% compared with 2021. Around half of employers were not expecting

¹⁶ HESA (2021) *The impact of the COVID-19 pandemic on Graduate Outcomes 2018/19* – <https://www.hesa.ac.uk/insight/20-07-2021/impact-COVID-19-graduate-outcomes>

¹⁷ High Fliers (2022) *The Graduate Market in 2022* – <https://www.highfliers.co.uk/>

to change the starting salaries they pay to new graduates in 2022 and seven organisations had reduced their starting salaries for this year's new recruits.

Graduate pay comparisons

3.16 Table 2 presents median graduate starting salaries, as recorded by ISE and High Fliers. It shows that graduate starting salaries, as recorded by High Fliers, have started to increase after many years of stability. We note High Fliers and ISE samples are heavily weighted towards graduate jobs in London and the South East.

Table 2: Graduate starting salaries, 2016 to 2022.

Source	2016	2017	2018	2019	2020	2021	2022
ISE (organisational median)	£27,500	£28,000	£28,250	£29,000	£29,667	£30,500	–
High Fliers	£30,000	£30,000	£30,000	£30,000	£30,000	£30,000	£32,000

3.17 High Fliers' report included median starting salaries by sector for 2022. The public sector (which included employers such as the Army, Civil Service, Local Government, NHS and Police Now) was the sector offering the lowest median starting salary for graduates (£23,100), by a margin of £5,400. The sectors with the highest median starting salaries were investment banking and law, both at £50,000¹⁸.

3.18 ISE provided us with a regional breakdown of starting salaries, reported in Table 3 (note that salaries for some regions are based on relatively small sample sizes). The organisations included in the sample are not the same between years and therefore a direct comparison between last year's data and this year's data cannot be made. The regional data for 2021 show:

- The median starting salary received by graduates (student median) in London was around £6,000 higher than any other UK region, at £33,500. This was above the minimum of the Inner London teachers' pay scale. Student median pay in other regions ranged from £24,000 in Northern Ireland to £27,500 in the South East. The national minimum of the Main Pay Range (MPR) was greater than around half of the regions in the table below.
- The organisational median was higher or equal to the student median in every region, except for Northern Ireland. This reflects generally fewer graduate vacancies at higher paying firms compared to those paying lower salaries. The national minimum of the MPR was below that of all regions, except for Northern Ireland.

¹⁸ High Fliers (2022) *The Graduate Market in 2022* – <https://www.highfliers.co.uk/>

Table 3: Median graduate starting salaries by region, ISE, 2021 (regions sorted by organisational median)¹⁹.

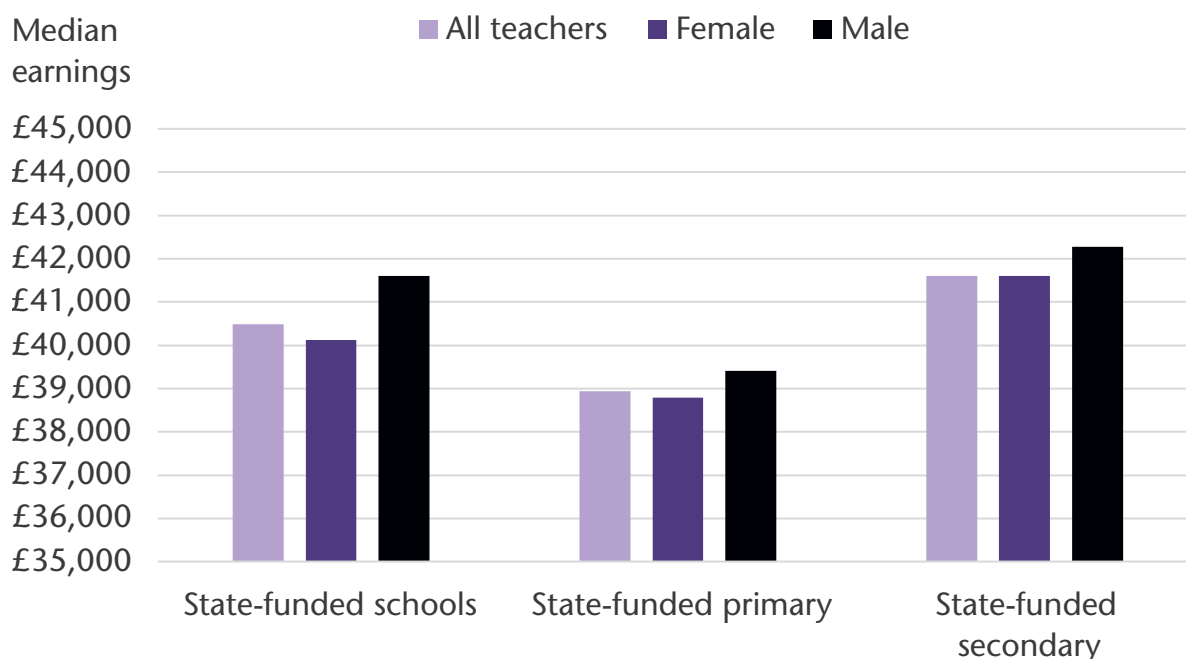
Region	Organisational median	Student median	Number of ISE members reporting salary on that region	Number of students recruited by those members
London	£35,000	£33,500	110	6,536
South East	£28,000	£27,500	51	1,609
South West	£28,000	£28,000	50	1,297
North West	£28,000	£23,500	62	1,153
West Midlands	£27,750	£23,500	46	933
East Midlands	£27,000	£25,991	38	826
Scotland	£27,000	£26,000	47	914
Wales	£26,940	£26,000	22	113
North East	£26,825	£25,368	34	657
Yorkshire and Humberside	£26,649	£23,500	41	793
East of England	£26,500	£25,368	29	502
Northern Ireland	£23,750	£24,000	12	178

Teachers' pay

3.19 This section provides various metrics on teachers' pay, split by school type, grade and gender, using published full-time equivalent (FTE) pay data from the Department. In 2020/21 gross median earnings for all classroom and leadership teachers across state-funded schools was £40,490, a 2.8% increase from 2019/20. Figure 1 shows how median earnings for all teachers varied by school type and gender. In 2020/21, male teachers had higher earnings than female teachers across all school types. We can also see that median earnings were higher in secondary schools than in primary schools.

¹⁹ OME analysis of unpublished ISE data. The organisational median is weighted by organisation count. The student median is weighted by individual count.

Figure 1: Median earnings for all teachers, by school type and gender, 2020/21²⁰.



- 3.20 The picture of pay by gender is more nuanced when individual school types and grades are compared. Figure 2 shows how median earnings varied for classroom teachers in 2020/21. Whilst male classroom teachers had higher median earnings compared to female teachers in state-funded secondary schools (+2.7%), the reverse was true for primary schools where male classroom teachers' median earnings were 1.8% lower than for female classroom teachers. We note that primary schools have higher proportions of female teachers overall than secondary schools.
- 3.21 Figure 3 shows how median pay for all leadership grades²¹ compares across school type and gender in 2020/21. We can see that across all school types, male leaders had higher median earnings than female leaders. For secondary schools the difference was +4.6% and for primary and nursery schools, +5.4%.
- 3.22 We note that the gaps in earnings between male and female teachers overall have been decreasing from 2010, across state-funded schools²².

²⁰ Note y-axis does not start at zero. OME analysis of Department for Education (2020) *School Workforce in England: Reporting year 2020* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

²¹ Leadership teachers include head, executive head, deputy and assistant head teachers, plus advisory teachers.

²² Department for Education (2020) *School Workforce in England: Reporting year 2020* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

Figure 2: Median earnings for classroom teachers, by school type and gender, 2020/21²³.

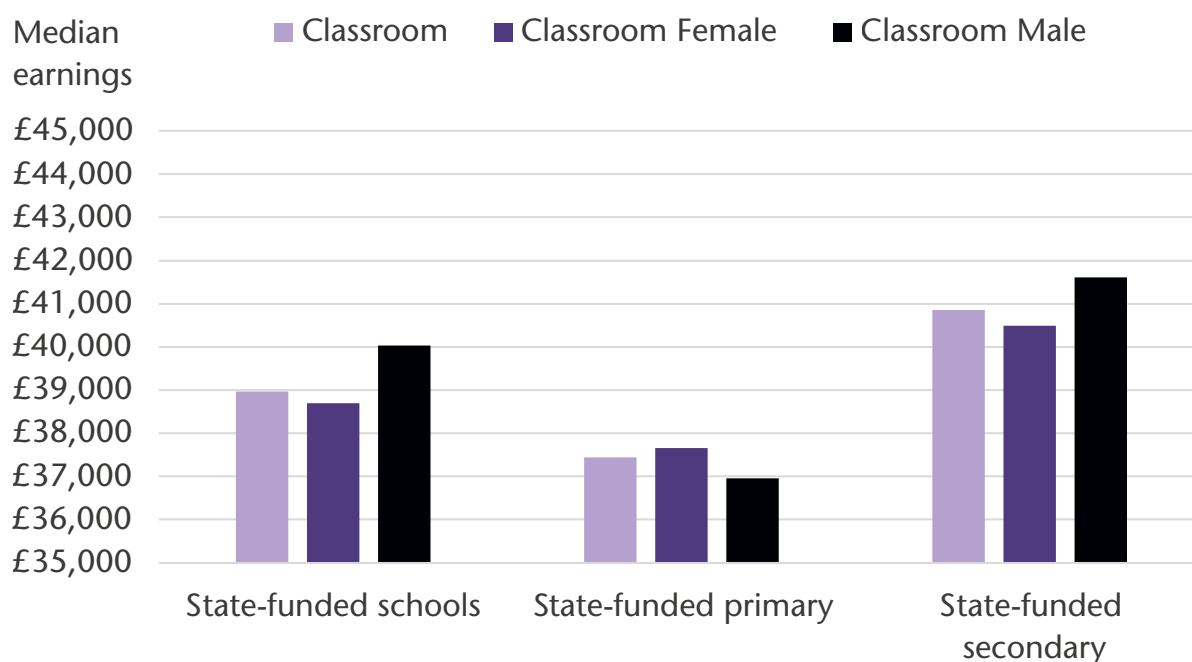
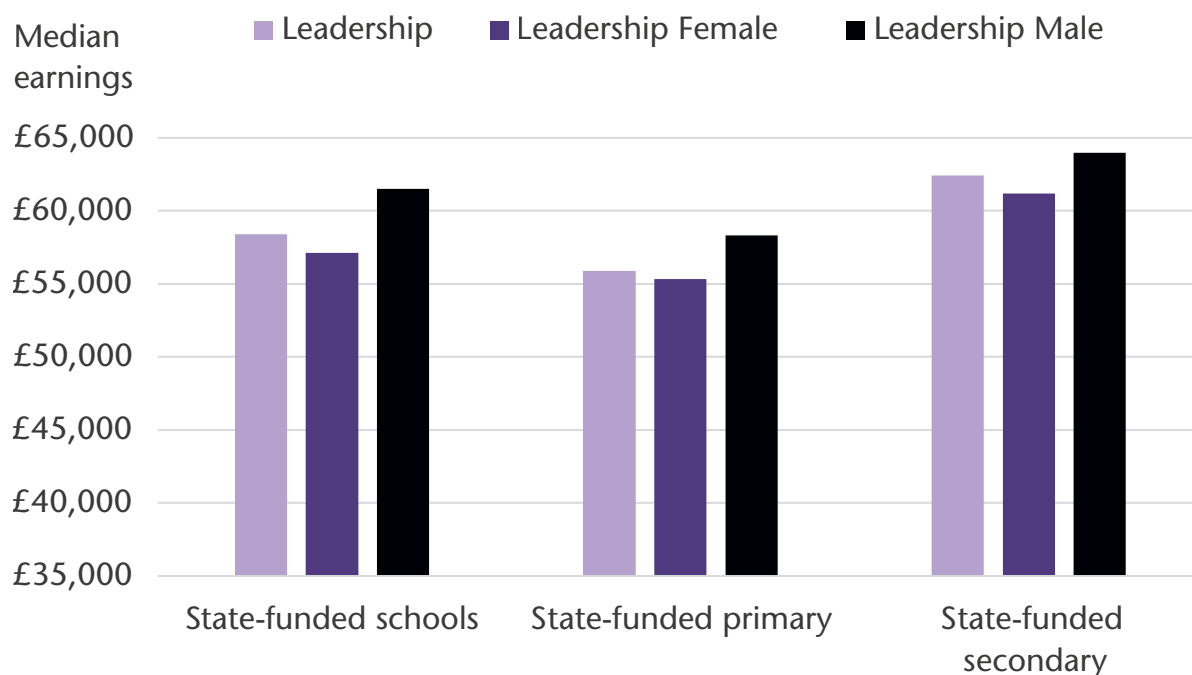


Figure 3: Median earnings for all leadership teachers, by school type and gender, 2020/21²⁴.



²³ Note y-axis does not start at zero. OME analysis of Department for Education (2020) *School Workforce in England: Reporting year 2020* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

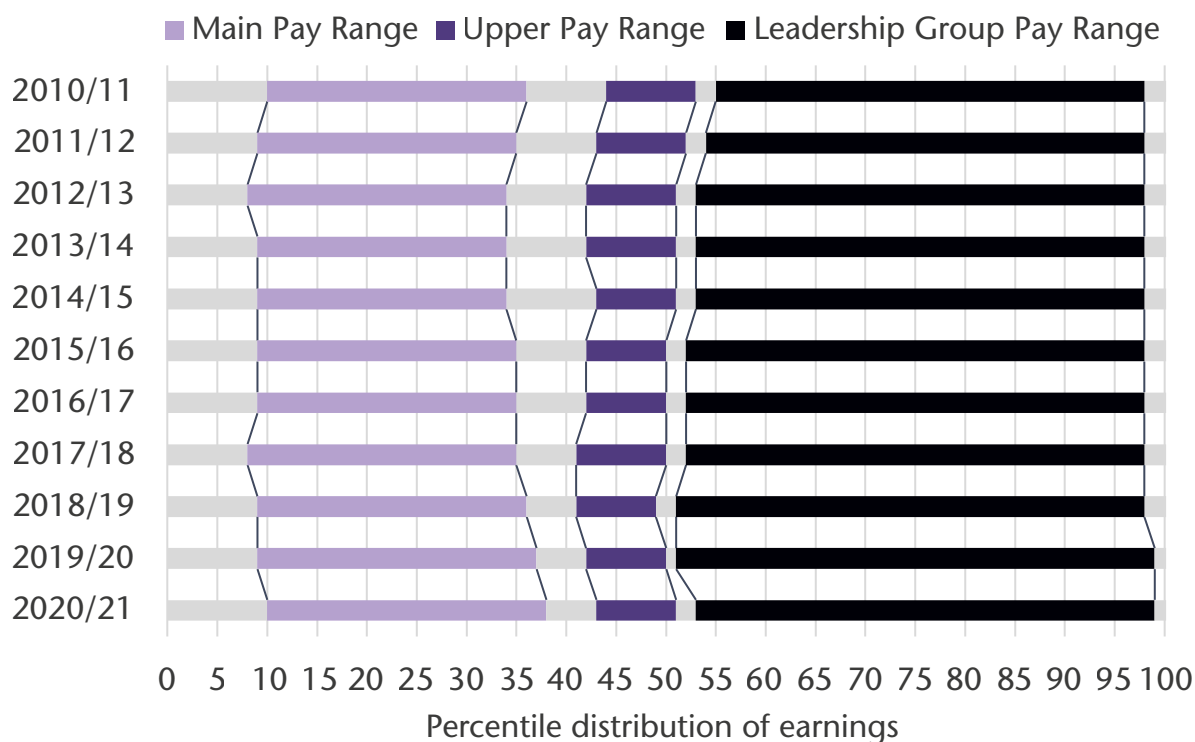
²⁴ Note y-axis does not start at zero. OME analysis of Department for Education (2020) *School Workforce in England: Reporting year 2020* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

Teachers' pay compared to earnings in other professional occupations

- 3.23 We have examined the relative position of the teachers' pay framework by tracking the position of the minima and maxima of school teachers' pay ranges in the wider distribution of earnings, in terms of annual gross pay²⁵. We compare against the earnings of those working in professional occupations. This analysis was produced using data from the Annual Survey of Hours and Earnings (ASHE) published by the Office of National Statistics (ONS). The latest ASHE data cover the financial year 2020/21, so the 2020 School Teachers Pay and Conditions Document (STPCD) has been used. The ONS has highlighted that interpreting ASHE earnings data for 2020 and 2021 is difficult due to the effect of the COVID-19 pandemic. Growth rates have been affected by the pandemic's impacts on wages, hours worked and the collection of data. We also note that furloughed workers are present in the 2019/20 and 2020/21 data. Therefore, the ONS recommends looking at long-term trends, rather than year-on-year changes.
- 3.24 Figure 4 shows how the MPR, Upper Pay Range (UPR) and Leadership Group Pay Range (LPR) compare to the distribution of earnings for those in professional occupations, as defined by the Standard Occupational Classification (SOC) 2010. Between 2010/11 and 2020/21:
- The relative position of the MPR minimum has largely maintained its position, although the MPR maximum has increased by two percentiles.
 - The relative position of the UPR has deteriorated slightly, both the minimum and maximum. However, the relative position of the UPR improved in 2019/20 and again in 2020/21.
 - The LPR maximum remained stable between 2010/11 and 2018/19 and increased by one point in 2019/20. However, the minimum has decreased by two percentiles compared to 2010/11.
 - Since 2014/15 the gap between the top of the MPR and the bottom of the UPR has been decreasing.

²⁵ Department for Education (2021) *School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions (valid from 1 September 2020)* – <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

Figure 4: Position of the MPR, UPR and LPR in the percentile distribution of economy-wide annual gross pay, professional occupations only. England, 2010/11 to 2020/21²⁶.



3.25 Figure 5 compares the estimated earnings of teachers with those working in other professional occupations (excluding teachers) by broad age bands. The teacher sample covers all teachers, including leaders; the teacher data are drawn from the School Workforce Census (SWC). To maintain sufficient sample sizes, this analysis is conducted only for London and the Rest of England. To make the SWC data more directly comparable to the ASHE we have weighted the data to reflect the financial year. Figure 5 presents the pay comparisons in the form of the percentage differentials between estimated teachers’ median earnings and those of the comparator group (a negative value indicates that teachers’ earnings fall below those of the comparator).

²⁶ OME analysis of unpublished ASHE data (2020/21 data are provisional and are subject to change).

Figure 5: Percentage difference between median full-time teachers' earnings and those in other professional occupations (excluding teachers), by age band. The Rest of England and London, 2013/14 to 2020/21²⁷.



²⁷ OME analysis of unpublished SWC and ASHE data (2020/21 data are provisional).

3.26 The figure shows:

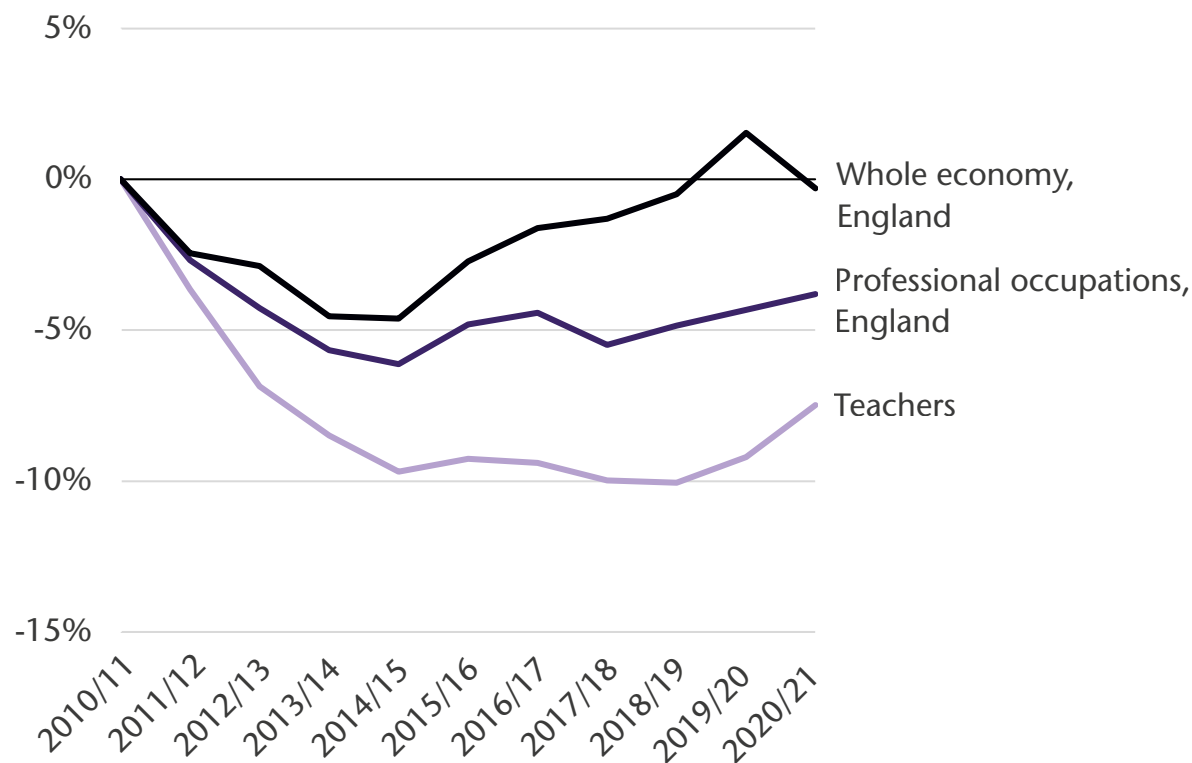
- In 2020/21, teachers' median earnings were below those of the comparator groups for all age bands under 60, both in the Rest of England and in London.
- Across all age categories, the relative earnings of teachers deteriorated from 2013/14 to 2019/20, particularly for the Rest of England. However, in the latest period, from 2019/20 to 2020/21 the relative earnings have improved for teachers across all age categories, for the Rest of England and for London.
- This improvement in relative earnings was strongest for younger teachers, in the 21 to 30 age category, as well as for teachers in the 41 to 50 category, across the two regions. This was likely driven by an improvement in teacher salaries; from September 2020 the minimum of the MPR increased by 5.5% to £25,714.
- Overall, despite improvements in 2020/21, teachers in the youngest age group (21 to 30) compared least favourably against other professional occupations, particularly in London, whilst those in the oldest age group compared most favourably.
- The gaps between teachers' earnings and those of the comparator group were greatest in London.

3.27 Our analysis of real-terms pay changes over time suggests that the competitiveness of teachers' earnings compared to the whole economy, and to professional occupations, was lower in 2020/21 compared to 2010/11. Figure 6 shows how the real-terms value of teachers' median earnings fell throughout the early 2010s. In its annual report for 2022, the National Foundation For Educational Research (NFER) comments that the real-terms value of median teacher pay fell as a result of public sector pay restraint through the early 2010s²⁸. This fall in real-term earnings was larger for teachers in comparison to the whole economy and for professional occupations.

3.28 We estimate that teachers' median gross earnings in 2020/21 were 7.5% below their level in 2010/11 in real terms. Median gross earnings for the whole economy were around 0.3% below their 2010/11 level, whereas median gross earnings for professional occupations were 3.8% below their 2010/11 level, in real terms. The chart shows there has been some improvement for teachers between 2018/19 and 2020/21, driven by above-inflation rises in recent years (prior to the pay pause in 2021/22).

²⁸ NFER (2022) *Teacher Labour Market in England – Annual Report 2022* – <https://www.nfer.ac.uk/teacher-labour-market-in-england-annual-report-2022/>

Figure 6: Median real-terms gross annual earnings for teachers in state-funded schools, compared to the whole economy (England) and professional occupations (England), compared to level in 2010/11^{29,30,31}.



3.29 Research conducted by NFER also suggests that the competitiveness of teachers' pay compared to outside options was lower in 2019 than it was in 2010³². NFER found that the competitiveness of pay for experienced teachers had not deteriorated as much as for early-career teachers.

Teacher numbers and characteristics

3.30 This section presents statistics on teacher numbers and characteristics, such as age and gender. Ethnicity data are also presented for teachers and pupils.

3.31 There were 461,088 FTE teachers working in state-funded schools in England in November 2020, an overall increase of 1.6% (7,275 staff) from 2019. Between November 2019 and 2020:

- FTE nursery and primary teachers increased by 0.6% (1,366 staff)
- FTE secondary teachers increased by 2.5% (5,112 staff)
- FTE special school teachers increased by 3.1% (741 staff)

²⁹ Nominal earnings have been adjusted using annual CPIH. ONS (2022) *Consumer price inflation tables* – <https://www.ons.gov.uk/economy/inflationandpriceindices/datasets/consumerpriceinflation>

³⁰ OME analysis of Department for Education (2020) *School Workforce in England: Reporting year 2020* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

³¹ Data for the whole economy and for professional occupations represent full-time median gross annual earnings in England. OME analysis of unpublished ASHE data. 2020/21 figures are provisional.

³² NFER (2022) *What teachers do next after leaving and the implications for pay-setting* – <https://www.gov.uk/government/publications/what-teachers-do-after-leaving-implications-for-pay-setting>

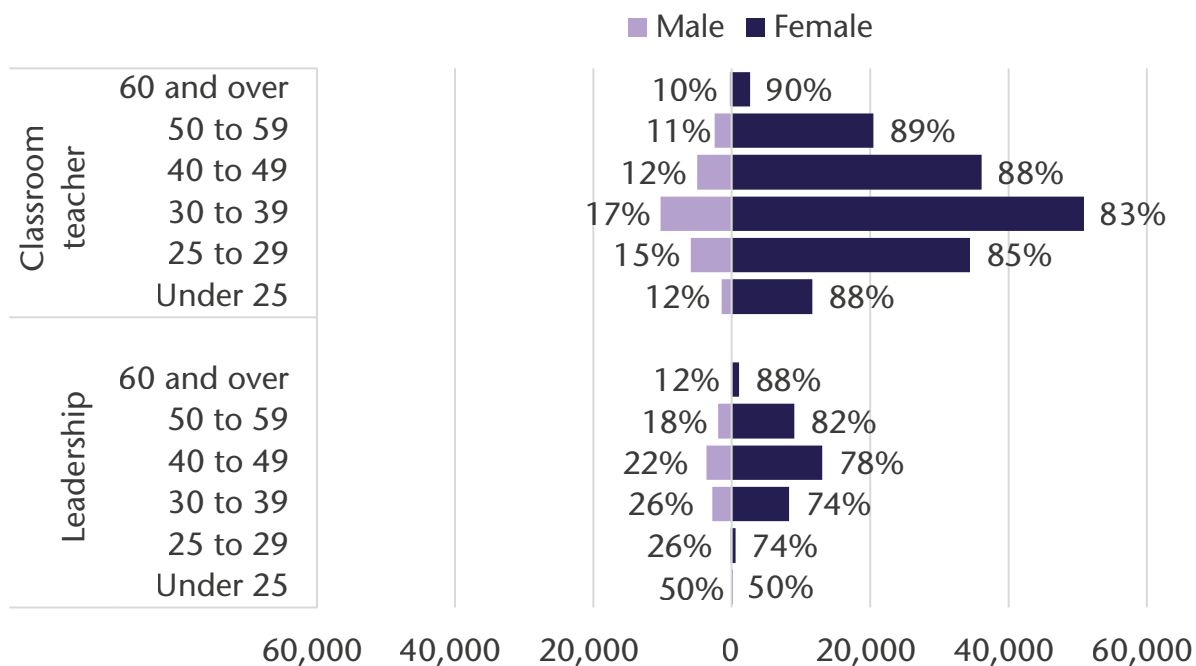
- FTE centrally employed teachers increased by 1.5% (54 staff)

3.32 Of the 461,088 teachers, around 44% work for Local Authority (LA) maintained schools and therefore formally sit within the STRB’s remit group. The remaining 56% work in the academy sector. By school type, 62% of primary and nursery school teachers fall within the STRB’s remit, whereas only 23% of secondary teachers do. The proportion of teachers in the STRB’s remit group was slightly higher in 2019/20, at 46% across state-funded schools. In 2020/21 the state-funded primary and nursery teacher workforce was 6% larger (222,519) than the secondary teacher workforce (209,824).

3.33 Figures 7 and 8 show the numbers of teachers by grade, age and gender across state-funded nursery and primary, and secondary schools. Key points from the figures and underlying data are:

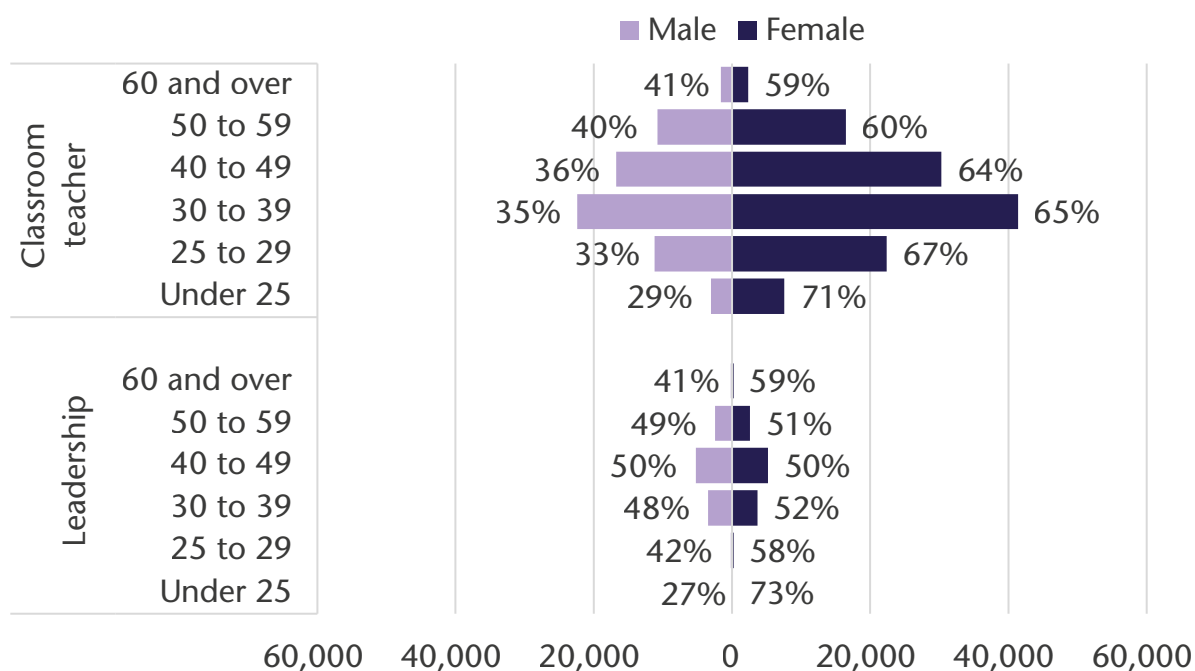
- 30 to 39 year-olds made up the largest proportions of the total workforce across state-funded schools.
- A higher proportion of teachers were female in both primary (85%) and secondary schools (63%). Across all state-funded schools 74% of teachers were female.
- Whilst male teachers made up 15% of the primary workforce, they accounted for 22% of primary leadership roles (assistant heads, deputy heads and heads). In secondary, whilst male teachers accounted for 37% of the total workforce, they accounted for 49% of leadership roles.

Figure 7: Numbers of FTE teachers, split by age and gender, across state-funded nursery and primary schools, England, November 2020³³.



³³ OME analysis of Department for Education (2020) *School Workforce in England: Reporting year 2020* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

Figure 8: Numbers of FTE teachers, split by age and gender, across state-funded secondary schools, England, November 2020³⁴.



3.34 Tables 4 to 6 show the ethnicity of all teachers and pupils. Ethnicity information was available for 92% of teachers and 98% of pupils. We have also included estimates of ethnicity for the total population in England. The tables show, in November 2020:

- 91% of all teachers across state-funded schools were White; this compares to 73% of school pupils. These figures are similar to 2019/20. According to the ONS's population estimates, 84% of the population in England were White in 2019. This is a 2 percentage point decrease from the 2011 census³⁵.
- The proportion of teachers who were White increases by grade. For example, whilst 90% of classroom teachers were White, 96% of heads were.
- A higher proportion of teachers in nursery and primary schools were White compared to secondary schools.
- The pupil population is much more diverse than the teacher population, across school types.

³⁴ OME analysis of Department for Education (2020) *School Workforce in England: Reporting year 2020* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

³⁵ The statistics are classified as experimental and will be subject to further testing. ONS (2021) *Population estimates by ethnic group, England and Wales, 2019* – <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/datasets/populationestimatesbyethnicgroupenglandandwales>

3.35 Research conducted by NFER on equality in the teaching workforce highlights that there is significant under-representation of people from ethnic minority backgrounds within the teaching profession, except for ITT³⁶. The under-representation of people from Asian, Black, Mixed and Other ethnic backgrounds is most pronounced at senior leadership and headship levels, concurring with our analysis of SWC data above. The research also looked at rates of progression for different ethnic groups. Ethnic disparities in progression were present across most stages of the profession, but the most significant disparities in progression occurred in ITT. This indicates that acceptance rates for applicants from ethnic minority backgrounds are generally lower than for applicants from white ethnic backgrounds; these gaps were largely unexplained.

Table 4: Ethnicity of teachers by grade and pupils in state-funded schools, England, 2020/21 and ethnicity of the population in England, 2019^{37,38,39}.

	White	Asian or Asian British	Black or Black British	Any other Mixed background	Any other ethnic group
Classroom teacher	90%	5%	3%	2%	1%
Assistant head teacher	93%	4%	2%	1%	0%
Deputy head teacher	95%	2%	1%	1%	0%
Head teacher	96%	2%	1%	1%	0%
Total teachers	91%	5%	2%	1%	1%
Total pupils	73%	12%	6%	6%	2%
Total population, England	84%	8%	4%	2%	2%

³⁶ NFER (2022) *Racial Equality in the Teacher Workforce: An Analysis of Representation and Progression Opportunities from Initial Teacher Training to Headship* – <https://www.nfer.ac.uk/racial-equality-in-the-teacher-workforce/>

³⁷ Percentages are based on pupil headcount. OME analysis of Department for Education (2021) *Schools, pupils and their characteristics: Academic year 2020/21* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

³⁸ Percentages are based on teacher headcount. OME analysis of Department for Education (2021) *School workforce in England* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

³⁹ The statistics are classified as experimental and will be subject to further testing. ONS (2021) *Population estimates by ethnic group, England and Wales, 2019* – <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/datasets/populationestimatesbyethnicgroupenglandandwales>

Table 5: Ethnicity of teachers by grade and pupils in state-funded secondary schools, England, 2020/21 and ethnicity of the population in England, 2019^{40,41,42}.

	White	Asian or Asian British	Black or Black British	Any other Mixed background	Any other ethnic group
Classroom teacher	88%	6%	3%	2%	1%
Assistant head teacher	92%	4%	2%	1%	0%
Deputy head teacher	94%	3%	2%	1%	1%
Head teacher	95%	2%	1%	1%	0%
Total teachers	88%	6%	3%	2%	1%
Total pupils	73%	12%	6%	6%	2%
Total population, England	84%	8%	4%	2%	2%

Table 6: Ethnicity of teachers by grade and pupils in state-funded nursery and primary schools, England, 2020/21 and ethnicity of the population in England, 2019⁴³.

	White	Asian or Asian British	Black or Black British	Any other Mixed background	Any other ethnic group
Classroom teacher	92%	4%	2%	1%	0%
Assistant head teacher	93%	4%	2%	1%	0%
Deputy head teacher	96%	2%	1%	1%	0%
Head teacher	96%	2%	1%	1%	0%
Total teachers	93%	4%	2%	1%	0%
Total pupils	74%	12%	5%	7%	2%
Total population, England	84%	8%	4%	2%	2%

⁴⁰ Percentages are based on pupil headcount. OME analysis of Department for Education (2021) *Schools, pupils and their characteristics: Academic year 2020/21* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

⁴¹ Percentages are based on teacher headcount. OME analysis of Department for Education (2021) *School workforce in England* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

⁴² The statistics are classified as experimental and will be subject to further testing. ONS (2021) *Population estimates by ethnic group, England and Wales, 2019* – <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/datasets/populationestimatesbyethnicgroupenglandandwales>

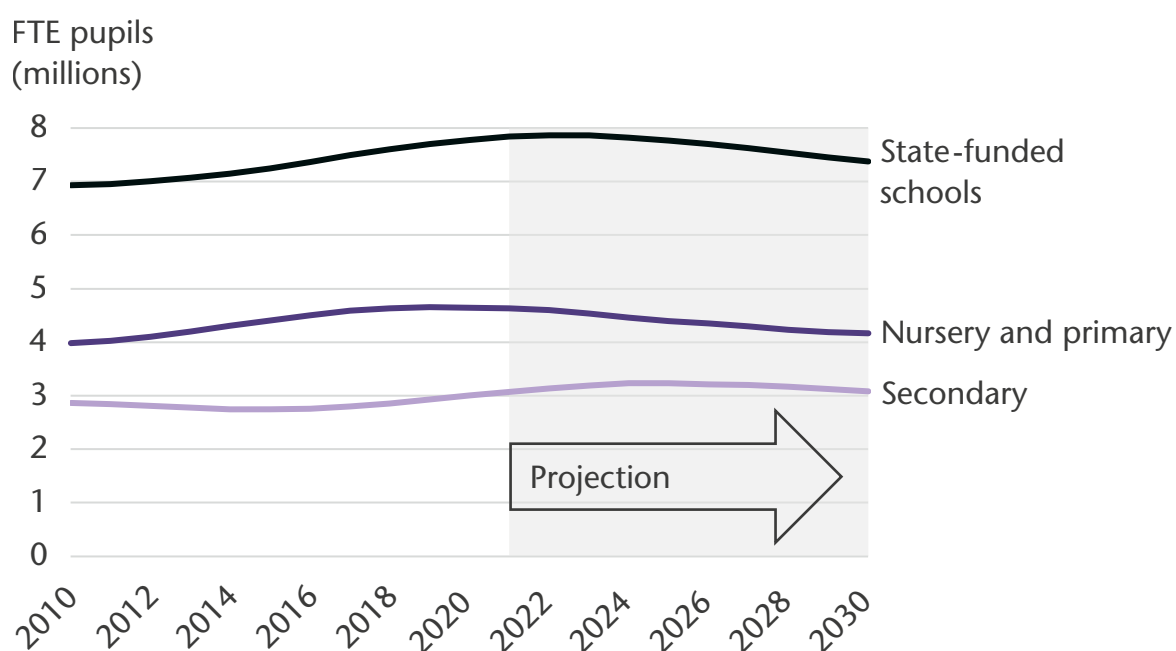
⁴³ Ibid.

Pupil numbers

3.36 Pupil numbers do not translate directly into the required number of teachers; however, they do provide some measure of demand. Figure 9 shows pupil numbers for 2010 to 2020, as well as a projection to 2030⁴⁴. The data show:

- The nursery and primary population peaked in 2019 at 4.7 million. Since this point, numbers have decreased. This is mainly due to continued reductions in the number of births since 2013.
- The secondary school population is projected to peak in 2024 at 3.2 million then gradually decline through to 2030, the end of the forecast.

Figure 9: FTE pupil numbers up to and including age 15, in state-funded schools, England, 2010 to 2030 (projection from 2021)⁴⁵.



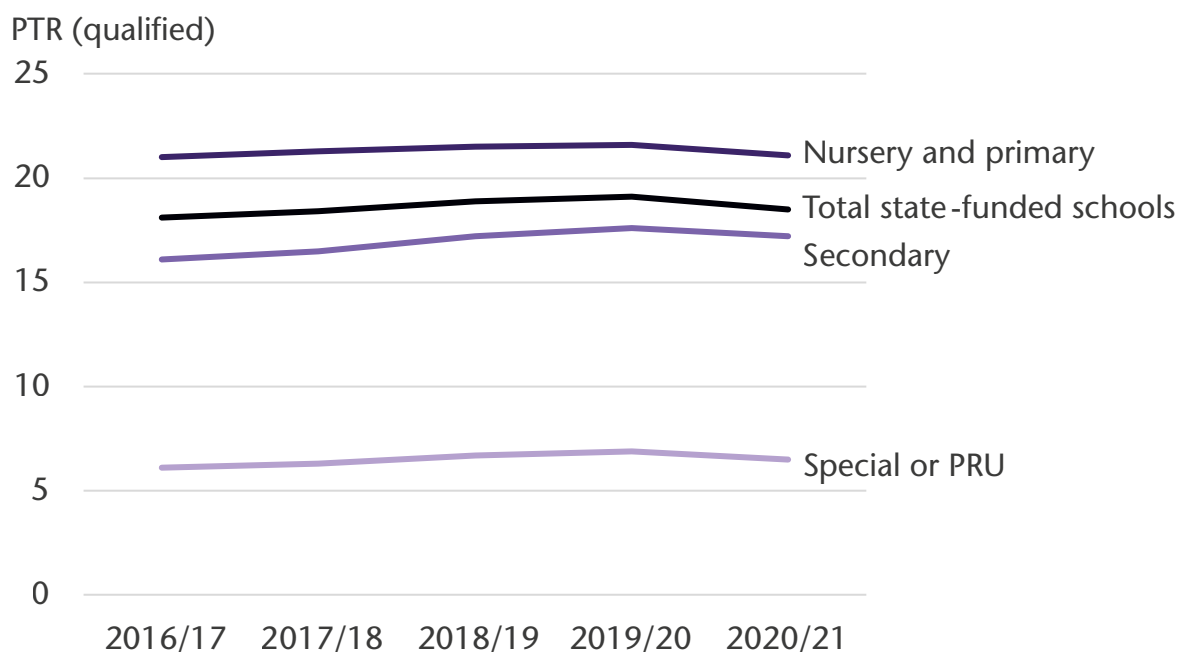
Pupil to teacher ratios (PTRs)

3.37 Figure 10 shows the PTRs for qualified teachers within schools by school type from 2016/17 to 2020/21. For secondary schools, the PTR increased between 2016/17 and 2019/20. However, in the latest reporting year, the ratio decreased from 17.6 to 17.2. The PTR across primary schools increased more gradually between 2016/17 and 2019/20 as compared to secondary schools. The PTR for primary schools also decreased from 21.6 in 2019/20 to 21.1 in 2020/21. The figure shows that the PTR is considerably lower across state-funded special schools or pupil referral units (PRU).

⁴⁴ The Department for Education notes that 2021 schools census data have not been fed into the model this year. This is because the data showed notable decreases in enrolment in nursery and primary schools and alternative provision compared to earlier years. These decreases are expected to be temporary, caused by the pandemic. Had this data fed into the model, pupil numbers would have been projected to decrease in future years. These decreases were not seen to be realistic and reflective of longer-term trends.

⁴⁵ OME analysis of Department for Education (2021) *National pupil projections: Reporting year 2021* – <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections/2021>

Figure 10: Pupil to teacher ratios (PTRs) for qualified teachers in state-funded schools, England, 2016/17 to 2020/21⁴⁶.



3.38 Pupil to adult ratios (PARs) give the number of FTE pupils per FTE teachers and support staff employed in schools (excluding administrative and clerical staff). Data on PARs show:

- The PAR for all state-funded nursery and primary schools was 11.0 in 2020/21, a slight decrease from 2019/20 (11.2).
- The PAR for all state-funded secondary schools was 11.9 in 2020/21, stable from 2019/20.

Teacher flows: entrants and leavers

3.39 The following section focuses on entrants to, and leavers from, the teacher workforce. In 2020/21 there were 43,516 FTE qualified entrants to teaching in state-funded schools. The overall entrants' rate was 9.7%, slightly lower than in 2019/20 when the rate was 10.3%. Of the qualified new entrants there were:

- 20,073 newly qualified teachers (NQTs), 46% of all entrants.
- 16,318 teachers returning to teaching after a break, 37% of all entrants.
- 3,782 deferred NQTs, 9% of all entrants.
- 3,344 teachers new to the state-funded sector, 8% of all entrants.

⁴⁶ OME analysis of Department for Education (2021) *School workforce in England* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

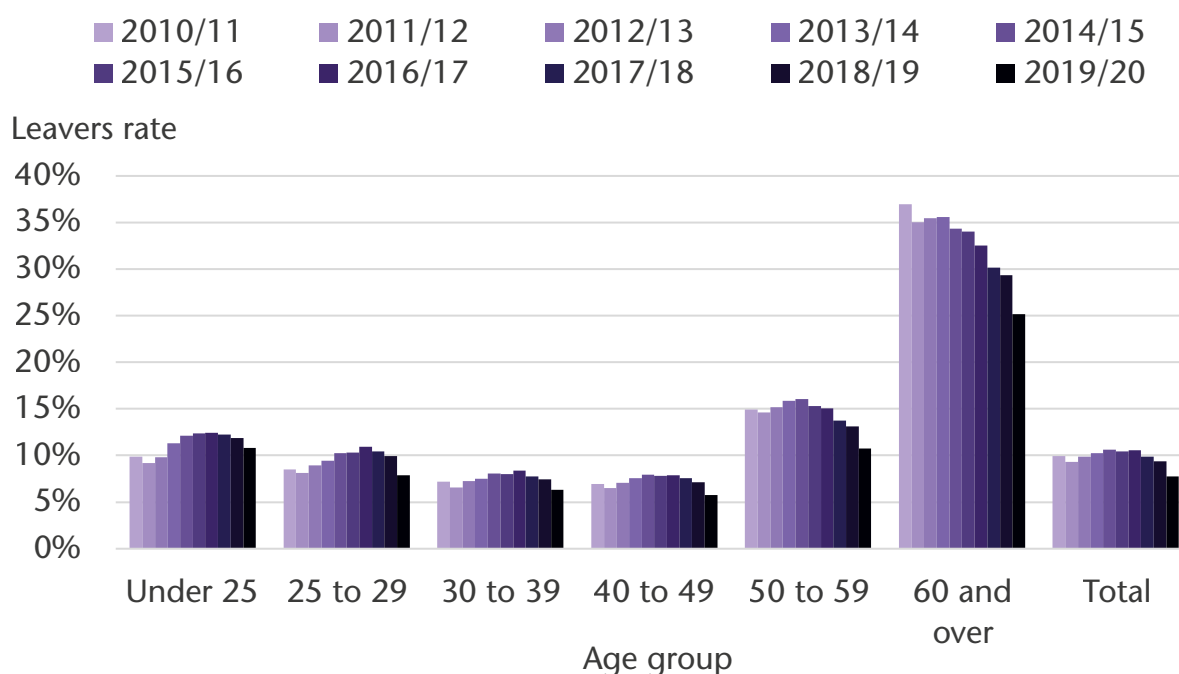
- 3.40 Between November 2019 and November 2020 there were 34,116 FTE qualified teachers who left teaching in state-funded schools. The overall leaving rate was 7.8%, a decrease from 2018/19 (9.4%) and the lowest rate recorded between 2010/11 and 2019/20. Of the teachers who left in 2019/20 there were:
- 29,524 teachers out of service, 87% of all leavers.
 - 4,462 teachers who retired, 13% of all leavers.
 - 130 teachers who died whilst in service, less than 1% of all leavers.
- 3.41 The proportion of leavers who retired has fallen each year from 2010/11 (33%) to 2019/20 (13%). This is consistent with a reduction in the proportion of teachers who were aged 50 or over from 24% in 2010/11 to 18% in 2020/21.
- 3.42 Within the overall leaving rate, there is variation by school type. The leaving rate for primary schools has been consistently lower than for secondary schools since 2010/11. Between 2018/19 and 2019/20, the primary and secondary school leaving rates decreased from 9.0% to 7.5% and 9.4% to 7.9% respectively. These latest leaving rates are the lowest seen since 2010/11.
- 3.43 In addition to entrants and leavers, changes to working patterns also affect the number of FTE teachers. In 2020, 5% of qualified teachers increased their working hours and 6% decreased theirs. Overall, this led to a decrease of around 2,300 FTE qualified teachers from 2019 to 2020. This decrease is smaller than from 2018 to 2019 (3,200 FTE qualified teachers).
- 3.44 Overall, there were around 7,300 more FTE teachers across state-funded schools in 2020/21 compared to 2019/20. This increase is much larger than seen from 2018/19 to 2019/20 (an increase of around 400 FTE teachers) and was driven by a large decrease in the number of leavers, rather than an increase in joiners.

Leaving rates by age

- 3.45 Figure 11 presents the leaving rates by age on leaving per year from 2010/11 to 2019/20. During this period, the number of leavers aged 50 to 59 and 60 and over have steadily decreased. Over the same period, the leaving rate for all age groups under 50 increased until around 2016/17 before showing slight decreases in the last three years.
- 3.46 Across all age groups, leaving rates have decreased in the latest year of data, albeit to a lesser extent in the Under 25 category. In general, over recent years, leaver rates have fallen for all groups but have fallen faster for more experienced teachers than early career teachers.

- 3.47 In absolute terms, the largest number of qualified teacher leavers were from the 30 to 39 and 50 to 59 age categories in 2019/20, with around 9,200 and 7,300 leavers respectively. Absolute numbers of leavers by age are shown in Figure 12. The figure highlights that, whilst leaving rates were high for teachers in the Under 25 and 60 and over categories, the absolute numbers of leavers were relatively low in comparison to other age categories.
- 3.48 NFER's Annual Report 2022 included findings from its autumn 2021 survey of senior leaders, which suggested retention rates may be returning towards pre-pandemic levels, particularly for the primary phase. 23% of primary leaders said teacher turnover (including those moving school and leaving teaching) was higher than before the pandemic; 22% said turnover was lower. Secondary leaders were more likely to report turnover being lower (46% of leaders), compared to higher (21% of leaders)⁴⁷.

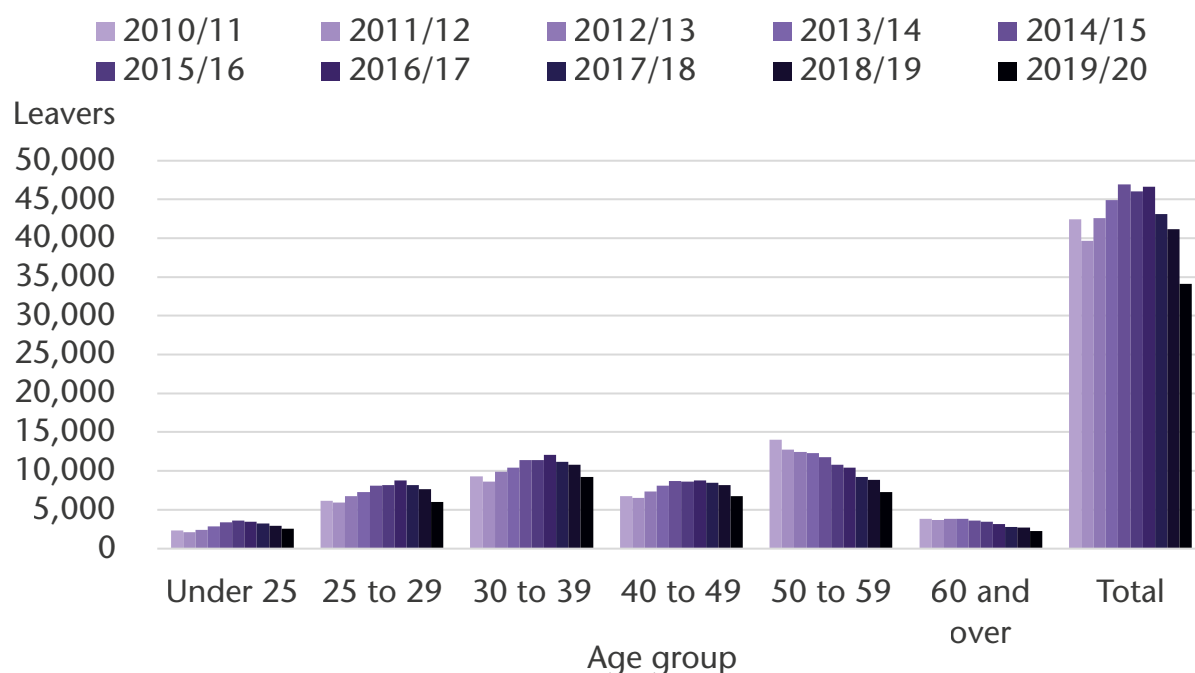
Figure 11: Leaving rates of FTE qualified teacher leavers by age on leaving, across all state-funded schools, England, 2010/11 to 2019/20⁴⁸.



⁴⁷ NFER (2022) *Teacher Labour Market in England – Annual Report 2022* – <https://www.nfer.ac.uk/teacher-labour-market-in-england-annual-report-2022/>

⁴⁸ OME analysis of Department for Education (2021) *School workforce in England* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

Figure 12: Numbers of FTE qualified teacher leavers by age on leaving, across all state-funded schools, England, 2010/11 to 2019/20⁴⁹.



Leaving and retention rates by length of service

- 3.49 Figure 13 estimates, for each cohort of new entrants, the percentage of that cohort leaving after each year of service. For example, for the 2010 entry cohort, it shows the percentage of teachers in the cohort who left after one year of service, two years of service, and so forth. In some cases, a teacher from a given cohort may leave and subsequently return to service; in such cases they cease being treated as a leaver from the year they are recorded as having returned. In this sense, we are measuring 'net leaving rates'.
- 3.50 The net leaving rates for any given cohort decline quickly after the first few years of service and then flatten out. The figure highlights decreases in the net leaving rates for all length of service groups in the latest year of data and shows that retention has improved for early-career and experienced teachers. This is likely a result of the COVID-19 pandemic; in previous recessions teacher retention has improved, as options outside teaching carry more uncertainty⁵⁰. Lockdown restrictions may also have constrained teachers from moving jobs.
- 3.51 Figure 14 draws on the same underlying data as Figure 13 and shows retention rates of teachers by year of qualification. It shows the percentage of teachers still in service in the state-funded schools' sector after one to 10 years. The data include all teachers in service in a given year, regardless of any prior breaks in service. Despite improvements to retention rates in 2019,

⁴⁹ OME analysis of Department for Education (2021) *School workforce in England* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

⁵⁰ OME analysis of Department for Education (2015) *School workforce in England: November 2014* – <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2014>

the latest retention rates for each annual cohort of joiners to the profession remain considerably lower than those for earlier cohorts. For example, the retention rate after three years' service fell from 78% for 2010 joiners to 76% for 2017 joiners; the rate after five years' service fell from 71% for 2010 joiners to 69% for 2015 joiners.

Figure 13: Estimated net leaving rates after each year of service (full-time and part-time qualified teachers), England, 2010 to 2019⁵¹. The years in the legend indicate the year qualified.

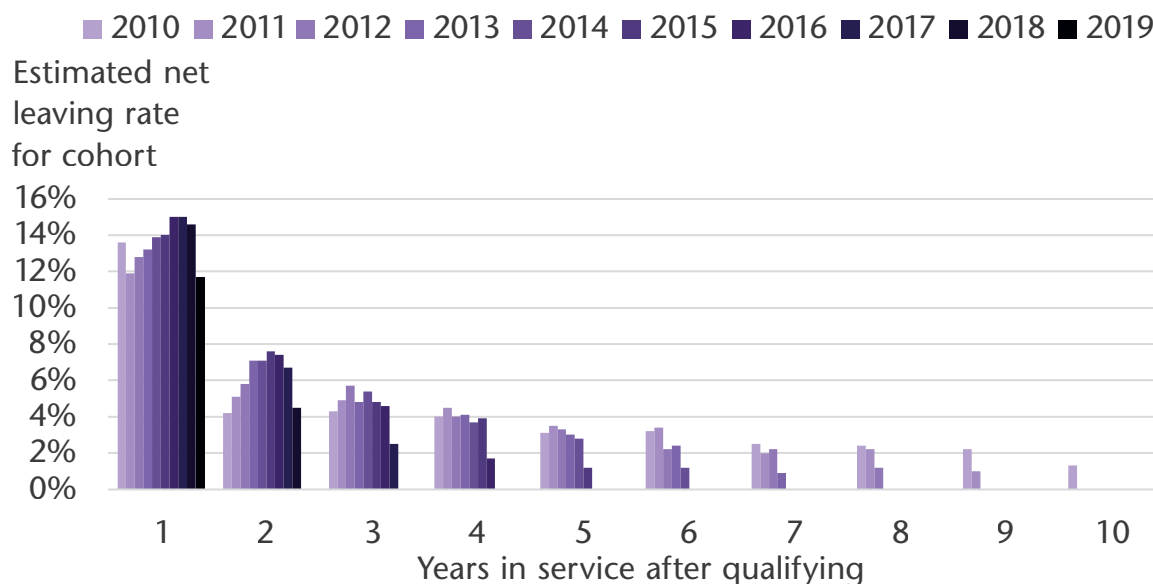
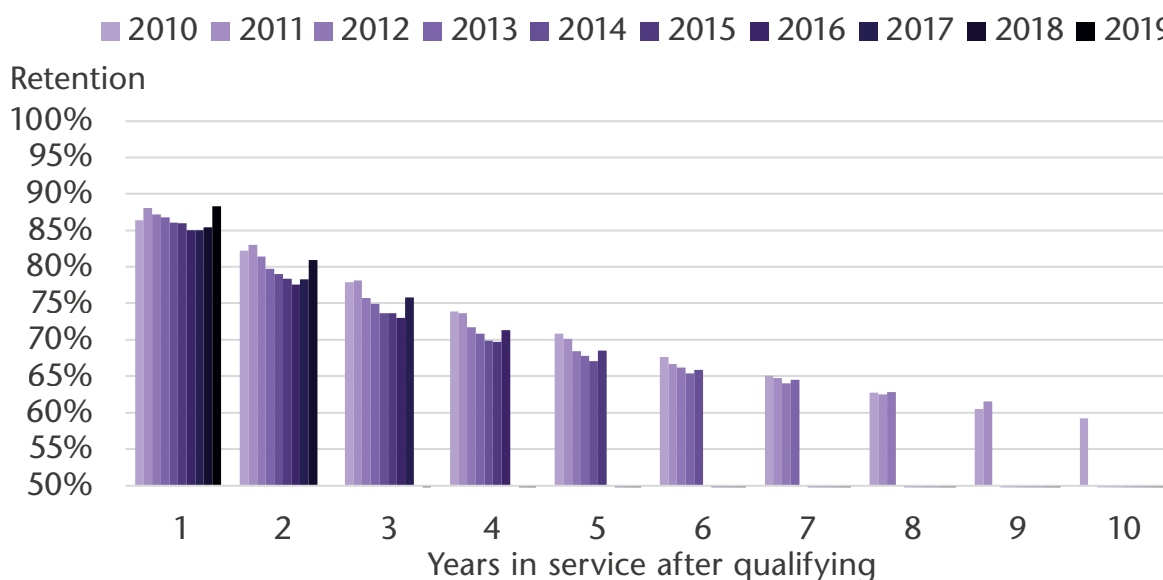


Figure 14: Retention rates of teachers after each year of service (full-time and part-time qualified teachers), England, 2010 to 2019⁵². The years in the legend indicate the year qualified.



⁵¹ A revision was made to the data published in 2021 and the revised data have been used here. OME analysis of Department for Education (2022) *School workforce in England* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

⁵² Ibid.

Leadership retention

3.52 Data published by the Department provide recent information on retention for leadership teachers⁵³. In the analysis, retention is defined as the proportion of teachers (aged under 50) who were employed in subsequent years in a role of the same or higher level and in the same phase, as recorded by the SWC. Leaders who are not retained under this definition may still be retained within the teaching profession, for example, in a more junior role or within a Multi-Academy Trust (MAT) where their role falls outside the scope of the SWC. The analysis found that:

- Retention of senior leaders (aged under 50) is higher in primary schools than in secondary schools.
- Retention rates generally declined for those new to leadership between 2011 and 2015 but have stabilised and in some cases improved in recent years (improvements in 2019/20 may be attributable to the impact of the COVID-19 pandemic).
- Retention of heads in both primary and secondary schools has declined since 2011. For example, 94% of primary heads were retained one year after promotion in 2011, versus 90% in 2019. For secondary schools, 92% of heads were retained one year after promotion in 2011, versus 88% in 2019. The Department notes that the increasing prevalence of MATs may also have reduced the apparent retention of heads, as teachers moving to executive head teacher or CEO roles in a trust are no longer in scope for the SWC and are thus classified as 'not retained'.
- Retention for deputy heads has remained relatively stable from 2011 to 2019 for primary schools.
- For assistant head teachers, there was a slight reduction in the retention rate over time in primary schools but there are indications that it has improved for the 2017 cohort onwards. The retention rate also declined in secondary schools for the cohorts 2011 to 2015. However, the rate has steadily improved for the 2016 cohort and onwards.
- Middle leaders were found to have lower rates of retention than more senior roles, for both primary and secondary schools. This is to be expected as some middle leaders are classroom teachers who have taken on extra duties for a fixed period, moving them into middle leadership for the duration, after which they return to classroom teaching and would therefore appear as not retained.

3.53 The Department has highlighted to the STRB that retention rates are higher for leadership roles if the overall retention in state-funded sector is considered. This definition is wider than that above as it does not limit the

⁵³ OME analysis of Department for Education (2022) *School leadership in England 2010 to 2020: characteristics and trends* – <https://www.gov.uk/government/publications/school-leadership-in-england-2010-to-2020-characteristics-and-trends>

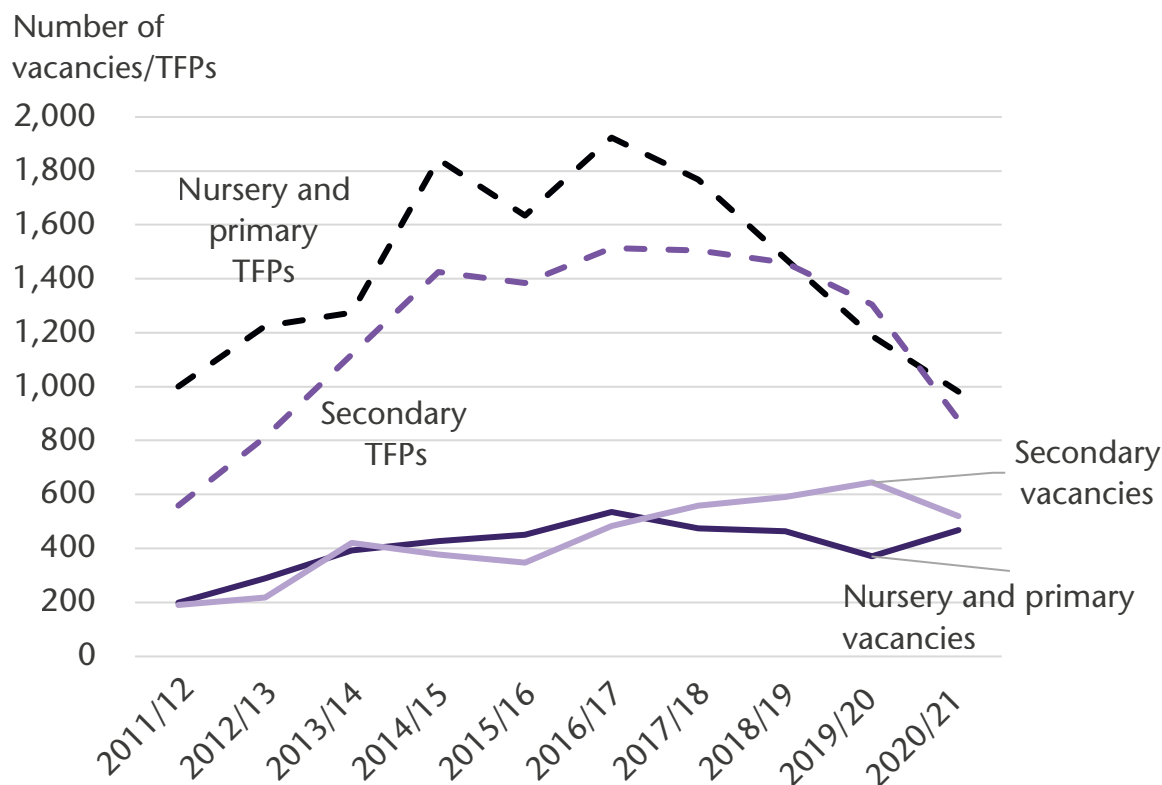
retention criteria to 'retention at grade or higher'. The difference between overall retention and retention in grade is larger at lower levels of leadership (widest at middle leader level and narrowest at head teacher level).

Teacher vacancies

- 3.54 In the 2020/21 academic year, the teacher vacancy rate (including full-time and part-time teachers) across all state-funded schools was 0.2%, similar to the previous year (0.3%)⁵⁴. The vacancy rate for classroom teachers was 0.2%, the same as that for all leadership. We note that these data provide a snapshot of vacancies at the census date.
- 3.55 In absolute terms, the number of vacancies across state-funded schools fell by 4% compared to the previous year, to 1,098. Within the headline total, secondary schools saw a decrease in recorded vacancies, while primary schools saw an increase (see Figure 15).
- 3.56 A temporarily filled post (TFP) is one where a permanent vacancy exists but is being filled by a teacher on a contract of at least one term but less than a year. The vacancy rate for TFPs across all state-funded schools was 0.5% in 2020/21, the lowest level seen since 2012/13 and a decrease from 2019/20. In absolute terms, there were 2,128 TFPs in 2020/21. After peaking in 2016/17, the number of TFPs has fallen, particularly at primary level (see Figure 15).
- 3.57 No subject-level vacancy data were recorded in the 2020 School Workforce Census to reduce schools' burden during the pandemic, therefore no update has been provided in this report. The Department is collecting these data for the 2021 census.

⁵⁴ A vacancy refers to a full-time appointment of at least one term's duration that, on the November census date, had been advertised but not filled. Vacancies exclude those filled on a temporary basis unless it is by someone on a contract of less than a term. We note the limitation of the vacancy data in that the data are a November snapshot. As vacancies may have been filled in time for the start of the school year, the school vacancy data does not reflect the challenges faced by schools throughout the year, as vacant posts may be advertised at other times, such as over spring/summer.

Figure 15: Teacher vacancies (both full-time and part-time) and temporarily filled posts (TFPs) in state-funded schools, England, 2011/12 to 2020/21^{55,56}.



Initial teacher training in 2021/22

3.58 This section presents information on undergraduate and postgraduate entrants to initial teacher training (ITT) and includes data relating to entrants' characteristics and delivery against recruitment targets.

Total number of entrants

3.59 In total there were 37,069 new entrants to ITT in 2021/22, compared to 40,377 in 2020/21. Whilst this is a decrease of 8% from 2020/21, it is an increase of 10% from 2019/20. Of this overall total:

- There were 31,233 new entrants to postgraduate ITT in 2021/22, a decrease of 9% from 2020/21, but an increase of 8% from 2019/20.
- There were 5,836 new entrants to undergraduate ITT in 2021/22, a decrease of 2% from 2020/21, but an increase of 20% from 2019/20.

⁵⁵ To reduce burden during the COVID-19 pandemic, schools and LAs were not required to provide the tenure (full-/part-time working pattern) of teachers in the November 2020 School Workforce Census. Therefore, the data in the figure includes both full- and part-time staff vacancies, whereas previous publications have focused only on full-time vacancies.

⁵⁶ OME analysis of Department for Education (2021) *School workforce in England* – <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

Entrants' characteristics

- 3.60 The broad characteristics of ITT entrants are shown in Tables 7 and 8. Postgraduate entrants tend to be older and more diverse than undergraduate entrants, although a smaller proportion of postgraduate entrants had a declared disability. Females account for a larger proportion of primary entrants compared to secondary; this applies to both postgraduate and undergraduate entrants.
- 3.61 Young entrants form the largest component of each cohort of ITT students. In 2021/22, 91% of undergraduate entrants were aged under 25, stable from 2020/21. 52% of postgraduate entrants were aged under 25, a slight increase from 51% in 2020/21. Despite the changing labour market, the characteristics of ITT entrants have remained broadly similar to previous years.

Table 7: Characteristics of postgraduate ITT entrants, England, academic year 2017/18 to 2021/22⁵⁷.

	2017/18 (%)	2018/19 (%)	2019/20 (%)	2020/21 (%)	2021/22 (%)
Primary Male	20	19	17	17	16
Primary Female	80	81	83	83	83
Secondary Male	40	39	38	39	39
Secondary Female	60	61	61	61	60
Minority ethnic group	16	18	19	19	21
Non-minority ethnic group	84	82	81	81	79
Declared disability	10	11	13	13	14
No disability declared	90	89	87	87	86
Under 25	51	50	50	51	52

⁵⁷ Minority ethnic includes Asian, Black, Mixed ethnicity and Other ethnicity groups. OME analysis of Department for Education (2021) *Initial teacher training Census Academic year 2021/22* – <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census> Figures for 2021/22 are provisional and are subject to change. 2020/21 figures have been revised. Percentages may not sum to 100 due to rounding.

Table 8: Characteristics of undergraduate ITT entrants, England, academic year 2017/18 to 2021/22⁵⁸.

	2017/18 (%)	2018/19 (%)	2019/20 (%)	2020/21 (%)	2021/22 (%)
Primary Male	14	13	13	11	11
Primary Female	86	87	87	89	88
Secondary Male	42	45	30	23	39
Secondary Female	59	55	70	77	61
Minority ethnic group	10	11	12	15	16
Non-minority ethnic group	90	89	88	85	84
Declared disability	12	15	16	17	15
No disability declared	88	85	84	83	85
Under 25	91	89	90	91	91

ITT performance against targets

- 3.62 The Teacher Workforce Model (TWM) provides an annual estimate of the number of trainees needed to start postgraduate ITT each year to provide sufficient numbers of qualified teachers in the year after their training is completed⁵⁹. This results in ITT recruitment targets for both the primary phase and for secondary subjects. Recruitment to postgraduate ITT (PGITT) in 2021/22 was not limited for any subject except Physical Education. Therefore, although targets for certain subjects may have decreased from 2020/21 to 2021/22, this does not mean there will necessarily be fewer trainees recruited.
- 3.63 In 2021/22 the 31,233 new entrants to PGITT accounted for 101% of the ITT target overall. Within the overall total, 82% of the secondary PGITT target was achieved (16,571 new entrants), down from 103% in 2020/21 and 83% in 2019/20. This was driven by a decrease in the number of secondary entrants.
- 3.64 For primary, the 14,662 new entrants in 2021/22 accounted for 136% of the target. This is an increase from 125% in 2020/21, driven by an increase in entrants and a decrease in the postgraduate primary target.
- 3.65 Table 9 sets out the number of ITT recruits and target figures for the primary and secondary phases over recent years.

⁵⁸ Minority ethnic includes Asian, Black, Mixed ethnicity and Other ethnicity groups. OME analysis of Department for Education (2021) *Initial teacher training Census Academic year 2021/22* – <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census> Figures for 2021/22 are provisional and are subject to change. 2020/21 figures have been revised. Percentages may not sum to 100 due to rounding.

⁵⁹ The Teacher Supply Model (TSM) was replaced by the Teacher Workforce Model (TWM) and targets for 2021/22 use this newly-developed model. The Department cautions against comparing 2021/22 TWM targets at the PGITT subject level against previous TSM targets. This is due to an uplift in targets for some subjects in the TWM to account for under-recruitment in previous years.

Table 9: Postgraduate ITT new entrants and targets, 2016/17 to 2021/22⁶⁰.

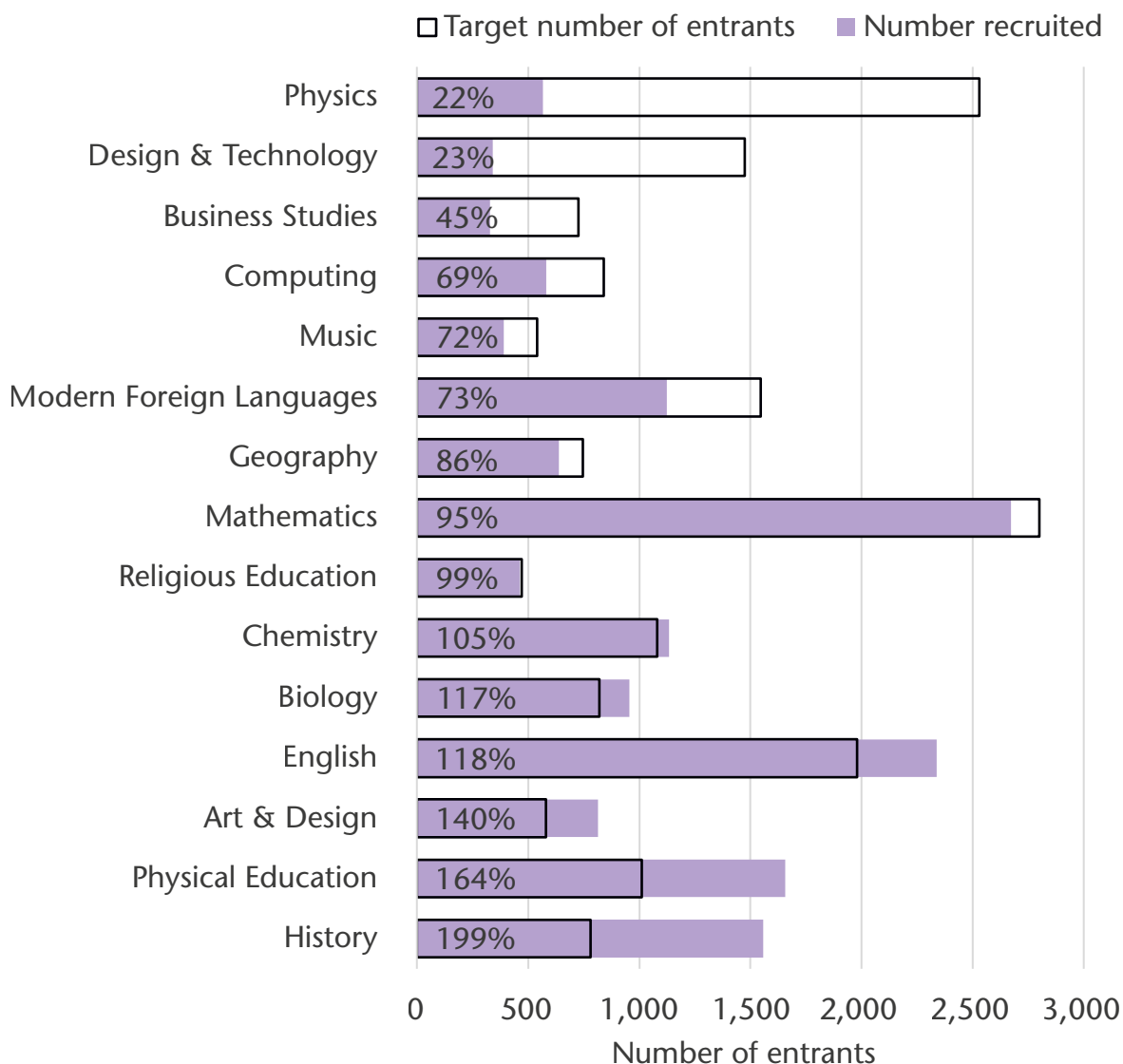
Target	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Primary	11,288	12,500	12,888	12,216	14,380	14,662
Primary target	11,489	12,121	12,552	13,003	11,467	10,800
<i>Percentage of Primary target</i>	<i>98%</i>	<i>103%</i>	<i>103%</i>	<i>94%</i>	<i>125%</i>	<i>136%</i>
Secondary	15,461	14,646	16,327	16,701	20,014	16,571
Secondary target	17,688	18,726	19,674	20,087	19,485	20,230
<i>Percentage of Secondary target</i>	<i>87%</i>	<i>78%</i>	<i>83%</i>	<i>83%</i>	<i>103%</i>	<i>82%</i>
Total	26,749	27,146	29,215	28,917	34,394	31,233
Total TWM target	29,176	30,847	32,226	33,090	30,952	31,030
<i>Percentage of total target</i>	<i>92%</i>	<i>88%</i>	<i>91%</i>	<i>87%</i>	<i>111%</i>	<i>101%</i>

- 3.66 Figure 16 focuses on the 2021/22 year and shows the absolute numbers of postgraduate trainees and target numbers, as well as the percentage of the target met by subject. It shows how subjects with a similar percentage performance against target can differ in the absolute numbers of trainees by which they fell short. For example, Physics and Design & Technology (D&T) only met 22% and 23% of their targets respectively; this equated to shortfalls of 1,963 for Physics and 1,134 for D&T.
- 3.67 For STEM⁶¹ subjects, 73% of the PGITT target was met in 2021/22. Two of the five underlying STEM targets were met: Biology (117% of target) and Chemistry (105% of target). 95% of the Maths target was met, an increase from 2020/21. This is despite the numbers of trainees decreasing compared to 2020/21 and is due to a decrease in the Maths target which offset the decrease in trainee numbers. In Physics, 22% of the target was met, a decrease in performance from 2020/21, driven by an increase in the target for 2021/22 despite the number of entrants increasing slightly. In computing, 69% of the target was met, a large decrease from 2020/21, caused by the target number of entrants increasing.
- 3.68 In addition to Maths, Physics and Computing, targets were not met for D&T (23%), Business Studies (45%), Music (72%), Modern Foreign Languages (73%), Geography (86%) and Religious Education (99%). In addition to Biology and Chemistry, PGITT targets were exceeded for English (118%), Art & Design (140%), Physical Education (164%) and History (199%).
- 3.69 Figure 17 shows recruitment levels against targets for selected subjects in the last three years. The figure highlights the surge in entrants in 2020/21 where all subjects saw some increase in the proportion of their target met compared to 2019/20. In 2021/22, the performance against target for most subjects was below the peak in 2020/21.

⁶⁰ OME analysis of Department for Education (2021) *Initial teacher training Census Academic year 2021/22* – <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census> Figures for 2021/22 are provisional and are subject to change. 2020/21 figures have been revised.

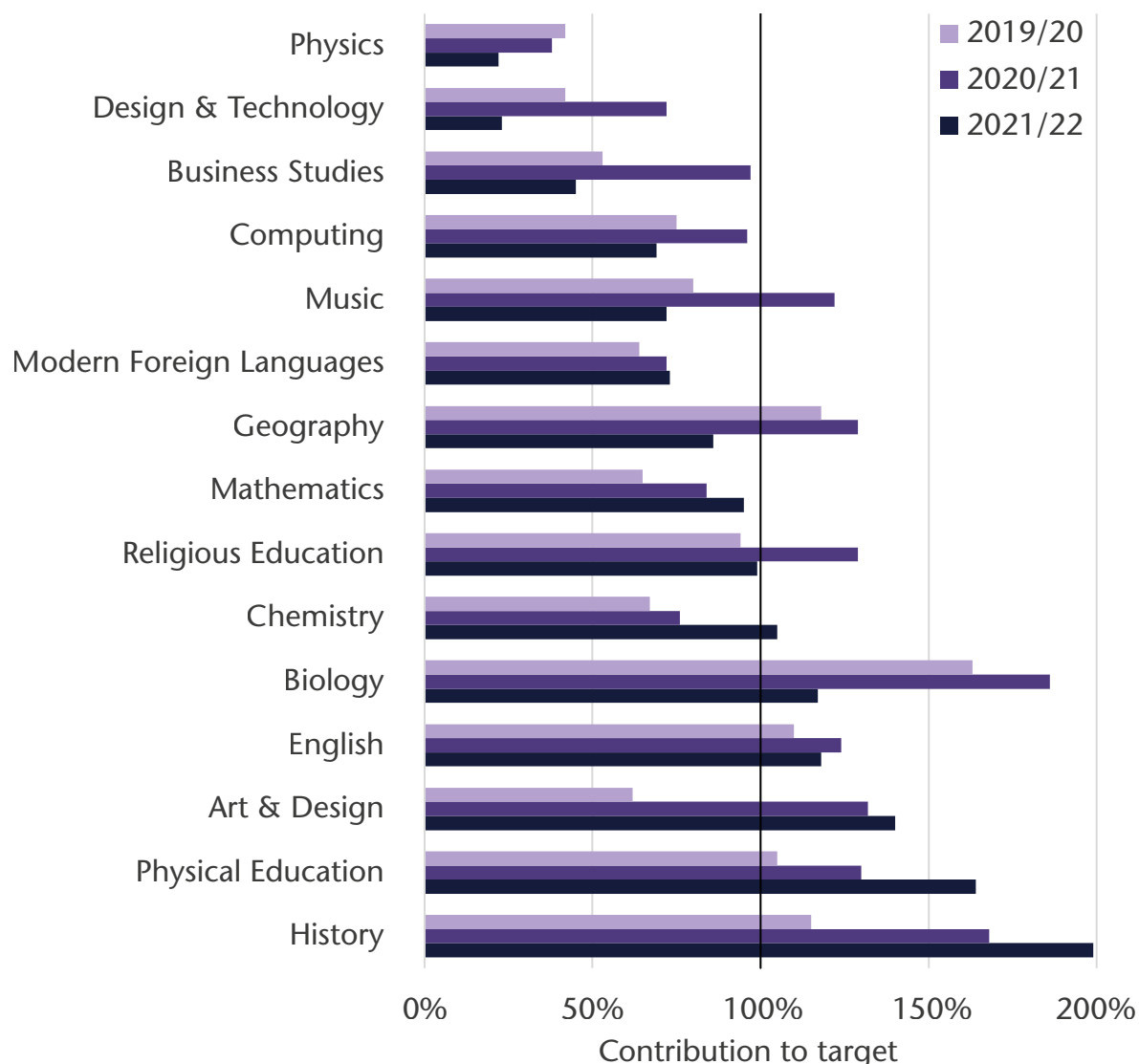
⁶¹ STEM includes biology, chemistry, computing, mathematics and physics.

Figure 16: Subjects' target numbers of postgraduate entrants versus the numbers recruited in 2021/22. Subjects are sorted in order of the percentage of their target met, from smallest to largest⁶².



⁶² OME analysis of Department for Education (2021) *Initial teacher training Census Academic year 2021/22* – <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census> Figures for 2021/22 are provisional and are subject to change. Modern Foreign Languages here includes Classics.

Figure 17: Postgraduate ITT contribution to targets by subject, 2019/20 to 2021/22. Subjects are sorted in order of contribution to targets in 2021/22⁶³.



Overseas teachers awarded qualified teacher status

3.70 In addition to trainee teachers, there are existing teachers from overseas who can be awarded qualified teacher status (QTS) without ITT, given their previous experience. This is possible for two groups of overseas trained teachers (OTTs):

- Those fully qualified in the European Economic Area (EEA) or Switzerland of which there were 1,975 awarded QTS in the year to March 2021. This represented a 20% decrease from 2019/20 and follows a 21% decrease the preceding year⁶⁴.

⁶³ OME analysis of Department for Education (2021) *Initial teacher training Census Academic year 2021/22* – <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census> Figures for 2021/22 are provisional and are subject to change. 2020/21 data have been revised. Modern Foreign Languages here includes Classics.

⁶⁴ Teaching Regulation Agency (2021) *Annual report and accounts, 2020 to 2021* – <https://www.gov.uk/government/publications/teaching-regulation-agency-annual-report-and-accounts-2020-to-2021>

- Since 2012, those fully qualified in Australia, Canada, New Zealand, and the United States of which there were 965 awarded QTS in the year to March 2021. This represented a 32% decrease from 2019/20 and follows an 8% decrease the previous year.
- 3.71 Overall, there were 2,940 OTTs awarded QTS in 2020/21, which represented a 24% decrease on 2019/20 (from 3,868). This follows a smaller decrease of 17% the previous year. The reduction in number of OTTs and the points-based immigration system may lead to further pressures on teacher supply.
- 3.72 Some overseas teachers may be able to teach without QTS and therefore will not be included within these data. They can do this on an unlimited basis in an academy or free school. Unqualified teachers from overseas can also teach in maintained schools for up to four years whilst they achieve QTS by a recognised route.
- 3.73 All overseas nationals arriving in the UK from 1 January 2021, including those from the EEA and Switzerland, come under the UK's points-based immigration system. The main visa route for non-UK teachers in England is the skilled worker visa, which requires certain conditions to be met. Alternative visa routes are also available, such as the Graduate visa or the Youth Mobility Scheme visa. More information is available via the Department's website⁶⁵.

Teacher labour market summary

- In the wider economy, inflation has been rising sharply (CPI inflation was 9.0% in the 12 months to April 2022, up from 7.0% in March 2022) and the labour market has been tightening.
- The ISE estimates that the graduate recruitment market in 2020/21 was almost back at 2018/19 levels after rebounding sharply from the 2019/20 pandemic shock. Graduate roles were highly competitive with an average 91 applications per vacancy in 2020/21, a 17% increase on the year before.
- According to the What do graduates do? report, 7.8% of the 2018/19 graduating cohort in employment were employed as education professionals compared to 7.3% the previous year.
- High Fliers reports that the number of graduates recruited in 2021 was higher than expected, with a year-on-year increase of 9.4% relative to 2020.
- High Fliers note that for the first time in eight years, graduate starting salaries are set to increase in 2022 to a median salary of £32,000, a 6.7% increase from £30,000 in 2021.

⁶⁵ Department for Education (2021) *Teach in England if you qualified outside the UK* – <https://www.gov.uk/government/publications/teach-in-england-if-you-qualified-outside-the-uk/teach-in-england-if-you-qualified-outside-the-uk>

- When comparing teachers' pay to that of other professional occupations by age and region, the gaps were widest for younger teachers and for those in London.
- The real-terms value of median teacher earnings has fallen since the early 2010s. In 2020/21, teachers' real-term earnings were around 7.5% lower than their level in 2010/11. Median earnings across the whole economy in England were 0.3% lower in real terms in 2020/21, compared to their 2010/11 level.
- The FTE teacher workforce increased by 1.6% or 7,300 between 2019 and 2020. Secondary schools saw the largest absolute increase in teacher numbers.
- The proportion of teachers from an ethnic minority background has remained stable from 2019/20 to 2020/21; in 2020/21, 91% of teachers across state-funded schools were White.
- PTRs and PARs experienced slight decreases from 2019/20 to 2020/21 in both primary and secondary schools. In primary schools, the PTR (qualified teachers) decreased from 21.6 to 21.1 between 2019/20 and 2020/21. In secondary schools, the PTR decreased from 17.6 to 17.2 over the same period.
- In 2020/21, the qualified entrants rate to teaching decreased by 0.6 percentage points to 9.7%. The qualified leavers rate from teaching decreased in 2019/20 by 1.6 percentage points, from 9.4% in the previous year. The overall leavers rate (7.8%) is the lowest rate recorded between 2010/11 and 2019/20.
- Despite some improvements to retention rates in 2019, the latest retention rates for each annual cohort of joiners to the profession remain lower than those for earlier cohorts. For example, the retention rate after three years' service fell from 78% for 2010 joiners to 76% for 2017 joiners; the rate after 5 years' service from 71% for 2010 joiners to 69% for 2015 joiners.
- The overall number of vacancies for state-funded schools decreased by 4% from 2019 to 2020. Within this total, the number of vacancies increased for nursery and primary schools but decreased for secondary schools.
- Headline ITT targets for new entrants were met for primary (136%) but not secondary (82%).
- Whilst the numbers of ITT entrants in 2021/22 decreased on 2020/21, numbers have increased by 10% from 2019/20. This is because there was an unprecedented increase in new entrants to ITT in 2020/21 compared to the previous year, likely to be a direct result of the COVID-19 pandemic.
- There were several secondary subjects where ITT targets were not met (Physics, D&T, Business Studies, Computing, Music, Modern Foreign Languages, Geography, Maths and Religious Education).

- The number of teachers from overseas awarded qualified teacher status declined sharply from 3,868 in 2019/20 to 2,940 in 2020/21 (a 24% decrease) and follows a 17% decrease the preceding year. The UK introduced a points-based immigration system on 1 January 2021 which may affect the supply of overseas teachers.

CHAPTER 4

Our conclusions and recommendations for 2022/23 and 2023/24

4.1 This chapter provides the School Teachers' Review Body's (STRB) recommendations to the Prime Minister and Secretary of State on changes to the teacher pay and allowance framework for 2022/23 and 2023/24. It sets out a summary of the evidence and considerations we have taken into account, followed by our conclusions and recommendations.

Our remit for 2022/23 and 2023/24

4.2 The Secretary of State wrote to us in December 2021 and referred to us the following matters for recommendation:

- An assessment of the adjustments that should be made to the salary and allowance ranges for classroom teachers, unqualified teachers and school leaders to promote recruitment and retention, within the bounds of affordability across the school system as a whole and in the light of my views on the need for an uplift to starting salaries to £30,000.
- As part of this, recommendations for the pay awards for both 2022/23 and 2023/24.⁶⁶

4.3 In his remit letter, the Secretary of State asked that we have regard to:

- The need to ensure that any proposals are affordable across the school system as a whole;
- Evidence of the national state of teacher and school leader supply, including rates of recruitment and retention, vacancy rates and the quality of candidates entering the profession;
- Evidence of the wider state of the labour market in England;
- Forecast changes in the pupil population and consequent changes in the level of demand for teachers;
- The Government's commitment to the autonomy of all head teachers and governing bodies to develop pay arrangements that are suited to the individual circumstances of their schools and to determine teachers' pay within the statutory minima and maxima.⁶⁷

4.4 In reaching our independent conclusions on the remit matters, we have given detailed consideration to the evidence provided by our consultees and our own analysis.

⁶⁶ School Teachers' Review Body (STRB) remit letter for 2022 – <https://www.gov.uk/government/publications/school-teachers-review-body-strb-remit-letter-for-2022>

⁶⁷ Ibid.

The wider economy

- 4.5 As set out in Chapter 3, the current year has proven exceptional as inflation has risen considerably, and the labour market continues to tighten.
- 4.6 GDP returned to its pre-pandemic level in the first quarter of 2022 but we note that, given the heightened levels of inflation and tax increases, the OBR forecast a fall in real disposable income, potentially impeding economic growth.
- 4.7 Inflation, as measured by the Consumer Prices Index (CPI), increased by 9.0% in the 12 months to April 2022, up from 7.0% in March 2022. This is the highest 12-month rate in the National Statistics series, which began in January 1997. Inflation is expected to increase further later in 2022.
- 4.8 Annual growth in average total pay (including bonuses) across the economy was 7.0% in the three months to March 2022; annual growth in regular pay (excluding bonuses) was 4.2%. Over the same period, this translated to real-terms growth in total pay of 1.4%, with real-terms regular pay falling by 1.2%. In its March 2022 forecast, OBR projected whole-economy earnings growth to be 5.3% in 2022 and 2.8% in 2023. The Bank of England, in its May Monetary Policy Report, projected annual earnings growth of 5.75% for the final quarter (Q4) of 2022 and 4.75% for Q4 2023.
- 4.9 The latest pay settlements data suggest awards have increased over the first few months of 2022 with median settlements in the three months to the end of April around 4% when weighted by the number of organisations, or 5% when weighted by numbers of employees. Analysis of the distribution of awards shows that a quarter of awards were below 2.6% and a further quarter in excess of 5.5%⁶⁸.
- 4.10 The volatility we see in the current economic data and its unpredictability for the two-year remit period has been an important consideration in developing our recommendations. We have considered how to mitigate the risks that continued economic volatility might have on teacher recruitment and retention.

The teacher labour market

- 4.11 The state of the teacher labour market in England is a key consideration in our recommendations. We have summarised consultees' evidence in Chapter 2 and presented our analysis in Chapter 3.

⁶⁸ OME analysis of unpublished XpertHR data [see Chapter 3].

4.12 We make the following observations:

- While headline targets were met for new entrants to primary teacher training in 2021/22, the secondary target fell short with 82% of the target met, similar to 2019/20 (83%). It appears likely that the COVID-19 pandemic had a temporary positive impact on recruitment to initial teacher training (ITT).
- The 2021/22 figures included six secondary subjects falling below 75% of their respective targets, with schools therefore having to deploy non-specialist teachers in a range of subjects.
- The number of qualified teachers from overseas awarded qualified teacher status has declined (from around 5,000 in 2017/18 to 2,940 in 2020/21).
- The data suggest that the wider graduate labour market has recovered from its pandemic-related slump. A range of sources show increases to both the numbers of opportunities for new graduates and to average starting salaries⁶⁹. The graduate market is also highly competitive, with an average of 91 applicants per graduate vacancy in 2020/21, a 17% increase from the previous year. In contrast we see the numbers of graduates attracted to ITT below target in subjects where there are multiple graduate career opportunities, potentially indicating that teaching is not recognised as an attractive career for these graduates.
- The latest data on starting pay across the graduate labour market show that graduate joiners to some professions have the potential to earn significantly higher starting salaries than those offered in teaching.
- There was a small improvement in some elements of the latest retention data. However, these were collected in 2020 and the trend prior to that had been worsening. Furthermore, despite the improvement, the latest retention rates for each annual cohort of joiners remained considerably lower than those for earlier cohorts.
- While teacher leaving rates were highest among those in their early careers, a relatively small increase in leaving rates for more experienced teachers would result in significant additional numbers exiting the profession given the age distribution of the teaching workforce.
- Retention rates also vary across school phases and subjects. They are lower in secondary schools than in primary schools and, within secondary schools, in Science, Technology, Engineering and Maths (STEM) subjects compared to non-STEM subjects. These are persistent issues.
- It is too early to conclude with any confidence whether the latest year of data marks a departure from recent trends or to quantify the impact of the COVID-19 pandemic on teacher supply. As with recruitment, improvements in teacher retention during previous recessions have been temporary and it is possible that the pandemic has had a similar impact.

⁶⁹ The Institute of Student Employers (ISE), High Fliers, Prospects [See Chapter 3]

- Across all teachers, median pay remains below that in other professional occupations. The gaps are widest for younger teachers and for those in London. For example, teachers' pay for those aged 21 to 30 was some 7% lower than the comparator group outside London, and 13% lower in London.
- The real-terms value of median teacher earnings has fallen since the early 2010s. In 2020/21, teachers' real-term earnings were around 7.5% lower than in 2010/11. By comparison, whole-economy earnings in England were around 0.3% lower.

4.13 In summary, across regions, school types and secondary school subjects, recruitment and retention rates are below the levels needed to fill posts with appropriately qualified teachers. On a number of measures, teachers' pay continues to fall below that of comparators. We support the conclusion of a range of consultees that material change is needed to address this situation.

Affordability

4.14 The remit letter stated that the STRB should have regard to the need to ensure that any proposals are affordable across the school system as a whole. We have given consideration to affordability, alongside the other factors raised in the remit letter when determining our recommendations.

4.15 As announced at the October 2021 Spending Review, the core schools' budget for 2022-23 is £53.8 billion, a £4bn increase from the £49.8bn budget for 2021-22⁷⁰. The table below sets out the changes in core schools' funding levels between 2019-20 and 2024-25. The increase to the overall core schools' budget over the two-year period for which STRB is recommending pay rises is £5.5 billion.

Table 10: Core schools' funding in England (£bn) from FY 2019-20 to FY 2024-25⁷¹.

Financial year	£ billion	Change £ bn	Change %
2019-20	44.4	–	–
2020-21	47.6	3.2	7.2%
2021-22	49.8	2.2	4.6%
2022-23	53.8	4.0	8.0%
2023-24	55.3	1.5	2.8%
2024-25	56.8	1.5	2.7%

⁷⁰ The overall core schools' funding covers funding through the schools, high needs and central school services block of the dedicated schools grant (DSG), and other smaller grants such as pupil premium and the public sector compensation for employer costs of the Health and Social Care Levy.

⁷¹ HM Treasury (2021) *Autumn Budget and Spending Review 2021: documents* – <https://www.gov.uk/government/publications/autumn-budget-and-spending-review-2021-documents>

- 4.16 The Department stated that this means every local authority area is forecast to see a cash-terms increase of at least 4.7% per pupil in its mainstream school funding in 2022-23, alongside the high needs funding increases⁷². It said the additional investment means an increase of 5% per pupil in real terms⁷³, although we note subsequent and forecast inflation will reduce the size of this increase.
- 4.17 In its evidence to us, the Department set out its analysis of cost pressures⁷⁴. This was based on mainstream schools' funding, a subset of the overall core schools' funding, for which the total in 2022-23 is £41.7 billion (around 77.5% of the overall core funding)⁷⁵.
- 4.18 For the purposes of assessing affordability within the Department's 2021 Spending Review settlement, we have considered the mainstream funding figures used by the Department in its analysis. In 2022-23, core funding to mainstream schools is expected to increase by 6.8%. Assumed underlying costs⁷⁶ are expected to increase by 1.8%. On this basis, schools should therefore have scope to raise their expenditure by a further 5.0% on average, or £2.1 billion overall at the national level, before they would face a net pressure in 2022-23.
- 4.19 For 2023-24, core funding to mainstream schools is expected to increase by 2.8%. Remaining costs are expected to increase by 1.2%. On this basis, schools could afford to raise expenditure by a further 1.6% on average, or around £700 million, before they would face a net pressure.
- 4.20 Over the two years 2022-23 and 2023-24, total funding will increase by 9.8% and costs by 3.0% compared to 2021-22, making available some £2.9 billion for new spending, including for pay awards and other priorities.
- 4.21 We note the front-loading of funding increases which could mean schools leaving some of the 2022-23 funding uncommitted and available for spending in 2023-24.
- 4.22 The preceding analysis does not account for the differences in individual schools' cost pressures and the fact that their budgets will increase by different amounts each year depending on pupil numbers and characteristics. Individual school affordability will vary significantly from the average position.

⁷² Mainstream school funding excludes some elements of the overall core schools funding, for example: funding from the High Needs block, the Central School Services block, funding for the Early Years and post-16 teachers' pay and pension grant funding

⁷³ DfE (2021) *School funding boosted by £4bn to level up education for young people* – <https://www.gov.uk/government/news/school-funding-boosted-by-4bn-to-level-up-education-for-young-people>

⁷⁴ DfE (2022) *Schools' costs: technical note* – <https://www.gov.uk/government/publications/schools-costs-technical-note>

⁷⁵ DfE (2021) *School funding boosted by £4bn to level up education for young people* – <https://www.gov.uk/government/news/school-funding-boosted-by-4bn-to-level-up-education-for-young-people>

⁷⁶ Underlying costs include: Teachers' pay drift, the Health and Social Care Levy, National Living Wage (NLW) increases, Local Government Pension Scheme employer contribution rate changes and non-staff related pressures.

Our conclusions and recommendations for 2022/23 and 2023/24

- 4.23 Recruitment and retention rates have been below what is needed to fill vacancies across regions, school types and subject specialisms with appropriately qualified teachers.
- 4.24 Pay is not the only determinant of recruitment, retention and morale but it is an important influence on them. Teachers' pay levels should:
- Take account of the wider labour market for graduates and the salaries available to them in other professions and offer a starting salary which attracts able graduates.
 - Offer pay progression over the course of a teaching career. It is important to be able to reward experienced, capable and high-performing teachers to maintain the position of the teaching profession as a career of choice.
- 4.25 In our view it is necessary and appropriate to exceed the Government's proposed pay award in order to address the risks to recruitment, retention and morale, while balancing affordability. We estimate that our proposals across financial years 2022-23 and 2023-24 would add approximately 9% to the overall paybill, or some £2 billion for mainstream schools. We recognise that this exceeds the Department's proposals by approximately £0.6 billion for the two-year award. However, after careful consideration of the relevant factors, we recommend this approach as appropriate and supportive of long-term value for money.
- 4.26 We agree with the Government's proposals to significantly increase teachers' starting pay to £30,000 by 2023 and concur that this will markedly improve the profession's competitive position in the graduate labour market.
- 4.27 We judge that a greater increase than the Government proposes is necessary for experienced teachers and school leaders in order to support retention. This will also assist in maintaining pay progression through the teachers' pay framework, which is a factor in graduates choosing teaching as a career.
- 4.28 Our recommendations for the London regions exceed those proposed by the Department, in particular to the first two points on the Main Pay Range in Inner and Outer London. We have recommended increases for early career teachers in London which deliver competitive levels of pay and support pay progression.
- 4.29 Given various allowances form part of teachers' total pay, we concluded it is appropriate to increase their value by the same rate as each year's wider pay award, thus ensuring that the headline award rate is reflected across all elements of a teacher's pay.
- 4.30 We welcomed the remit's scope for a multi-year recommendation. This supports long-term planning and provides certainty on achieving the target of a £30,000 minimum salary for teachers. The STRB is also mindful of the

volatility of some of the key variables that determine whether proposed levels of pay are appropriately competitive. We concluded, after careful reflection, that a limited-scope review mechanism is necessary, and this is therefore an integral feature of our pay recommendation for September 2023. This has been constructed with care to explicitly exclude the possibility of any uncertainty of achieving the £30,000 starting salary and will be sufficiently timely to support good planning.

4.31 In summary, we consider the following awards as appropriate and necessary:

- From September 2022, a 5% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range as a step towards achieving a minimum starting salary of £30,000 by September 2023.
- From September 2023, a 3% increase to all pay and allowance ranges and advisory points, higher increases to some parts of the Main Pay Range to deliver a minimum starting salary of £30,000, and a limited-scope, timely review mechanism to ensure that the recommended 2023 pay levels remain appropriate.

Our recommendations

4.32 We recommend the following levels of pay from September 2022⁷⁷:

Classroom teachers' pay ranges (including advisory points)

Recommended pay levels (£) and resulting annual % increase

Pay point	Rest of England	Change (%) from 2021	London Fringe	Change (%) from 2021	Outer London	Change (%) from 2021	Inner London	Change (%) from 2021
M1	28,000	8.9%	29,344	8.9%	32,407	8.3%	34,502	7.3%
M2	29,800	8.0%	31,126	8.0%	34,103	7.9%	36,141	7.4%
M3	31,750	7.0%	33,055	7.0%	35,886	7.5%	37,857	7.5%
M4	33,850	6.5%	35,151	6.5%	37,763	7.1%	39,655	7.6%
M5	35,990	5.5%	37,264	5.5%	40,050	5.3%	41,892	6.1%
M6	38,810	5.0%	40,083	5.0%	43,182	5.0%	44,744	5.0%
U1	40,625	5.0%	41,858	5.0%	44,687	5.0%	49,320	5.0%
U2	42,131	5.0%	43,360	5.0%	46,340	5.0%	51,743	5.0%
U3	43,685	5.0%	44,919	5.0%	48,055	5.0%	53,482	5.0%

⁷⁷ All pay values have been rounded up to the nearest £.

Unqualified teachers' pay ranges (including advisory points)

Recommended pay levels (£) and resulting annual % increase

Pay point	Rest of England	Change (%) from 2021	London Fringe	Change (%) from 2021	Outer London	Change (%) from 2021	Inner London	Change (%) from 2021
1	19,340	5%	20,594	5%	22,924	5%	24,254	5%
2	21,559	5%	22,810	5%	25,144	5%	26,473	5%
3	23,777	5%	25,029	5%	27,362	5%	28,692	5%
4	25,733	5%	26,984	5%	29,323	5%	30,647	5%
5	27,954	5%	29,203	5%	31,539	5%	32,863	5%
6	30,172	5%	31,421	5%	33,759	5%	35,081	5%

Leading Practitioners' pay ranges

Recommended pay levels (£) and resulting annual % increase

	Rest of England	Change (%) from 2021	London Fringe	Change (%) from 2021	Outer London	Change (%) from 2021	Inner London	Change (%) from 2021
Min	44,523	5%	45,749	5%	48,055	5%	52,936	5%
Max	67,685	5%	68,913	5%	71,220	5%	76,104	5%

Classroom teachers' allowance ranges

Recommended pay levels (£) and resulting annual % increase

Allowance	Minimum	Change (%) from 2021	Maximum	Change (%) from 2021
Teaching and Learning Responsibility (TLR) payment 3 (Fixed term)	600	5%	2,975	5%
Teaching and Learning Responsibility (TLR) payment 2	3,017	5%	7,368	5%
Teaching and Learning Responsibility (TLR) payment 1	8,706	5%	14,732	5%
Special Educational Needs Allowance (SEN)	2,384	5%	4,703	5%

Leadership Group pay ranges

Recommended pay levels (£) and resulting annual % increase

	Rest of England	Change (%) from 2021	London Fringe	Change (%) from 2021	Outer London	Change (%) from 2021	Inner London	Change (%) from 2021
Min	44,305	5%	45,524	5%	47,820	5%	52,676	5%
Max	123,057	5%	124,274	5%	126,539	5%	131,353	5%

4.33 We recommend the following levels of pay from September 2023, subject to a review mechanism⁷⁸:

Classroom teachers' pay ranges

Recommended pay (£) levels and resulting annual % increase

Pay point	Rest of England	Change (%) from 2022	London Fringe	Change (%) from 2022	Outer London	Change (%) from 2022	Inner London	Change (%) from 2022
M1	30,000	7.1%	31,000	5.6%	34,000	4.9%	36,000	4.3%
M2	31,680	6.3%	32,736	5.2%	35,700	4.7%	37,728	4.4%
M3	33,455	5.4%	34,570	4.6%	37,485	4.5%	39,539	4.4%
M4	35,328	4.4%	36,506	3.9%	39,360	4.2%	41,437	4.5%
M5	37,306	3.7%	38,550	3.5%	41,328	3.2%	43,426	3.7%
M6	39,974	3.0%	41,286	3.0%	44,489	3.0%	46,098	3.0%
U1	41,844	3.0%	43,113	3.0%	46,028	3.0%	50,800	3.0%
U2	43,395	3.0%	44,661	3.0%	47,730	3.0%	53,296	3.0%
U3	44,995	3.0%	46,267	3.0%	49,496	3.0%	55,087	3.0%

Unqualified teachers' pay ranges (including advisory points)

Recommended pay levels (£) and resulting annual % increase

Pay point	Rest of England	Change (%) from 2022	London Fringe	Change (%) from 2022	Outer London	Change (%) from 2022	Inner London	Change (%) from 2022
1	19,921	3%	21,212	3%	23,612	3%	24,982	3%
2	22,206	3%	23,495	3%	25,899	3%	27,268	3%
3	24,491	3%	25,780	3%	28,183	3%	29,553	3%
4	26,505	3%	27,794	3%	30,203	3%	31,567	3%
5	28,793	3%	30,080	3%	32,486	3%	33,849	3%
6	31,078	3%	32,364	3%	34,772	3%	36,134	3%

Leading Practitioners' pay range

Recommended pay levels (£) and resulting annual % increase

	Rest of England	Change (%) from 2022	London Fringe	Change (%) from 2022	Outer London	Change (%) from 2022	Inner London	Change (%) from 2022
Min	45,859	3%	47,122	3%	49,497	3%	54,525	3%
Max	69,716	3%	70,981	3%	73,357	3%	78,388	3%

⁷⁸ All pay values have been rounded up to the nearest £.

Classroom teachers' allowance ranges

Recommended pay levels (£) and resulting annual % increase

Allowance	Minimum	Change (%) from 2022	Maximum	Change (%) from 2022
Teaching and Learning Responsibility (TLR) payment 3 (Fixed term)	618	3%	3,065	3%
Teaching and Learning Responsibility (TLR) payment 2	3,108	3%	7,590	3%
Teaching and Learning Responsibility (TLR) payment 1	8,968	3%	15,174	3%
Special Educational Needs Allowance (SEN)	2,456	3%	4,845	3%

Leadership Group pay range

Recommended pay levels (£) and resulting annual % increase

	Rest of England	Change (%) from 2022	London Fringe	Change (%) from 2022	Outer London	Change (%) from 2022	Inner London	Change (%) from 2022
Min	45,635	3%	46,890	3%	49,255	3%	54,257	3%
Max	126,749	3%	128,003	3%	130,336	3%	135,294	3%

4.34 We recommend that 2023 pay levels are subject to a review mechanism as follows:

- A review will take place if the increase in economy-wide regular pay for the twelve months to December 2022 exceeds the minimum percentage increase to teacher pay in September 2022 by two percentage points. Based on our recommendation of 5% for 2022, the review would trigger if the increase in economy-wide regular pay is equal to or greater than 7%.
- This will be assessed by the STRB using the Average Weekly Earnings annual growth rate in Great Britain, seasonally adjusted (Whole-economy Regular Pay (KAI9)) series. The three-month average figures are the changes in the average seasonally adjusted values for the three months ending with the relevant month compared with the same period a year earlier.
- Assessment of whether a review takes place will be based on the initial estimates for Q4 2022, released in February 2023.
- The review will focus on those points on the proposed pay scales which increase by the minimum award of 3%, although the award to other pay points may come into scope to maintain pay scale coherence. Any review would preserve the proposed progression to a starting salary of £30,000 from September 2023 for teachers in the Rest of England.

- The review will draw on a range of economic and teacher labour market data and will seek written evidence from STRB's statutory consultees.
- The review will take place in parallel with any wider consultation for a 2022/23 remit and be concluded by the end of April 2023 in order to allow for timely implementation.

CHAPTER 5

Future priorities

Introduction

- 5.1 This year's remit letter from the Secretary of State acknowledged the broader structural issues raised in our previous reports, including matters raised by statutory consultees, which go beyond consideration of annual pay increases. The Secretary of State said he recognised their importance and would welcome us including in this report an overview of the wider issues that should be addressed in the future.
- 5.2 This chapter sets out our observations on matters we consider to be priority areas for further review, which affect recruitment, retention and morale. The STRB would welcome the opportunity to assist in developing recommendations on these issues including through our established consultation process.
- 5.3 We see the first three of these matters in particular as being central to STRB's current role in reviewing the system of reward for teachers and school leaders in maintained schools.

Career paths and pay structures for teachers and school leaders

- 5.4 The pay system for teachers should provide a clear, coherent framework that supports, rewards and incentivises teachers at all stages of the multiple pathways that teachers may take in their career. It is important that all elements of the pay system work together in a complementary manner. The pay framework should be structured to support equity of reward and designed and operated in a way that maximises its reward impact, ensuring the considerable associated public cost is put to the best possible use.
- 5.5 Given the changes over recent years to the school landscape, including to workforce models and to elements of the existing pay framework, we believe a careful examination of the pay framework is now required to ensure its effectiveness.
- 5.6 This is a very large topic that could be addressed in two stages. The first step could be to identify where improvements are most needed. Issues to address as part of this review may include:
 - How the pay framework can be better aligned to the key stages of teachers' careers while providing for clear progression, supporting different career pathways and more fully reflecting the range of teacher and leadership roles.
 - The extent to which the existing allowances meet their objectives in rewarding expertise and additional responsibilities.

- Whether the current pay framework is optimal for recruiting and retaining school leaders, including addressing issues such as rewarding new leadership roles and reviewing the underlying method for calculating head teacher pay.
- 5.7 The subsequent stage would consider the changes required to the framework to deliver the objectives set out above and make recommendations accordingly.
- 5.8 We invite the Department to set us a multi-year remit:
- to identify those areas where the framework can be improved such that it best supports, rewards and incentivises teachers at all stages of their careers, and
 - to consider, and make recommendations on, the changes needed to the framework to deliver this.

Pay progression, including the appropriate use of performance or capability-related pay

- 5.9 The evidence we have received in recent years has consistently raised concerns about performance-related pay progression (PRPP) and it is the belief of some consultees that PRPP works poorly in practice. The concerns range from issues of principle to practical matters, including an inconsistency of approach and evidence that some groups benefit less from PRPP.
- 5.10 Given the current form of PRPP has now been in operation for some eight years, best practice suggests that a review should take place. This might start by identifying where improvements are most needed. This should include reviewing current practice, including understanding equalities concerns, and understanding what works well.
- 5.11 Further work would consider whether alternative approaches might be more effective in supporting performance, recruitment and retention. The overriding aim should be that the framework is clear for both managers and reportees, that processes are proportionate in terms of workload and that the framework delivers more consistent, better practice.
- 5.12 We invite the Department to set us a remit to consider the current approach to performance-related pay progression and alternative approaches.

Teacher shortages including by subject, geographical area and experience

- 5.13 We see merit in exploring whether there is more the pay framework could do to improve the supply of teachers where there are supply challenges. This is against a context of:
- Persistent under-recruitment into initial teacher training for key subjects, notably Science, Technology, Engineering and Mathematics, and Modern Foreign Languages.
 - The use of bursary and related schemes which have not delivered the required numbers of teachers in key subjects/areas.
 - Reports of schools re-purposing elements of the pay system to support retention, including promotions to the leadership pay range for specialist subject teachers.
 - Schools lacking the required appropriate numbers of specialist teachers to deliver key parts of the curriculum.
- 5.14 Work here would include understanding the range and impact of previous initiatives and of approaches taken elsewhere in addressing these challenges. It would consider and evaluate the steps that could be taken to address the issues of shortages, with a specific focus on improvements deliverable through the pay framework. This work could form part of a wider review of the pay framework.

Other priorities

- 5.15 The following areas also affect our long-term priority of ensuring the pay framework best supports recruitment and retention across the sector.

Flexible ways of working to support wellbeing

- 5.16 Over the last few years, and accelerated by the COVID-19 pandemic, many organisations have introduced new ways of working, including more flexibility in time and location for employees. In parallel there has been a trend for employers to introduce greater levels of flexibility and choice in terms of remuneration structures.
- 5.17 A school environment requires special consideration, so some types of flexibility may have limited application. However, even traditional models have been disrupted to some extent, for example, the rapid development of education technology to support some types of remote learning.
- 5.18 We are aware that there is already work underway on these issues, including pilot schemes to explore the effectiveness of different approaches. The STRB believes there is scope to complement the existing work to further support wellbeing and teacher supply. An important emphasis would be on seeking practical forms of employer support, including the option of changing,

over time, the remuneration of teachers to better support positive trends in working arrangements in schools and to enhance the ability to recruit and retain teachers.

Support for the broader state school sector, including the academy sector

5.19 While the STPCD has a mandatory status in maintained schools, it is also often used as a reference point across the academy sector. However, it is not clear that all schools are easily able to derive as much benefit from the work of the STRB as they might. Given the plans for further growth of the academy sector, we believe it would be valuable to explore what practical steps could be taken to enable the STRB to support the propagation of best practice across both maintained and academy schools. This work could follow wider ranging reviews of the pay framework and ensure outputs are of use to all schools, whether on a mandatory basis in maintained schools or an advisory basis in the academy sector.

5.20 The work may also include, though may not be limited to:

- Reviewing and understanding existing guidance on pay matters.
- Undertaking research on what schools would find useful and in what form.
- Identifying current best practice on pay matters in all schools.
- Promoting best practice across all school types.

Next steps

5.21 Some of the topics we have highlighted in this chapter are substantial, requiring initial work to identify where improvements are most needed and would be most beneficial, before detailed consideration of potential changes to the pay and conditions framework and implementation. Change in some areas may therefore require carefully planned multi-year transition. We look forward to discussing these further with the Department.

APPENDIX A

Remit letter from the Secretary of State



Rt Hon Nadhim Zahawi MP
Secretary of State

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Dr Mike Aldred
Chair, School Teachers' Review Body
Office of Manpower Economics
Windsor House
50 Victoria Street
London
SW1H 0TL

17 December 2021

Dear Mike,

SCHOOL TEACHERS' REVIEW BODY (STRB) REMIT: MATTERS FOR REPORT

I would like to first offer my congratulations on your appointment as the new STRB chair and to welcome you to the role. I would also like to extend my thanks to the STRB for its work over the last year on its 31st report. The Government always appreciates the role of the STRB and the independent expert advice that it provides. I am now writing to ask for your recommendations on the 2022/23 and 2023/24 pay awards.

At the 2019 Spending Round, this government committed significant additional investment in schools; by 2022-23 school funding will have increased by £7.1bn compared to 2019/20. Following the 2021 Spending Review we have since confirmed that we will deliver an additional £4.7bn in core school funding by 2024-25 building on spending plans from the 2019 Spending Round which provided the largest school funding increase in a decade. The majority of schools' pay and pensions costs have typically been covered by the core funding schools receive. We provided additional funding to schools and local authorities through separate grants to support schools to implement the 2018 and 2019 teachers' pay awards and the increase in the employer contribution rate of the Teachers' Pension Scheme. Since 2021-22 all funding to schools for teachers' pay has been included in schools' core funding allocations, distributed by the National Funding Formula.

Teacher quality is the most-important in-school determinant of pupil outcomes. That is why, in June, my department announced over £250 million of additional funding to help provide 500,000 world-leading teacher training opportunities throughout teachers' careers. We recognise that alongside this training and development, we also need to reward the best teachers as well as provide a competitive offer that attracts top graduates and professionals into the profession. It is therefore right that additional investment in the core schools' budget is in part used to invest in teachers, with investment targeted as effectively as possible to address recruitment and retention challenges and, ultimately, ensure the best outcomes for pupils.

Investing in the pay of early career teachers remains a critical priority. We need to achieve a significant uplift to starting salaries of classroom teachers to ensure teaching is a competitive and attractive graduate option, alongside creating an early career pay offer that better reflects the challenges experienced in those first few years. To achieve this, the Government remains committed to increasing starting salaries to £30,000 outside of the London pay areas. My written evidence will set out – based on the latest evidence and data – a strong case for delivering this commitment, and that this should be achieved alongside significant, but sustainable, uplifts to the pay of more experienced teachers, but still with the aim of moving towards a relatively flatter pay progression structure. I am grateful for your 2020/21 recommendations which enabled progress towards achieving this and welcome your recommendations for how we can continue to do so. To help support delivery, and to give schools the opportunity to better plan their budgets as we make the uplifts required to reach £30,000, I would be grateful for your recommendations for both the 2022/23 and 2023/24 pay awards.

I would also like to take the opportunity in this letter to acknowledge broader structural issues raised in your previous reports, including matters raised by statutory consultees, which go beyond consideration of annual pay uplifts. While these issues are not included in this year's remit, I do recognise their importance and my department will set out further detail as to when and how we intend to consider such issues. I would welcome you including in your report an overview of the wider issues you think should be addressed in the future.

The Government must balance the need to ensure fair pay for public sector workers with protecting funding for frontline services and ensuring affordability for taxpayers. You must ensure that the affordability of a pay award is taken into consideration to ensure schools are able to continue to invest appropriately in a range of resources and activities that will best support their staff and pupils. My evidence will set out how progress towards a £30,000 starting salary, achieved through pay uplifts across the workforce, can be delivered in a way that is affordable across the school system.

Considerations to which the STRB should have regard

In considering your recommendations on the 2022/23 and 2023/24 pay awards, you should have regard to the following:

- a) The need to ensure that any proposals are affordable across the school system as a whole;
- b) Evidence of the national state of teacher and school leader supply, including rates of recruitment and retention, vacancy rates and the quality of candidates entering the profession;
- c) Evidence of the wider state of the labour market in England;
- d) Forecast changes in the pupil population and consequent changes in the level of demand for teachers;
- e) The Government's commitment to the autonomy of all head teachers and governing bodies to develop pay arrangements that are suited to the individual circumstances of their schools and to determine teachers' pay within the statutory minima and maxima.

Matters for recommendation

I refer to the STRB the following matters for recommendation:

- An assessment of the adjustments that should be made to the salary and allowance ranges for classroom teachers, unqualified teachers and school leaders to promote recruitment and retention, within the bounds of affordability across the school system as a whole and in the light of my views on the need for an uplift to starting salaries to £30,000.
- As part of this, recommendations for the pay awards for both 2022/23 and 2023/24.

I would be grateful if the STRB could aim to provide a report on this matter **during May 2022 at the latest**. I look forward to receiving your recommendations on the 2022/23 and 2023/24 pay awards.



Rt Hon Nadhim Zahawi MP
Secretary of State for Education

APPENDIX B

Conduct of the review

B1 To inform our recommendations on the remit matters, we consulted with our statutory consultees and considered a wide range of evidence. A summary of the representations that we received from consultees has been included in Chapter 2. Evidence from our visit programme is summarised in Appendix C. Details are set out below of the statutory consultation we undertook and the visits and meetings which informed our understanding of the issues relevant to this remit.

Consultation

B2 The following organisations were invited to make written representations and provide evidence:

Government

- Department for Education (DfE)

Organisations representing teachers

- Association of School and College Leaders (ASCL)
- British Association of Teachers of the Deaf (BATOD)
- National Association of Head Teachers (NAHT)
- The NASUWT
- The National Education Union (NEU)
- Voice

Association of local authorities

- National Employers' Organisation for School Teachers (NEOST)

Organisations representing governors

- National Governance Association (NGA)

B3 We also notified the following organisations of the remit:

- Association of Directors of Children's Services (ADCS)
- Board of Education, General Synod of the Church of England
- Catholic Education Services for England and Wales
- Confederation of School Trusts (CST)
- Free Churches Education Committee
- Information for School and College Governors (ISCG)
- Methodist Independent Schools Trust
- Office for Standards in Education, Children's Services and Skills (Ofsted)

- SSAT (The Schools Network) Ltd
- Teach First

- B4 Our secretariat wrote to consultees on 17 December 2021 to invite them to submit written representations on the remit matters by 16 February 2022. The Department subsequently informed us that it would be unable to meet this deadline, so it was extended to 4 March and for all consultees.
- B5 The following consultees made written submissions: ASCL, the Department, NAHT, the NASUWT, NEOST, the NEU, NGA, and Voice. In addition, five of the teacher and school leader unions (ASCL, NAHT, the NASUWT, the NEU and Voice) submitted a joint statement.
- B6 Our secretariat shared all the consultees' written submissions and invited consultees to submit supplementary representations commenting on others' submissions by 25 March. Supplementary submissions were received from five consultees: ASCL, NAHT, the NASUWT, the NEU, and Voice.
- B7 The following consultees were invited to make oral representations: the Department, ASCL, NAHT, the NASUWT, NEOST, the NEU, NGA and Voice. All made these representations in the period 21-29 April 2022.
- B8 Links to all the written submissions we received are provided in Chapter 2 of this report.

Visits and Meetings

- B9 In total, we held 13 meetings of the Review Body between 8 October 2021 and 17 June 2022. In addition to these meetings, we also heard oral representations from eight organisations over three days in April 2022.
- B10 We also heard from teachers, school leaders and other people involved in the education sector during our 2021/22 'virtual' visit programme. In all, we held six discussion groups between November 2021 and January 2022. We spoke to a range of staff, including primary and secondary teachers, school leaders and governors. We would like to thank all participants for their time and valuable input into the discussions.
- B11 In December 2021, the chair and some members of the STRB attended a meeting between pay review body members and HMT officials.
- B12 As part of our evidence gathering process, we received the following presentations that provided us with information about the wider context to our consideration of teachers' pay and conditions.
- In November 2021, we received a presentation from two officials from the Department for Education about the context to the forthcoming pay round.

- In January 2022, we held a question and answer session with Sir Jon Coles, Chief Executive of United Learning.
- In January 2022, we received a presentation from NFER summarising their report *What teachers do after leaving and implications for pay-setting*⁷⁹.

B13 We would like to thank all those who presented to us over this period.

⁷⁹ NFER (2022) *What teachers do after leaving and implications for pay-setting* - <https://www.gov.uk/government/publications/what-teachers-do-after-leaving-implications-for-pay-setting>

APPENDIX C

Findings from the STRB's 2021/22 visit programme

- C1 The continuing COVID-19 pandemic meant the Review Body undertook a reduced programme of visits in late 2021 and early 2022. We hope to be able revert to a broader programme of visits this year.
- C2 The discussions we held took place between November 2021 and January 2022 and all six visits were 'virtual'. The recruitment of participants in the discussions this year was facilitated by Hertfordshire County Council, schools in Kent and Sussex and National Leaders of Governance from around the country. Some of the discussion groups included staff from a range of schools while others drew discussants from a single school.
- C3 While we were able to speak to staff across school phases and in both the local authority maintained and academy sectors, we are conscious that this year's programme was somewhat constrained by the circumstances of the COVID-19 pandemic. Nonetheless, the discussions were informative and enhanced our understanding of a range of issues. We summarise key points below.

COVID-19

- The COVID-19 pandemic had impacted heavily on the workload, mental health and retention of staff, including school leaders.
- The move to online and virtual learning was seen as progressive but did not necessarily reduce workloads.
- COVID-19 related funding had been welcome but complex to manage due to the numerous schemes.

Recruitment and retention

- There was significant variation in recruitment challenges by geography. This included in areas close to the boundaries for enhanced London pay.
- While staff turnover had reduced during the period of the COVID-19 pandemic, there were continuing challenges for recruitment and retention. To address these challenges, some schools reportedly over-recruited in key subjects.
- The National Tutoring Programme (where teachers could work flexibly and were generously paid) was identified as contributing to shortages of English and Maths teachers.
- Cuts to School Direct schemes were seen as affecting the supply of new teachers.
- Some suggested that teaching was increasingly seen as not being 'a job for life'.

- To support retention, it was felt increasingly important to 'grow' new teachers by investing in their development.
- £30,000 was seen as not necessarily being a 'magic bullet' in addressing recruitment and retention.
- Working conditions, including their adverse impact on work-life balance, were seen as the main driver for decisions to leave the profession.

Pay

- Some teachers reported earning less than their graduate counterparts and London weighting created problems for schools outside the London pay areas, particularly at or close to the weighting boundaries.
- The idea of pay premia for shortage subjects was not welcomed and, it was felt, could attract the 'wrong staff' who were money motivated and not of sufficient quality.
- Some participants argued that incentivising and motivating mid-career staff was as important as investing in early-career teachers.
- There were concerns over pay equality and pay portability.
- The current method for calculating head teacher pay was seen as overdue for review.

Operation of the pay system

- Participants believed there needed to be greater consistency across schools on the operation of the pay system, including how roles were assessed and graded.
- There was a perception of varied interpretation and implementation of the appraisal and performance pay system. Some supported the principle of pay being related to performance but had concerns about practice.
- There were mixed levels of awareness of some of the pay discretions available to schools.

School finances

- Budget management was seen as virtually impossible without greater foresight of pay awards and annual budgets. There was frustration due to the lack of transparency on the precise quantum of funding and, secondly, in relation to the timing of pay award decisions.
- The recent funding settlement had raised expectations for a (more generous) pay award.
- While a starting salary of £30,000 was welcome, it was felt there was a point at which awards would require additional funding.

Other

- Flexible working was generally seen as a positive development that merited further investment. It did, though, present practical and financial challenges for leaders who, nonetheless, recognised the need to be supportive and creative in presenting options to staff.
- Some felt that the resignation arrangements for teaching staff, in particular the inflexible deadlines for serving notice, merited review.

APPENDIX D

Current and Recommended pay levels from 1 September 2022⁸⁰

Classroom teachers' pay ranges and advisory pay points – annual salary from 1 September 2022

Pay point	England excluding the London area (£)	Fringe area (£)	Outer London area (£)	Inner London area (£)
M1	28,000	29,344	32,407	34,502
M2	29,800	31,126	34,103	36,141
M3	31,750	33,055	35,886	37,857
M4	33,850	35,151	37,763	39,655
M5	35,990	37,264	40,050	41,892
M6	38,810	40,083	43,182	44,744
U1	40,625	41,858	44,687	49,320
U2	42,131	43,360	46,340	51,743
U3	43,685	44,919	48,055	53,482

Leading Practitioner Pay Range	Minimum (£)	Maximum (£)
England excluding the London area	44,523	67,685
Fringe area	45,749	68,913
Outer London area	48,055	71,220
Inner London area	52,936	76,104

Classroom teachers' allowance ranges – annual value from 1 September 2022

Allowance	Minimum (£)	Maximum (£)
Teaching and Learning Responsibility (TLR) payment 3 (Fixed term)	600	2,975
Teaching and Learning Responsibility (TLR) payment 2	3,017	7,368
Teaching and Learning Responsibility (TLR) payment 1	8,706	14,732
Special Educational Needs Allowance (SEN)	2,384	4,703

⁸⁰ All pay values have been rounded up to the nearest £.

Leadership group pay range – annual salary from 1 September 2022

	England excluding the London area (£)	Fringe area (£)	Outer London area (£)	Inner London area (£)
Minimum	44,305	45,524	47,820	52,676
Maximum	123,057	124,274	126,539	131,353

Broad bands for head teachers – annual salary from 1 September 2022

Band	England excluding the London area (£)	Fringe area (£)	Outer London area (£)	Inner London area (£)
1	50,122 – 66,684	51,347 – 67,897	53,637 – 70,169	58,501 – 74,982
2	52,659 – 71,765	53,880 – 72,985	56,174 – 75,250	61,039 – 80,062
3	56,796 – 77,237	58,017 – 78,454	60,308 – 80,718	65,170 – 85,535
4	61,042 – 83,126	62,268 – 84,336	64,553 – 86,604	69,420 – 91,416
5	67,351 – 91,679	68,576 – 92,896	70,871 – 95,164	75,732 – 99,977
6	72,483 – 101,126	73,715 – 102,342	76,003 – 104,606	80,862 – 109,422
7	78,010 – 111,485	79,240 – 112,695	81,526 – 114,964	86,391 – 119,778
8	86,040 – 123,057	87,261 – 124,274	89,555 – 126,539	94,415 – 131,353

Pay range and advisory points for unqualified teachers from 1 September 2022

Pay point	England excluding the London area (£)	Fringe area (£)	Outer London area (£)	Inner London area (£)
1	19,340	20,594	22,924	24,254
2	21,559	22,810	25,144	26,473
3	23,777	25,029	27,362	28,692
4	25,733	26,984	29,323	30,647
5	27,954	29,203	31,539	32,863
6	30,172	31,421	33,759	35,081

Current and Recommended pay levels from 1 September 2023⁸¹

Classroom teachers' pay ranges and advisory pay points – annual salary from 1 September 2023

Pay point	England excluding the London area (£)	Fringe area (£)	Outer London area (£)	Inner London area (£)
M1	30,000	31,000	34,000	36,000
M2	31,680	32,736	35,700	37,728
M3	33,455	34,570	37,485	39,539
M4	35,328	36,506	39,360	41,437
M5	37,306	38,550	41,328	43,426
M6	39,974	41,286	44,489	46,098
U1	41,844	43,113	46,028	50,800
U2	43,395	44,661	47,730	53,296
U3	44,995	46,267	49,496	55,087

Leading Practitioner Pay Range	Minimum (£)	Maximum (£)
England excluding the London area	45,859	69,716
Fringe area	47,122	70,981
Outer London area	49,497	73,357
Inner London area	54,525	78,388

Classroom teachers' allowance ranges – annual value from 1 September 2023

Allowance	Minimum (£)	Maximum (£)
Teaching and Learning Responsibility (TLR) payment 3 (Fixed term)	618	3,065
Teaching and Learning Responsibility (TLR) payment 2	3,108	7,590
Teaching and Learning Responsibility (TLR) payment 1	8,968	15,174
Special Educational Needs Allowance (SEN)	2,456	4,845

⁸¹ All pay values have been rounded up to the nearest £.

Leadership group pay range – annual salary from 1 September 2023

	England excluding the London area (£)	Fringe area (£)	Outer London area (£)	Inner London area (£)
Minimum	45,635	46,890	49,255	54,257
Maximum	126,749	128,003	130,336	135,294

Broad bands for head teachers – annual salary from 1 September 2023

Band	England excluding the London area (£)	Fringe area (£)	Outer London area (£)	Inner London area (£)
1	51,626 – 68,685	52,888 – 69,934	55,247 – 72,275	60,257 – 77,232
2	54,239 – 73,918	55,497 – 75,175	57,860 – 77,508	62,871 – 82,464
3	58,500 – 79,555	59,758 – 80,808	62,118 – 83,140	67,126 – 88,102
4	62,874 – 85,620	64,137 – 86,867	66,490 – 89,203	71,503 – 94,159
5	69,372 – 94,430	70,634 – 95,683	72,998 – 98,019	78,004 – 102,977
6	74,658 – 104,160	75,927 – 105,413	78,284 – 107,745	83,288 – 112,705
7	80,351 – 114,830	81,618 – 116,076	83,972 – 118,413	88,983 – 123,372
8	88,622 – 126,749	89,879 – 128,003	92,242 – 130,336	97,248 – 135,294

Pay range and advisory points for unqualified teachers from 1 September 2023

Pay point	England excluding the London area (£)	Fringe area (£)	Outer London area (£)	Inner London area (£)
1	19,921	21,212	23,612	24,982
2	22,206	23,495	25,899	27,268
3	24,491	25,780	28,183	29,553
4	26,505	27,794	30,203	31,567
5	28,793	30,080	32,486	33,849
6	31,078	32,364	34,772	36,134



Department
for Education

School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions

September 2022

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Section 1 – Introductory

Note: This introductory section does not form part of either the statute (the School Teachers' Pay and Conditions Document in Section 2 of this publication) or the statutory guidance (in Section 3 of this publication).

Introduction

1. From 2003 to 2019 this publication provided the framework for teachers' pay in England and Wales, comprising the School Teachers' Pay and Conditions Document (the Document) and statutory guidance. On 30th September 2018 the power to prescribe teachers' pay and conditions for teachers in Wales was transferred from the Secretary of State to The Welsh Ministers by the Welsh Ministers (Transfer of Functions Order) 2018. Therefore, the devolution of teachers' pay and conditions to the Welsh Government means that the 2018 Document was the last Document to apply to teachers in Wales as well as England. From the 2019 Document onwards, the Document is applicable to England only. The Document (Section 2) and the statutory guidance (Section 3) should be read together to provide a complete picture of pay and conditions for teachers in England.
2. The statutory requirements for teachers' pay and conditions for maintained schools in England are set out in the Document, and schools and local authorities (LAs) must abide by these. The Education Act 2002 (the Act) gives the Secretary of State power to issue guidance on pay and conditions matters, to which those concerned must have regard. LAs and governing bodies are required to have regard to the statutory guidance, and in respect of guidance on procedural matters a court or tribunal may take any failure to do so into account in any proceedings. Broadly speaking, this means that any party not following this guidance would need to have good reason not to do so and would need to be able to justify any departure from it.
3. The Document and statutory guidance have been amended in response to the recommendations in the thirty-second report of the School Teachers' Review Body (the STRB), published on 19 July 2022 and to reflect a change in the number of days and hours that teachers must be available to work as a result of the additional Bank Holiday on Monday 19th September 2022 to mark the funeral of Her Majesty The Queen Elizabeth. Details of these changes are set out below.
4. The Document and statutory guidance were subject to consultation with the teacher unions, employers and other relevant interested parties as part of the usual statutory consultation process, where required.

Summary of changes to pay and conditions since 2021

5. The main changes to the Document and accompanying guidance since 2021 make provision for the September 2022 pay award and the additional Bank Holiday.

Other information

6. LAs and schools can find additional informative material on pay matters on the [GOV.UK website](#). This material includes non-statutory Departmental advice – *Implementing your school's approach to pay*, and a model pay policy. For general pay queries please call 0370 000 2288 or make an [enquiry through the website](#).

Section 2 – School Teachers’ Pay and Conditions Document 2022

This Document contains provisions relating to the statutory conditions of employment of school teachers in England and has been prepared by the Secretary of State for Education in anticipation of an order being made under section 122 of the Act.⁽¹⁾ That order refers to this Document and directs that its provisions have effect in accordance with it pursuant to section 124(3) of the Act. The order will be the School Teachers’ Pay and Conditions (England)(No.2) Order 2022 (the Order’).²

This Document relates to teachers employed by a local authority or by the governing body of a foundation, voluntary aided or foundation special school (other than a school to which an order made under section 128(2) of the Act applies) in the provision of primary or secondary education (otherwise than in an establishment maintained by a local authority in the exercise of a social services function).

When the Order comes into force on 3 November 2022- this Document will replace the 2021 Document given effect by the School Teachers’ Pay and Conditions (England) Order 2021⁽³⁾. The provisions of section 2 of this Document will have retrospective effect from 1st September 2022 as provided for in the Order.

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(1) The Education Act 2002 (c.32).
(2) S.I 2022/1043
(3) S.I. 2021/1101

Part 1 – Pay – general

September 2022 pay award

In line with the recommendations in the STRB's 32nd Report, from 1 September 2022 a 5% increase will be applied to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range as a step towards achieving a minimum starting salary of £30,000.

All pay uplifts will be back dated to 1 September 2022.

1. Entitlement to salary and allowances

- 1.1. Subject to paragraphs 29 to 36, 38 and 39, a qualified or unqualified teacher in full-time service is entitled to remuneration consisting of a salary determined under Parts 2 or 3 and any allowances payable under Parts 4 and 5.
- 1.2. The relevant body must determine that a graduate teacher or a teacher on the employment-based teacher training scheme is to:
 - a) be paid and be eligible for allowances as a qualified teacher; or
 - b) be paid and be eligible for allowances as an unqualified teacher.
- 1.3. A teacher employed on a part-time basis is entitled to remuneration consisting of a salary and any allowances to which the teacher is entitled, calculated in accordance with paragraphs 36.1, 40 and 41.
- 1.4. A teacher employed in a school which has a delegated budget is entitled to be paid by the authority any remuneration to which the teacher is entitled by virtue of the provisions of this Document or any determinations made under it.

2. Pay policy and grievance procedures

- 2.1. The relevant body must:
 - a) adopt a policy that sets out the basis on which it determines teachers' pay and the date by which it will determine teachers' annual pay reviews; and
 - b) establish procedures for addressing teachers' grievances in relation to their pay in accordance with the [ACAS Code of Practice](#).

3. Timing of salary determination and notification

- 3.1. Subject to paragraph 3.3, the determination of the remuneration of a teacher must be made:
 - a) annually with effect from 1 September;
 - b) whenever a teacher takes up a new post (including taking up a post in the leadership group, or the duties assigned to a teacher paid on the pay range for leading practitioners) on a date other than that stated in the school's pay policy for the annual salary determination, with effect from the teacher taking up that post;
 - c) where a teacher becomes entitled to be paid on the upper pay range pursuant to paragraph 14; or
 - d) at any other time when a change falls to be made to a teacher's salary in any circumstances provided for in this Document.
- 3.2. When determining the remuneration of a teacher, the relevant body must have regard to its pay policy and to the teacher's particular post within its staffing structure.
- 3.3. Where the relevant body determines to reduce a teacher's remuneration, that determination must take effect no earlier than the date on which it was actually made.
- 3.4. When the relevant body has determined the remuneration of a teacher, it must, at the earliest opportunity – and in any event not later than one month after the determination – ensure that the teacher is notified in writing of that determination; of any payments or other financial benefits awarded under paragraph 27; of any safeguarded sums to which the teacher is entitled under paragraphs 29 to 36; where a copy of the school's staffing structure and pay policy may be inspected; and:
 - a) in a case where the teacher is a member of the leadership group or is paid on the pay range for leading practitioners, of the basis on which remuneration has been determined and the criteria (including performance objectives where the teacher is not subject to the 2012 Regulations) on which the salary will be reviewed in the future;
 - b) in a case where the teacher was appointed as a member of the leadership group or on the pay range for leading practitioners for a fixed period or under a fixed-term contract, of the date or, where appropriate, the circumstance, the occurrence of which will bring the fixed period or fixed-term contract to an end;

- c) in a case where the teacher is a classroom teacher or an unqualified teacher in respect of whom the relevant body has made a determination under paragraph 1.2(a), of:
 - i. the teacher's position within the pay ranges set out in paragraphs 13 and 14;
 - ii. the nature and value of any allowance awarded under paragraph 21; and
 - iii. in relation to any teaching and learning responsibility payment (TLR) awarded under paragraph 20, its value, the nature of the significant responsibility for which it was awarded and, if the award is made whilst the teacher occupies another post in the absence of a post-holder, the date on which, as well as any circumstances in which (if occurring earlier than that date), it will come to an end and, for TLR3s, a statement that the TLR will not be safeguarded.

- d) in a case where the teacher is an unqualified teacher to whom paragraph 3.4(c) does not apply, of:
 - i. the teacher's position within the unqualified teachers' pay range determined under paragraph 17; and
 - ii. the value of any unqualified teacher's allowance awarded under paragraph 22 and the additional responsibility, qualifications or experience in respect of which the allowance was awarded.

3.5. In this paragraph, "remuneration" means salary plus any allowances but does not include any sum paid under paragraphs 25 and 26.

Part 2 – Leadership group pay

4. Introduction

- 4.1. The determination of leadership group pay introduced in the 2014 Document should only be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date. It will be for the governing body to determine in the light of a school's particular circumstances and context the extent to which any change should be regarded as 'significant'. In doing so, the governing body will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.
- 4.2. Schools may choose to review the pay of all of their leadership posts in accordance with the new arrangements introduced in the 2014 Document if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014 or with pay arrangements for a member or members of the leadership group whose responsibilities have significantly changed on or after that date.
- 4.3. Having complied with the requirements of paragraphs 4.4, 5 and 10, the relevant body must determine a salary for headteachers, deputy headteachers or assistant headteachers.
- 4.4. The statutory pay range for members of the leadership group is:

Leadership Group Pay Range 2022 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	44,305	52,676	47,820	45,524
Maximum	123,057	131,353	126,539	124,274

5. Determination of the school's headteacher group

- 5.1. The relevant body must assign its school to a headteacher group for the purposes of paragraphs 9 and 11 in accordance with this paragraph and paragraphs 6, 7, 8 and 9.

- 5.2. A school must be assigned to a headteacher group whenever the relevant body sees fit.
- 5.3. The headteacher groups, and pay ranges in relation thereto, are as follows:

Annual pay ranges for headteachers 2022

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Group 1	50,122 – 66,684	58,501 – 74,982	53,637 – 70,169	51,347 – 67,897
Group 2	52,659 – 71,765	61,039 – 80,062	56,174 – 75,250	53,880 – 72,985
Group 3	56,796 – 77,237	65,170 – 85,535	60,308 – 80,718	58,017 – 78,454
Group 4	61,042 – 83,126	69,420 – 91,416	64,553 – 86,604	62,268 – 84,336
Group 5	67,351 – 91,679	75,732 – 99,977	70,871 – 95,164	68,576 – 92,896
Group 6	72,483 – 101,126	80,862 – 109,422	76,003 – 104,606	73,715 – 102,342
Group 7	78,010 – 111,485	86,391 – 119,778	81,526 – 114,964	79,240 – 112,695
Group 8	86,040 – 123,057	94,415 – 131,353	89,555 – 126,539	87,261 – 124,274

6. Unit totals and headteacher groups – ordinary schools

- 6.1. Subject to paragraph 8 an ordinary school must be assigned to a headteacher group in accordance with the following table by reference to its total unit score calculated in accordance with paragraphs 6.1 to 6.5:

Total unit score	Group
Up to 1,000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

- 6.2. Subject to paragraphs 6.3 to 6.5, the total unit score must be determined in accordance with the number of pupils on the school register, calculated as follows:

Key Stage	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third key stage	9
For each pupil in the fourth key stage	11
For each pupil in the fifth key stage	13

- 6.3. The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of the Department for Education (DfE) School Census submitted to the DfE on behalf of the school.
- 6.4. Each pupil with a statement of special educational needs (SEN) or from September 2014 an Education, Health and Care (EHC) plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 6.2, and, if not in such a special class, be counted as three such units only where the relevant body so determines.
- 6.5. Each pupil who attends for no more than half a day on each day for which the pupil attends the school must be counted as half as many units as the pupil would otherwise be counted as under paragraphs 6.2 or 6.4.
- 6.6. Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations⁽⁴⁾, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

(4) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962) .

7. Unit totals and headteacher groups – special schools

- 7.1. Subject to paragraph 8, a special school must be assigned to a headteacher group in accordance with the following table by reference to its modified total unit score calculated in accordance with paragraphs 7.2 to 7.8:

Modified total unit score	Group
Up to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

- 7.2. The relevant body must calculate the proportion of staff to pupils at the school expressed as a percentage (“the staff-pupil ratio”) in accordance with the following formula:

$$\frac{A}{B} \times 100$$

where A is the number of teachers and support staff weighted as provided in paragraph 7.3, and B is the number of pupils at the school weighted as provided in paragraph 7.4.

- 7.3. The weighting for a teacher is two units for each full-time equivalent teacher, and the weighting for each support staff member is one unit for each full-time equivalent individual.
- 7.4. The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.
- 7.5. The relevant body must calculate the staff-pupil ratio modifier in accordance with the following table by reference to the staff-pupil ratio determined in accordance with paragraphs 7.2 to 7.4:

Staff-pupil ratio	Staff-pupil ratio modifier
1 - 20%	1
21 - 35%	2
36 - 50%	3
51 - 65%	4
66 - 80%	5
81% or more	6

- 7.6. The relevant body must determine the school's total unit score in accordance with the number of pupils on the school register calculated as follows:

Key Stage (KS)	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	10
For each pupil in the third key stage	12
For each pupil in the fourth key stage	14
For each pupil in the fifth key stage	16

- 7.7. The relevant body must determine the school's modified total unit score by multiplying the school's total unit score determined under paragraph 7.6 by the staff-pupil ratio modifier calculated under paragraph 7.5.

- 7.8. In this paragraph:

- a) the number of pupils on the school register must be determined by the numbers as shown on the most recent return of the DfE School Census submitted to the DfE on behalf of the school; and
- b) "support staff member" means a member of the school staff who is not:
 - i. a teacher;
 - ii. a person employed in connection with the provision of meals;
 - iii. a person employed in connection with the security or maintenance of the school premises; or
 - iv. a person employed in a residential school to supervise and care for pupils out of school hours.

- 7.9. Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under

the Collaboration Regulations⁽⁵⁾, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

8. Unit totals and headteacher groups – particular cases

Expected changes in number of registered pupils and teaching establishments

- 8.1. Subject to paragraph 8.2, where in the case of an ordinary school the total unit score and in the case of a special school the modified total unit score is expected by the relevant body to rise or fall after the date to which the assignment refers, the relevant body may instead assign the school to the appropriate group which would result after the expected change in numbers has taken place.
- 8.2. Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

New schools

- 8.3. Subject to paragraphs 8.4 and 8.5, in the case of a school which is newly opened or not yet open, the relevant body must assign the school to the group appropriate in the case of an ordinary school to the total unit score and in the case of a special school to the modified total unit score expected by the authority or, in the case of a school with a delegated budget, by the governing body after consulting the authority to be applicable not less than four years from the date of opening.
- 8.4. The relevant body must, as necessary, revise its assignment as the expectations on which its calculation was based change.
- 8.5. Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

9. Determination of leadership pay ranges

- 9.1. The relevant body must determine pay ranges for the headteacher and for deputy headteachers and assistant headteachers in accordance with paragraphs 9.2 to 9.4.
- 9.2. When determining an appropriate pay range, the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are

(5) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962).

specific to the role, and all other relevant considerations. In the case of a new appointment, the relevant body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant headteacher group. The relevant body must ensure that there is appropriate scope within the range to allow for performance-related progress over time.

- 9.3. Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments made under paragraph 10 does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing body must seek external independent advice before providing such agreement and support its decision with a business case.
- 9.4. The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6 to 8. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.

10. Determination of temporary payments to headteachers

- 10.1. Subject to paragraphs 10.2 to 10.4, the relevant body may determine that payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.
- 10.2. Subject to paragraph 10.3, the total sum of the temporary payments made to a headteacher in accordance with paragraph 10.1 in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except as set out in paragraph 10.4.
- 10.3. Paragraph 10.2 does not apply to payments made in accordance with:
- a) paragraph 25 where those residential duties are a requirement of the post;
- or

- b) paragraph 27 to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher.

10.4. The relevant body may determine that additional payments be made to a headteacher which exceed the limit set out in paragraph 10.2 in wholly exceptional circumstances and with the agreement of the governing body. The governing body must seek external independent advice before producing a business case, seeking such agreement.

11. Pay progression for leadership group members

11.1. The relevant body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and, if it determines to do so, to what salary within the relevant pay range determined in accordance with paragraphs 4.4 and, where applicable, 5.3 and 9.1.

11.2. The relevant body must decide how pay progression will be determined, subject to the following:

- a) the decision whether or not to award pay progression must be related to the individual's performance, as assessed through the school or authority's appraisal arrangements in accordance with the 2012 Regulations;
- b) a recommendation on pay must be made in writing as part of the individual's appraisal report, and in making its decision the relevant body must have regard to this recommendation;
- c) where the individual is not subject to the 2012 Regulations, in order to reach a decision whether or not to award pay progression the relevant body must seek to agree objectives with the individual relating to school leadership and management and pupil progress and, in the absence of such agreement, must set such objectives, and must appraise the performance of the individual taking account of those objectives;
- d) pay decisions must be clearly attributable to the performance of the individual;
- e) sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the 2012 Regulations or the objectives agreed or set under paragraph 11.2(c) (as the case may be) should give the individual an expectation of progression up the pay range;

- f) where in accordance with the provisions of an earlier Document the relevant body has determined a pay range the maximum of which exceeds the highest salary payable under this Document it must continue to pay any salary determined by reference to that pay range until such time as it reassesses the pay range for its leadership posts under the provisions of this Document.

Part 3 – Other teachers’ pay ranges from 1 September 2022

12. Introduction

12.1. There are four pay ranges for other teachers:

- i. the main pay range for qualified teachers who are not entitled to be paid on any other pay range;
- ii. the upper pay range;
- iii. the leading practitioner pay range; and
- iv. the unqualified teacher pay range.

12.2. Any pay increase or safeguarded sum (for the safeguarded period) awarded to a teacher on the main pay range, the upper pay range or the unqualified teacher pay range in accordance with Parts 3, 4 and 5 or any movement between those pay ranges must be permanent for as long as the teacher remains employed within the same school but is not otherwise to be deemed to be permanent by operation of the terms of this Document or any earlier Document.

13. The main pay range from 1 September 2022

13.1. A teacher on the main pay range must be paid such salary within the minimum and maximum of the main pay range set out below as the relevant body determines. . At Annex 3, advisory pay points for the main pay range are set out to help support decisions about pay for teachers on the pay range. However, the advisory points are advisory and not mandatory and all decisions relating to pay progression must continue to be based on performance. The main pay range for qualified teachers is:

Main Pay Range 2022 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	28,000	34,502	32,407	29,344
Maximum	38,810	44,756	43,193	40,083

14. The upper pay range from 1 September 2022

14.1. A teacher on the upper pay range must be paid such salary within the minimum and maximum of the upper pay range set out below as the relevant body determines. At Annex 3, advisory pay points for the upper pay range are set out to help support decisions about pay for teachers on the pay range. However, the advisory points are advisory and not mandatory and all decisions relating to pay progression must continue to be based on performance. The upper pay range is:

Upper Pay Range 2022 – Annual Salary

	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
	£	£	£	£
Minimum	40,625	49,320	44,687	41,858
Maximum	43,685	53,482	48,055	44,919

14.2. A relevant body **must** pay a teacher on the upper pay range if:

- a) the teacher is employed in a school as a post-threshold teacher, for as long as the teacher is so employed at that school without a break in the continuity of their employment;
- b) the teacher applied to a school to be paid on the upper pay range in accordance with paragraph 15 of this Document, that application was successful, the teacher is still employed at that school and there has been no break in their continuity of employment; or
- c) the teacher was employed as a member of the leadership group in that school, has continued to be employed at that school without a break in the continuity of their employment, was first appointed as such on or after 1 September 2000, and occupied such a post or posts for an aggregate period of one year or more.

and the teacher will not be paid on the pay range for leading practitioners or as a member of the leadership group.

14.3. A relevant body **may** pay a teacher on the upper pay range if:

- a) the teacher is defined as a “post-threshold teacher” but was not employed as a post-threshold teacher in that school or was employed as a post-threshold teacher in that school prior to a break in their continuity of employment;

- b) the teacher applied to another educational setting to be paid on the upper pay range in accordance with paragraph 15 of this Document and that application was successful;
- c) the teacher was formerly paid on the pay range for leading practitioners; or
- d) in the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range (either to an educational setting or to an authority) and that application was successful.

15. Application to be paid on the upper pay range

- 15.1. Qualified teachers may apply to be paid on the upper pay range at least once a year in line with their school's pay policy. Relevant bodies shall assess any such application received and make a determination, in line with their pay policy, on whether the teacher meets the criteria in paragraph 15.2. Where a teacher is subject to the 2012 Regulations, the relevant body shall have regard to the assessments and recommendations in the teacher's appraisal reports under those regulations.
- 15.2. An application from a qualified teacher will be successful where the relevant body is satisfied:
- a) that the teacher is highly competent in all elements of the relevant standards; and
 - b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.
- 15.3. The pay policy shall set out the process for assessing applications and make clear how the relevant body will interpret the criteria in paragraph 15.2.
- 15.4. Any decision made under paragraph 15 applies only to employment in that same school.

16. The leading practitioner pay range from 1 September 2022

- 16.1. This paragraph applies to qualified teachers who are employed in posts that the relevant body has determined have the primary purpose of modelling and leading improvement of teaching skills.
- 16.2. For any such post, the relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range in this paragraph. The relevant body may determine that different posts in the same

school may be paid on different individual pay ranges within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within each individual pay range to allow for performance related progress over time.

- 16.3. The relevant body shall determine where, within the leading practitioner range for that particular post, each teacher covered by this paragraph shall be paid. The leading practitioners pay range is:

Leading Practitioner Pay Range 2022 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	44,523	52,936	48,055	45,749
Maximum	67,685	76,104	71,220	68,913

17. The unqualified teacher pay range from 1 September 2022

- 17.1. An unqualified teacher must be paid such salary within the minimum and maximum of the unqualified teacher pay range set out below as the relevant body determines. The unqualified teacher pay range is:

Unqualified Teacher Pay Range 2022 – Annual Salary

	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	19,340	24,254	22,924	20,594
Maximum	30,172	35,081	33,759	31,421

18. An unqualified teacher who becomes qualified

- 18.1. Upon obtaining qualified teacher status (QTS) under regulations made under section 132 of the Act⁽⁶⁾ an unqualified teacher must be transferred to a salary within the main pay range for teachers in paragraph 13. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS the teacher must be paid a salary which is the same as, or higher than, the sum of the salary payable under paragraph 17.1 and any

(6) Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662)2 .

allowance payable under paragraph 22 (including any safeguarded sum payable under paragraph 31), as the relevant body considers to be appropriate.

- 18.2. A teacher who obtains QTS retrospectively under those regulations must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained.
- 18.3. The lump sum payable under paragraph 18.2 must be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was effectively obtained to the date when the lump sum is paid.

19. Pay progression linked to performance

- 19.1. The relevant body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges set out in paragraphs 13, 14, 16 and 17.
- 19.2. The relevant body must decide how pay progression will be determined, subject to the following:
- a) the decision whether or not to award pay progression must be related to the teacher's performance, as assessed through the school or authority's appraisal arrangements in accordance with the 2012 Regulations;
 - b) a recommendation on pay must be made in writing as part of the teacher's appraisal report, and in making its decision the relevant body must have regard to this recommendation;
 - c) where a teacher is not subject to the 2012 Regulations, the relevant body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision;
 - d) in the case of early career teachers ⁷(ECTs), the relevant body must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Education (Induction

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf

Arrangements for School Teachers) (England) Regulations 2012⁽⁸⁾. The relevant body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

- e) pay decisions must be clearly attributable to the performance of the teacher in question;
- f) continued good performance as defined by an individual school's pay policy should give a classroom or unqualified teacher an expectation of progression to the top of their respective pay range;
- g) a decision may be made not to award progression whether or not the teacher is subject to capability proceedings.

19.3. The relevant body must set out clearly in the school's pay policy how pay progression will be determined, in accordance with paragraph 19.2.

(8) S.I. 2012/1115.

Part 4 – Allowances and other payments

20. Teaching and learning responsibility (TLR) payments

- 20.1. The relevant body may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 20.2 and 20.3. Unqualified teachers may not be awarded TLRs.
- 20.2. Having decided to award a TLR, the relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy, provided that:
- a) the annual value of a TLR1 must be no less than £8,706 and no greater than £14,732;
 - b) the annual value of a TLR2 must be no less than £3,017 and no greater than £7,368.
- 20.3. The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £600 and no greater than £2,975. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.
- 20.4. With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
- a) is focused on teaching and learning;
 - b) requires the exercise of a teacher's professional skills and judgement;
 - c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and

- e) involves leading, developing and enhancing the teaching practice of other staff.

20.5. In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to in paragraph 20.1 includes line management responsibility for a significant number of people.

21. Special educational needs (SEN) allowances

21.1. A SEN allowance of no less than £2,384 and no more than £4,703 per annum is payable to a classroom teacher in accordance with this paragraph.

21.2. The relevant body must award a SEN allowance to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification⁽⁹⁾ and involves teaching pupils with SEN;
- b) in a special school;
- c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- d) in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
 - i. involves a substantial element of working directly with children with SEN;
 - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
 - iii. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

21.3. Where a SEN allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- a) whether any mandatory qualifications are required for the post;
- b) the qualifications or expertise of the teacher relevant to the post; and

(9) Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662).

- c) the relative demands of the post.

21.4. The relevant body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities.

22. Allowance payable to unqualified teachers

22.1. The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

- a) taken on a sustained additional responsibility which:
 - i. is focused on teaching and learning; and
 - ii. requires the exercise of a teacher's professional skills and judgment; or
- b) qualifications or experience which bring added value to the role being undertaken.

23. Acting allowance

23.1. Subject to paragraph 23.6, where a teacher is assigned and carries out duties of a headteacher, deputy headteacher or assistant headteacher, but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher, the relevant body must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance ("acting allowance") must be paid in accordance with the following provisions.

23.2. If the relevant body's determination referred to in paragraph 23.1 is that the teacher will not be paid an acting allowance, but the teacher continues to be assigned and to carry out duties of a headteacher, deputy headteacher or assistant headteacher (and has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher), the relevant body may at any time after that determination make a further determination as to whether or not an acting allowance must be paid.

23.3. If the relevant body determines that the teacher must be paid an acting allowance, subject to paragraph 23.4, it must be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to the salary that the relevant body considers to be appropriate.

23.4. Where a teacher is assigned and carries out the duties of a headteacher, deputy headteacher or assistant headteacher in relation to whom a pay range (as the

case may be) has been determined and an acting allowance is paid under this paragraph, the teacher's total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

- 23.5. The teacher may be paid an acting allowance with effect from such day on or after the day on which duties of a headteacher, deputy headteacher or assistant headteacher are first assigned and carried out as the relevant body may determine.
- 23.6. Where a teacher is paid an allowance under this paragraph, then for so long as that allowance is paid, Part 7 applies as if the teacher has been appointed to that post permanently.

24. Performance payments to seconded teachers

24.1. Where:

- a) a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher's normal place of work; and
- b) the relevant body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment,

the relevant body may pay the teacher a lump sum accordingly. Subject to paragraph 10.4, the total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

25. Residential duties

25.1. Any payment to teachers for residential duties must be determined by the relevant body.

26. Additional payments

- 26.1. The relevant body may make such payments as it sees fit to a teacher, other than a headteacher, in respect of:
- a) continuing professional development undertaken outside the school day;
 - b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

- c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher;
- d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

27. Recruitment and retention incentives and benefits

- 27.1 Subject to paragraph 27.2, the relevant body or, where it is the employer in the case of an unattached teacher, the authority, may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. A salary advance scheme for a rental deposit may be one of a number of tools that schools may wish to consider using to support recruitment or retention.
- 27.2 Where the relevant body or, where it is the employer in the case of an unattached teacher, the authority, is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the relevant body or authority must conduct a regular formal review of all such awards. The relevant body or authority should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.
- 27.3 Headteachers, deputy headteachers and assistant headteachers may not be awarded payments under paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.

28. Salary sacrifice arrangements

- 28.1. For the purposes of this paragraph, the term “salary sacrifice arrangement” means any arrangement under which the teacher gives up the right to receive part of the teacher’s gross salary in return for the employer’s agreement to provide a benefit-in-kind under any of the following schemes:
- a) a child care voucher or other child care benefit scheme;

- b) a cycle or cyclist's safety equipment scheme; or
- c) a mobile telephone scheme entered into on or before 5 April 2017 (except that a salary sacrifice arrangement for a mobile telephone scheme will only be covered by the provisions of this paragraph up until 6 April 2018 - see below); and

that benefit-in-kind is exempt from income tax⁽¹⁰⁾.

28.2. Where the employer operates a salary sacrifice arrangement, the teacher may participate in any such arrangement and the teacher's gross salary may be reduced accordingly for the duration of such participation.

28.3. Participation in any salary sacrifice arrangement has no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of this Document.

(10) The Income Tax (Earnings and Pensions) Act 2003 (c.1) provides that no liability to income tax arises in respect of the provision for an employee of any of these benefits-in-kind where the specified conditions are met.

Part 5 – Safeguarding

General safeguarding

29. General circumstances in which safeguarding applies

29.1. Paragraphs 30 to 36 apply to a teacher in the following circumstances:

- a) the teacher loses a post as a result of:
 - i. the discontinuance of, a prescribed alteration to, or a reorganisation of, a school; or
 - ii. the closure or reorganisation of any other educational establishment or service,

takes up a new post on or after 1 January 2006 and is employed by the same authority or at a school maintained by the same authority, and in the case of a teacher within sub-paragraph (ii) the new post is at a different school;

- b) the relevant body determines, whether as a result of a change to its pay policy or to the school's staffing structure, that the duties for which the teacher was awarded a TLR1 or TLR2 or an unqualified teacher's allowance are no longer to include the responsibility for which the respective allowance was awarded or are to include a different responsibility, or the responsibility (whether or not it has changed) merits an allowance of a lower annual value; or,
- c) the relevant body determines:
 - i. to reduce the number of members of the leadership group or teachers paid on the range for leading practitioners; or
 - ii. to lower a pay range applicable to a member of the leadership group or a teacher on the pay range for leading practitioners.

29.2. For the purposes of paragraph 29.1, "prescribed alteration" means an alteration prescribed by the Education (School Organisation Proposals) (England) Regulations 1999⁽¹¹⁾, or the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007⁽¹²⁾.

(11) S.I. 1999/2213 was revoked and replaced by the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations (S.I. 2007/1288); SI 2007/1288 was in turn revoked and replaced by the School Organisation (Establishment and Discontinuance of Schools) Regulations (S.I. 2013/3109).

(12) S.I. 2007/1289.

30. Entitlement to a safeguarded sum

30.1. A teacher who falls within paragraph 29.1(a):

- a) shall be paid the amount (if any) by which the pre-safeguarding salary payable to the teacher immediately before the circumstances in paragraph 29.1(a) took effect exceeds the salary payable to the teacher in the new post;
- b) shall be paid the amount (if any) by which any TLR1 or TLR2 payable to the teacher immediately before the circumstances in paragraph 29.1(a) took effect exceeds the teacher's TLR payment in the new post (if any);
- c) shall be paid the amount (if any) by which any SEN allowance payable to the teacher immediately before the circumstances in paragraph 29.1(a) took effect exceeds the teacher's SEN allowance in the new post (if any); and
- d) shall be paid the amount (if any) by which any allowance payable to the teacher under paragraph 22.1 immediately before the circumstances in paragraph 29.1(a) took effect exceeds the allowance payable to the teacher in the new post (if any).

30.2. A teacher who falls within paragraph 29.1(b) shall be paid the difference between an allowance to which they were entitled prior to the event or events in paragraph 29.1(b) occurring and any lower allowance of the like kind which the teacher is to receive to take account of the event or events. TLR1s and TLR2s awarded to teachers employed under a fixed-term contract or whilst they occupy another post in the absence of a post-holder must not be safeguarded after the fixed-term contract expires or the post ceases to be occupied.

30.3. A teacher whose salary is reduced as a result of a circumstance described in paragraph 29.1(c) shall be paid the difference between the salary to which the teacher was entitled immediately before the said circumstance took effect and the value of the teacher's new salary together with, in the case of a teacher to whom paragraph 29.1(c)(i) applies, any TLR1, TLR2 or SEN allowance.

30.4. Each payment made in accordance with paragraphs 30.1(a), (b), (c) or (d), 30.2 or 30.3 shall be known as a safeguarded sum and a teacher falling within more than one of those paragraphs or sub-paragraphs is entitled to a safeguarded sum under each paragraph.

31. Notification of safeguarding

31.1. Where a safeguarded sum is payable as a result of a circumstance described in paragraph 29.1(b) or 29.1(c), the relevant body must notify the teacher in writing,

within one month of taking the decision the effect of which is that the safeguarded sum is payable (“the decision”) or (if earlier) when making a notification in accordance with paragraph 3.3, of :

- a) the reason for the decision;
- b) the date on which the decision will take effect (if known);
- c) the value of the teacher’s pre-safeguarding salary;
- d) the value of any allowances to which the teacher was entitled before the said circumstance took effect;
- e) the safeguarded sum or (if not then known) such information as it is reasonably possible to provide in order to determine the maximum amount of the safeguarded sum;
- f) the date or, if applicable, the latest date on which the safeguarding period (as defined in paragraph 32) will end, or the circumstance the occurrence of which will result in payment of the safeguarded sum ending;
- g) where a copy of the school’s staffing structure and pay policy may be inspected.

32. The safeguarding period

32.1. Unless otherwise provided for in this document, the relevant body must pay a safeguarded sum until:

- a) the date on which the safeguarding period ends, being the third anniversary of the date on which a teacher subject to paragraph 29.1(a) starts work in the new post referred to therein and in all other circumstances the third anniversary of the relevant date as defined in paragraph 33.1;
- b) where a safeguarded sum is paid in respect of an allowance awarded to a teacher or a post held by a teacher for a fixed period or to a teacher employed under a fixed-term contract, the date on which that fixed period or fixed-term contract expires;
- c) where a safeguarded sum is awarded in respect of a payment or allowance awarded to a teacher whilst occupying another post in the absence of the post-holder, the date on which the entitlement to the allowance would have ended but for the circumstances which gave rise to the entitlement to the safeguarded sum;

- d) in the case of a teacher who is paid a safeguarded sum under paragraph 30.1, the teacher is placed on a salary on a different pay range (except a classroom teacher who is placed for the first time on the upper pay range or a teacher to whom the circumstances described in paragraph 29.1(c) subsequently apply);
- e) in the case of a teacher who is paid a safeguarded sum under paragraph 30.1, the teacher is awarded an increased salary the value of which exceeds the combined value of the pre-safeguarding salary and any one or more of the safeguarded sums so payable;
- f) in the case of a teacher who is paid a safeguarded sum under paragraph 30.2:
 - i. the teacher is awarded a TLR1 or TLR2 or (as the case may be) an unqualified teacher's allowance which equals or exceeds the total of the said safeguarded sum and the reduced allowance (if any) by reason of which the said safeguarded sum is paid; or
 - ii. the teacher is awarded a salary which, combined with the value of any new payment, equals or exceeds the total of the pre-safeguarding salary and the safeguarded sum.
- g) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 29.1(c)(i), the teacher is awarded a higher salary or a TLR or SEN allowance, such that the combined value of the teacher's resulting salary, TLR and/or SEN allowance is equal to or exceeds the teacher's pre-safeguarding salary;
- h) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 29.1(c)(ii), the teacher is awarded a salary which equals or exceeds the teacher's pre-safeguarding salary;
- i) in the case of a teacher in receipt of a safeguarded sum in respect of an unqualified teacher's allowance, the teacher ceases to be an unqualified teacher; or
- j) the teacher ceases to be a classroom teacher or their employment ends other than in circumstances to which paragraph 29.1(a) applies,

whichever is the first to occur.

33. Calculating relevant dates

- 33.1. For the purposes of calculating the third anniversary of the relevant date as referred to in paragraph 32.1(a), the relevant date is as follows:

- a) in respect of a decision taken between 1 September and 31 December, the following 1 January;
- b) in respect of a decision taken between 1 January and 31 March, the following 1 April; and
- c) in respect of a decision taken between 1 April and 31 August, the following 1 September.

34. Suspension and partial reduction of the safeguarded sum

- 34.1. In the event that a safeguarded sum is payable in respect of the loss of or a reduction to an allowance and the teacher subsequently becomes entitled to an allowance or an increased allowance of the like kind during the safeguarding period, the said safeguarded sum must be reduced by the amount of the allowance, or the increase therein, as the case may be, for as long as the teacher is entitled to the new or increased allowance.
- 34.2. A safeguarded sum payable under paragraph 30.1(a) shall be reduced by the value of any subsequent TLR or SEN allowance awarded to the teacher for as long as the teacher is entitled to the TLR or SEN allowance.
- 34.3. Payment of a safeguarded sum which is attributable to the circumstances described in paragraph 29.1(c) must be discontinued whilst the teacher occupies a post as a member of the leadership group or carries out the duties of a teacher paid on the pay range for leading practitioners in the absence of that teacher for as long as the teacher occupies the post or carries out the duties in question unless it would otherwise have ceased under the provisions of paragraph 32.1.

35. Additional duties

- 35.1. If the total of all safeguarded sums payable to a teacher from time to time exceeds £500, the relevant body must review the teacher's assigned duties and allocate such additional duties to the teacher as it reasonably considers are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid safeguarded sums which in total exceed £500.
- 35.2. The teacher shall not be paid any safeguarded sums if the teacher unreasonably refuses to carry out such additional duties, provided that the teacher is notified of the relevant body's decision to cease paying the safeguarded sums at least one month before it is implemented.

36. Miscellaneous

- 36.1. Whether the teacher was a full-time teacher or a teacher in regular part-time employment before losing a post, if the teacher is then employed as stated in paragraph 29.1(a) as a teacher in regular part-time employment, the teacher must be paid that proportion of the safeguarded sum attributable to the loss of post to which the teacher would have been entitled had their employment been as a full-time teacher which the part-time employment bears to full-time employment.
- 36.2. Teachers who were formerly employed as advanced skills teachers or excellent teachers and whose remuneration was subject to safeguarding under the 2012 or 2013 Documents as a result shall continue to have that proportion of their remuneration safeguarded in accordance with those Documents, and paragraphs 29 to 34 shall not apply to that proportion of their remuneration.
- 36.3. A teacher to whom a safeguarded sum is paid as a result of circumstances described in paragraph 29.1(a) shall, notwithstanding the entitlement to be paid the safeguarded sum, continue to be entitled to payment of the following:
- a) any safeguarded sums to which the teacher would have been entitled but for the occurrence of the circumstances described in paragraph 29.1(a);
 - b) any recruitment or retention incentive or benefit to which the teacher was entitled under paragraph 26.

37. Other safeguarding - teachers taking up post on or before 31 December 2005

37.1. Subject to paragraphs 37.7 to 37.10:

37.2. Where, as a result of:

- a) the closure or reorganisation of an educational establishment; or
- b) a direction relating to a course for the training of teachers given by the Secretary of State under regulation 3(2) of the Further Education Regulations 1975⁽¹³⁾ under regulation 15 or 16 of the Education (Schools and Further Education) Regulations 1981⁽¹⁴⁾ or under regulation 12 or 13 of the Education (Schools and Further and Higher Education) Regulations 1989⁽¹⁵⁾

(13) 1975/1054; revoked by S.I. 1983/74 and 1986/541.

(14) S.I. 1981/1086; regulations 15 and 16 were revoked by S.I. 1989/351.

(15) S.I. 1989/351; regulations 12 and 13 were revoked by S.I. 2004/571.

a teacher (including a teacher in further or higher education) loses a post, and was on or before 31 December 2005 employed full-time as a teacher in the provision of primary or secondary education (whether or not at a school) in a post where remuneration is paid by the same authority as before, the teacher must be deemed for all salary purposes to continue to hold the post that was held, and to be entitled to any allowance for unqualified teachers (under paragraph 22.1) to which the teacher was entitled, immediately before the circumstances occurred.

- 37.3. Where, in circumstances other than those mentioned in paragraph 37.2, such a teacher loses a post and was on or before 31 December 2005 employed full-time as a teacher in the provision of primary or secondary education in a post (whether or not at a school) in which remuneration is paid by the same authority as before the teacher may, at the discretion of the authority, be deemed for all salary purposes to continue to hold the post that was held, and to be entitled to any allowance for unqualified teachers to which the teacher was entitled, immediately before the circumstances occurred; and the authority must not unreasonably refuse to exercise its discretion in this matter in favour of the teacher.
- 37.4. Where in the circumstances described in paragraphs 37.2 or 37.3 such a full-time teacher or such a teacher in regular part-time employment loses a post in circumstances described in paragraph 37.2, and is thereupon employed as stated in that provision but as a teacher in regular part-time employment, the teacher is (subject, in the circumstances described in paragraph 37.3, to the same discretion to be similarly exercised) entitled to that proportion of the salary and of the allowance for unqualified teachers to which the teacher was entitled immediately before the relevant change in circumstances which the part-time employment bears to full-time employment.
- 37.5. A teacher whose remuneration is safeguarded under this paragraph is entitled to an acting allowance (paragraph 23) only where appropriate to the circumstances of the teacher's present employment.
- 37.6. Subject to paragraph 37.7, the salary to be safeguarded pursuant to paragraph 37.1 to 37.4 means:
- a) any salary or allowance, other than those awarded for an agreed fixed-term, that the teacher was in receipt of immediately before the circumstances described in paragraph 37.2 to 37.4 arose; and
 - b) any safeguarded sum to which the teacher is entitled under paragraph 30 or 36 but only to the extent that the applicable paragraph provides for the continuing payment of that sum.
- 37.7. Where a member of the leadership group or a former advanced skills teacher is, immediately before a circumstance mentioned in paragraphs 37.2 or 37.3 arises,

paid on the leadership group pay range at paragraph 4 of this Document or an advanced skills teacher pursuant to paragraph 26 of the 2012 Document, such member or teacher must continue (subject, in the circumstances mentioned in paragraph 37.3, to the same discretion) to be paid as if the circumstance had not occurred.

37.8. If the teacher's safeguarded remuneration under this paragraph exceeds the remuneration to which the teacher would otherwise be entitled under this Document by the sum of £500 or more, the relevant body must review the teacher's assigned duties and, for as long as that is the case, allocate such additional duties as it reasonably considers to be appropriate and commensurate with the safeguarded remuneration.

37.9. Paragraphs 37.2 to 37.4 do not apply or, as the case may be, cease to apply, to a teacher:

- a) who at any time is offered but unreasonably refuses to accept an alternative post in an educational establishment maintained by the authority by which the teacher's salary is paid;
- b) to whom the remuneration payable by virtue of the other paragraphs of this Document equals or exceeds the remuneration payable under this paragraph;
- c) who is placed on a different pay range, but this does not apply to a classroom teacher when first placed on the pay range set out in paragraph 14 or to a teacher affected by a determination made by a relevant body under paragraph 29.1(c); or
- d) whose employment ends other than in circumstances to which this paragraph applies.

37.10. For the purposes of this paragraph:

- a) "educational establishment" means an establishment which is:
 - i. an institution of further or higher education maintained or assisted by an authority;
 - ii. a school;
 - iii. a teachers' centre; or
 - iv. an establishment (other than a school) at which primary or secondary education is provided by an authority;
- b) "leadership group post" means a post of headteacher, deputy headteacher or assistant headteacher of a school;

- c) “remuneration” means salary plus any allowances but does not include any sum paid under paragraphs 25, 26 and 27;
- d) “salary” means:
 - i. in the case of a school teacher the salary payable in accordance with paragraphs 4 to 11, 13, 14, 16 and 17 including any allowance payable under paragraph 21; and
 - ii. in the case of a teacher in further or higher education the teacher’s basic salary excluding all allowances;
- e) a school is reorganised where it was or is reorganised in pursuance of proposals made under section 28 or 31 of the School Standards and Framework Act 1998⁽¹⁶⁾ or proposals referred to in regulation 14 of the Education (Transition to New Framework) (School Organisation Proposals) Regulations 1999⁽¹⁷⁾; and
- f) any transfer of the responsibility for maintaining an establishment must be disregarded.

(16) 1998 (c.31).
(17) S.I. 1999/704.

Part 6 – Supplementary

38. Determination of applicable pay range

- 38.1. A teacher who is employed under a contract that normally requires work in the London Area but who is temporarily required to work elsewhere must continue to be paid in accordance with the pay range applicable to the teacher's normal area of employment.
- 38.2. A teacher who on 31 August 2022 was being paid in accordance with one of the London Area pay ranges must continue to be paid in accordance with that range notwithstanding that the teacher would not otherwise be entitled to it under the provisions of this Document, for so long as the teacher remains in the post held on that date.
- 38.3. A teacher who moves out of the Inner London Area may continue to be paid in accordance with the Inner London pay range for so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.
- 38.4. A teacher who moves out of the Outer London Area, to anywhere but the Inner London Area, may continue to be paid on the Outer London Area range for so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.
- 38.5. A teacher who moves out of the Fringe Area, to anywhere but the Inner London Area or the Outer London Area, may continue to be paid on the Fringe Area range for so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.

39. Unattached teachers

- 39.1. The remuneration of an unattached teacher must be determined in accordance with the relevant provisions of this Document by the relevant body, having regard to its pay policy and the teacher's particular post within the staffing structure.
- 39.2. Where, in accordance with paragraph 39.1, the remuneration of a teacher in charge of a pupil referral unit is determined in accordance with the provisions applicable to a headteacher, paragraphs 44 to 47 apply, and paragraphs 48.1 to 50.16 do not apply.
- 39.3. Where, in accordance with paragraph 39.1, the remuneration of an unattached teacher (other than a teacher in charge of a pupil referral unit) is determined in accordance with the provisions applicable to a member of the leadership group,

paragraphs 48.1 to 50.16 and 51.2 to 51.12 do not apply and the teacher's conditions of employment that relate to professional duties and working time must be agreed between the teacher and the relevant body.

40. Part-time teachers – interpretation

40.1. In this paragraph:

- a) “pro rata principle” means that proportion of total remuneration which corresponds to the number of hours that the teacher is employed in that capacity during the course of the school's timetabled teaching week as a proportion of the total number of hours in the school's timetabled teaching week; (and for this purpose “total remuneration” means the remuneration that would be payable to that person if employed in the same post on a full-time basis); and
- b) “the school's timetabled teaching week” means the aggregate period of time in the school timetable during which pupils are normally taught.

40.2. When a relevant body is required to determine the salary of a part-time teacher in accordance with the pro rata principle it must do so not only in relation to those hours that a part-time teacher normally works under the contract of employment but also in relation to any additional hours the teacher may agree to work from time to time at the request of the headteacher or, in a case where the part-time teacher is a headteacher, the relevant body.

41. Determination of remuneration of part-time teachers

41.1. The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.

42. Teachers employed on a short notice basis

42.1. Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of this Document on a daily basis calculated on the assumption that a full working year consists of 195 days (194 days for the school year beginning in 2022), periods of employment for less than a day being calculated pro rata.

42.2. A teacher to whom paragraph 42.1 applies and who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more by way of remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

Part 7 – Contractual framework for teachers

43. Introduction

43.1. This section sets out the contractual framework within which all teachers, including headteachers, operate. It also includes high level responsibilities for all teachers and headteachers and their statutory entitlements.

44. Headteachers – overriding requirements

44.1. A headteacher's professional duties must be carried out in accordance with and subject to:

- a) the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996⁽¹⁸⁾ and the Act;
- b) the instrument of government of the headteacher's school;
- c) any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the headteacher's employers;
- d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
- e) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998⁽¹⁹⁾;
- f) the terms of their appointment.

45. Delegation

45.1. The professional responsibilities of a headteacher under paragraph 46.9 must not be delegated other than in accordance with paragraph 48.2.

45.2. Subject to paragraph 45.1, a headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher in accordance with paragraph 51.4.

(18) 1996 (c.56).

(19) 1998 (c.31).

46. Professional responsibilities

46.1. A headteacher may be required to undertake the following duties:

Whole school organisation, strategy and development

46.2. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.

46.3. Develop, implement and evaluate the school's policies, practices and procedures.

Teaching

46.4. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:

- a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,
- b) in the preliminary stages.

46.5. Teach.

Health, safety and discipline

46.6. Promote the safety and well-being of pupils and staff.

46.7. Ensure good order and discipline amongst pupils and staff.

Management of staff and resources

46.8. Lead, manage and develop the staff, including appraising and managing performance.

46.9. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.

46.10. Organise and deploy resources within the school.

46.11. Promote harmonious working relationships within the school.

46.12. Maintain relationships with organisations representing teachers and other members of the staff.

46.13. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Professional development

46.14. Promote the participation of staff in relevant continuing professional development.

46.15. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

46.16. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

46.17. Consult and communicate with the governing body, staff, pupils, parents and carers.

Work with colleagues and other relevant professionals

46.18. Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

47. Rights conferred

47.1. In addition to the provisions of paragraph 51 the following rights apply:

Dedicated headship time

47.2. A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

Daily break

47.3. A headteacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as headteacher during that break.

Teachers – professional responsibilities

48. Deputy headteachers and assistant headteachers

48.1. A person appointed as a deputy or assistant headteacher in a school, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:

- a) formulating the aims and objectives of the school;
- b) establishing the policies through which they are to be achieved;
- c) managing staff and resources to that end;
- d) monitoring progress towards their achievement;

and undertake any professional duties of the headteacher reasonably delegated by the headteacher.

48.2. If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.

49. Teachers on the leading practitioner pay range

49.1. Except where otherwise provided for in this Document, teachers on the leading practitioner pay range have the same professional responsibilities and benefit from the same rights conferred as all other teachers, other than a headteacher. However, additional duties relevant to their role in modelling and leading improvement of teaching skills may be included in the individual job descriptions of such teachers.

50. Teachers other than a headteacher

50.1. A teacher may be required to undertake the following duties:

Teaching

50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

50.4. Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

50.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

50.8. Promote the safety and well-being of pupils.

50.9. Maintain good order and discipline among pupils.

Management of staff and resources

50.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.

50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

50.12. Deploy resources delegated to them.

Professional development

50.13. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

50.14. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

50.15. Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals

50.16. Collaborate and work with colleagues and other relevant professionals within and beyond the school.

51. Working time

51.1. Nothing in this Document is to be taken to conflict with Council Directive 93/104/EC of 23 November 1993 concerning certain aspects of the organisation of working time⁽²⁰⁾.

Working days

51.2. A teacher employed full-time must be available for work for 195 days (194 days for the school year beginning in 2022) days, of which:

- a) 190 days (189 days for the school year beginning in 2022) must be days on which the teacher may be required to teach pupils and perform other duties; and
- b) 5 days must be days on which the teacher may only be required to perform other duties; and

those 195 days (194 days for the school year beginning in 2022) must be specified by the employer or, if the employer so directs, by the headteacher.

51.3. Paragraph 51.2 does not apply to a teacher employed full-time wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment.

Specified working hours

51.4. The provisions of paragraphs 51.2 to 51.12 do not apply to:

- a) headteachers, deputy headteachers, assistant headteachers, teachers on the pay range for leading practitioners or teachers in receipt of an acting allowance for carrying out the duties of a headteacher, deputy headteacher or assistant headteacher pursuant to paragraph 23;
- b) unattached teachers in charge of pupil referral units whose remuneration is determined in accordance with the provisions applicable to headteachers pursuant to paragraph 39;
- c) unattached teachers (other than those in charge of pupil referral units) whose remuneration is determined in accordance with the provisions applicable to a member of the leadership group pursuant to paragraph 39.

51.5. A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher (or, where the teacher is not assigned to any one school, by the employer or the headteacher of

(20) O.J. No L307, 13.12.93 p.18 which was implemented by the Working Time Regulations 1998 (S.I. 1998/1833).

any school in which the teacher may be required to work) for 1265 hours (1258.5 hours for the school year beginning in 2022), those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

- 51.6. Paragraph 51.5 applies to a teacher employed part-time, except that the number of hours the teacher must be available for work must be that proportion of 1265 hours (1258.5 hours for the school year beginning in 2022), which corresponds to the proportion of total remuneration the teacher is entitled to be paid pursuant to paragraphs 40 and 41.
- 51.7. In addition to the hours a teacher is required to be available for work under paragraph 51.5 or 51.6, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.
- 51.8. The employer must not determine how many of the additional hours referred to in paragraph 51.7 must be worked or when these hours must be worked.
- 51.9. Subject to paragraph 51.10, no teacher employed part-time may be required to be available for work on any day of the week or part of any day of the week on which the teacher is not normally required to be available for work under their contract of employment (whether it is for the purposes of teaching pupils and performing other duties or for the sole purpose of performing other duties).
- 51.10. Subject to paragraphs 51.6 and 51.11, a part-time teacher may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available for work (whether the teacher is normally required to be available for work for the whole of that day or for only part of that day).
- 51.11. The total amount of time that the teacher may be required to be available to carry out duties, other than teaching pupils, outside school sessions under paragraph 51.10, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, must not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid under paragraphs 40 and 41.
- 51.12. The amount of time a teacher spends taking the break referred to in paragraph 52.3 or travelling to or from their place of work does not count towards the hours referred to in paragraph 51.5 or the pro rata equivalent referred to in paragraph 51.6, as the case may be.

Rights conferred – all teachers

52. Overarching rights

- 52.1. No teacher may be required to work on any Saturday, Sunday or public holiday unless their contract of employment expressly provides for this (for example in the case of teachers at residential establishments).
- 52.2. No teacher may be required under their contract of employment as a teacher to undertake midday supervision.

Daily break

- 52.3. A teacher who is required to be available for work for more than one school session on any school day must be allowed one break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm. Deputy headteachers, assistant headteachers and teachers on the pay range for leading practitioners are entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

Work/life balance

- 52.4. Governing bodies and headteachers, in carrying out their duties, must have regard to the need for the headteacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties including, in particular, in the case of teachers to whom paragraphs 51.2-51.12 apply, their duties under paragraph 51.7, and the time required to pursue their personal interests outside work. In having regard to this, governing bodies and headteachers should ensure that they adhere to the working limits set out in the Working Time Regulations 1998⁽²¹⁾.

Guaranteed planning and preparation time

- 52.5. All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours (1258.5 hours for the school year beginning in 2022), referred to in paragraph 51.5 or pro rata equivalent (as the case may be) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's

(21) S.I. 1998/1833.

timetabled teaching time. A teacher must not be required to carry out any other duties during the teacher's PPA time.

Management time

52.6. A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

Cover

52.7. Teachers should be required to provide cover in accordance with paragraph 50.7 only rarely, and only in circumstances that are not foreseeable (this does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).

Administration and external examinations

52.8. A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgment, including those associated with the arrangements for preparing pupils for external examinations such as invigilation.

Training and development

52.9. All teachers in the school should have access to advice, training and developmental opportunities appropriate to their needs, including needs identified in objectives or in appraisal statements or reports.

52.10. A teacher serving an induction period under the Induction Regulations⁽²²⁾ must not teach for more than 90% of the time that a teacher at the school not subject to those regulations would be expected to teach, for the first three school terms of their induction period and for 95% of the time for the remainder of their induction period.

(22) Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (S.I. 2012/1115).

Annex 1: Teachers' Standards

Introduction

The Teachers' Standards are presented in this Document as they underpin the appraisal process and the assessment process for accessing the upper pay range.

Teachers' Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;

- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;

- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Annex 2: Interpretation

1. In this Document:

- “the 2012 Regulations” means the Education (School Teachers’ Appraisal) (England) Regulations 2012⁽²³⁾ and any reference to “appraisal” “appraisal report” or “results of the appraisal” within the context of a reference to those regulations must be construed in accordance with them;
- “the Act” means the Education Act 2002⁽²⁴⁾;
- “advanced skills teacher” means a teacher who held an advanced skills teacher post under the 2012 or earlier Document;
- “appraisal” should be read in accordance with the 2012 Regulations;
- “assistant headteacher” means a qualified teacher with leadership responsibilities across the whole school who is appointed to the post of assistant headteacher;
- “authority” means a local authority; and in relation to a school means the authority by which the school is maintained;
- “classroom teacher” means a qualified teacher who is not a member of the leadership group or on the pay range for leading practitioners;
- “deputy headteacher” means, in a qualified teacher appointed to the teaching staff of a school as a deputy headteacher in accordance with the School Staffing (England) Regulations 2009⁽²⁵⁾ and includes a teacher appointed as an acting deputy headteacher but not a teacher who is assigned and carries out the duties of a deputy headteacher without being so appointed;
- “earlier Document” means any Document referred to in any order made under section 122 of the Act or section 2 of the School Teachers’ Pay and Conditions Act 1991⁽²⁶⁾, other than this Document;
- “educational setting” means a foundation, voluntary aided or foundation special school (other than a school to which an order made under section 128(2) of the Act applies) and any other establishment included in or captured by the definition of a post-threshold teacher, in which the teacher is or was employed in the provision of primary or secondary education.
- “ERA 1996” means the Employment Rights Act 1996⁽²⁷⁾;

(23) S.I. 2012/115.

(24) 2002 (c.32).

(25) S.I. 2009/2680.

(26) 1991 (c.49), repealed by the Act.

(27) 1996 (c.18).

- “employment–based teacher training scheme” means the scheme established by the Secretary of State under the Education (School Teachers’ Qualifications) (England) Regulations 2003⁽²⁸⁾;
- “excellent teacher” means a teacher who held an excellent teacher post under the 2012 or earlier Document;
- “the Fringe Area” means:
 - a) in Berkshire – the Districts of Bracknell Forest, Slough and Windsor and Maidenhead;
 - b) in Buckinghamshire – the Districts of South Buckinghamshire and Chiltern;
 - c) in Essex – the Districts of Basildon, Brentwood, Epping Forest, Harlow and Thurrock;
 - d) in Hertfordshire – the Districts of Broxbourne, Dacorum, East Hertfordshire, Hertsmere, St Albans, Three Rivers, Watford and Welwyn Hatfield;
 - e) in Kent – the Districts of Dartford and Sevenoaks;
 - f) in Surrey – the whole county; and
 - g) in West Sussex – the District of Crawley;
- “graduate teacher” means a teacher who has been granted an authorisation to teach in accordance with paragraphs 5 to 9 of Schedule 2 to the Education (Teachers’ Qualifications and Health Standards) (England) Regulations 1999⁽²⁹⁾ before 1 September 2002;
- “headteacher” means a person appointed to the teaching staff of a school as headteacher, and includes a person appointed as acting headteacher to carry out the functions of a headteacher pursuant to section 35(3) or 36(3) of the Act but not a teacher who is assigned and carries out duties of a headteacher without being so appointed;
- “hearing impaired” means deaf or partially hearing;
- “the Inner London Area” means the area comprising the London boroughs of Barking and Dagenham, Brent, Camden, City of London, Ealing, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Merton, Newham, Southwark, Tower Hamlets, Wandsworth and Westminster;
- “institution of further or higher education” includes an institution providing both further and higher education;
- “leading practitioner” means a teacher in a post the primary purpose of which is to model and lead improvement of teaching skills;

(28) S.I. 2003/1662.

(29) S.I. 1999/2166 (now revoked).

- “the London Area” comprises the Inner London Area, the Outer London Area and the Fringe Area;
- “member of the leadership group” means a headteacher, a deputy headteacher or an assistant headteacher;
- “MOD school” means an educational establishment primarily for children with a parent in the armed forces of the Crown and administered by the Ministry of Defence, other than the educational establishments known as Queen Victoria School, Dunblane and Welbeck College, Loughborough;
- “ordinary school” means a school other than a special school;
- “the Outer London Area” means the area comprising the London boroughs of Barnet, Bexley, Bromley, Croydon, Enfield, Harrow, Havering, Hillingdon, Hounslow, Kingston-upon-Thames, Redbridge, Richmond-upon-Thames, Sutton and Waltham Forest;
- “post-threshold teacher” means a classroom teacher who:
 - a) i. in accordance with an earlier Document has been assessed as having met the performance threshold standards throughout the relevant period;
 - ii. in accordance with any Document published between 2007 and 2011 has satisfied the person to whom the task has been delegated that the teacher meets the core standards and has been assessed by that person as having met the post-threshold teacher standards throughout the relevant period; or
 - iii. in accordance with the 2012 Document has satisfied the person to whom the task has been delegated that the teacher meets the Teachers’ Standards and the post-threshold teacher standards. For the purposes of this sub-paragraph, “Teachers’ Standards” means: the Teachers’ Standards set out in Annex 1 of this Document, or the core standards set out in Annex 1 of the 2011 Document; ;
- b) was previously employed as a member of the leadership group and, in the case of a teacher who was first appointed as such on or after 1 September 2000, occupied such a post or posts for an aggregate period of one year or more;
- c) has held an advanced skills teacher or excellent teacher post;
- d) was certified by an assessor appointed by the Secretary of State as meeting the standards set out in Annex 2 of the 2006 Document or the advanced skills teacher standards set out in Annex 1 of the 2012 Document but who was not appointed to an advanced skills teacher’s post;
- e) at any time has been employed as a qualified teacher:

- i. in an MOD school;
 - ii. by an Education Action Forum;
 - iii. at an academy, city technology college or city college for the technology of the arts;
 - iv. at a non-maintained special school;
 - v. in an establishment maintained by an authority in the exercise of a social services function; or
 - vi. by a person appointed in accordance with a direction made by the Secretary of State under section 497A of the Education Act 1996⁽³⁰⁾ to perform the functions of an authority and who immediately before such employment was employed by that authority;
- f) is appointed as such at a school and has previously been employed for not less than one year by an authority as an education adviser or inspector and paid on the Soulbury pay spine;
- g) has been assessed as meeting the sixth form college professional standards;
- h) has been assessed as meeting the Northern Ireland threshold standards; or
- i) has been employed as a qualified teacher otherwise than by a relevant body and during such employment was assessed as meeting all the threshold standards and the assessment was approved by an assessor appointed under arrangements made for that purpose by the Secretary of State;
- “post-threshold standards” has the same meaning as in the 2012 Document;
 - “preliminary stage” means any period of schooling prior to the first key stage;
 - “pre-safeguarding salary” means the value of a teacher’s salary, excluding allowances and any safeguarded sum, payable to the teacher before a circumstance described in paragraph 29.1 took effect.
 - “pupil referral unit” has the meaning given to that expression in section 19(2) of the Education Act 1996⁽³¹⁾;
 - “qualified teacher” means a person who satisfies requirements specified in regulations under section 132 of the Act⁽³²⁾;
 - “relevant body” means:

(30) 1996 (c.56).

(31) 1996 (c.56.).

(32) S.I. 2003/1662.

- a) in the case of a teacher at a school without a delegated budget, the authority by which that school is maintained;
 - b) in the case of a teacher at a school which has a delegated budget, the governing body of that school; and
 - c) in the case of an unattached teacher, the authority by which the teacher is employed;
- “relevant standards” means the Teachers’ Standards
 - “remuneration” means, except where otherwise stated, salary plus any allowances;
 - “school” means, except where otherwise stated, a school maintained by an authority;
 - “school causing concern” means a school to which section 44 of the Education Act 2005⁽³³⁾ applies by virtue of subsection (1) (school requiring special measures) or (2) (school requiring significant improvement);
 - “school which has a delegated budget” means a school which has a delegated budget within the meaning of Chapter 1 of Part 3 of the Act, and “school without a delegated budget” shall be construed accordingly;
 - “school year” means a period of 12 months commencing on 1 September unless the school’s academic year begins in August in which case it means a period of 12 months commencing on 1 August;
 - “SEN allowance” means a special educational needs allowance awarded to a classroom teacher in accordance with paragraph 21;
 - “special school” means a special school maintained by an authority;
 - “teacher” means, except where otherwise stated, a teacher who is a school teacher within the meaning of section 122 of the Act;
 - “teacher in further or higher education” means a teacher who is:
 - a) employed in an institution of further or higher education; or
 - b) otherwise employed by an authority for the purposes of its functions relating to further and higher education;other than a teacher seconded to a body which reimburses the employing authority the amount of the teacher’s salary;
 - “TLR” means a teaching and learning responsibility payment awarded to a classroom teacher in accordance with paragraph 20;
 - “unattached teacher” means:

(33) 2005 (c.18).

- a) a teacher not attached to a particular school;
 - b) a teacher employed otherwise than at a school; or
 - c) in Parts 2 to 7, a teacher at a pupil referral unit (including a teacher in charge);
- “unqualified teacher” means a teacher who is not a qualified teacher and who is prescribed by Order under section 122(5) of the Act as a school teacher for the purposes of that section⁽³⁴⁾;
 - “visually impaired” means blind or partially sighted.
2. The Interpretation Act 1978⁽³⁵⁾ applies to the interpretation of this Document as if it were an order made under the Act.
 3. Where, by or in consequence of a structural change (of a type described in section 2 of the Local Government and Public Involvement in Health Act 2007⁽³⁶⁾ and effected by an order made under section 7 of that Act) or a boundary change (as defined in section 8 and effected by an order made under section 10 of that Act), an authority (“the transferor authority”) ceases to exercise the functions of an authority in relation to an area and such functions are thereafter exercisable by another authority (“the transferee authority”) in relation to that area, the transferor authority and the transferee authority must be regarded, in this Document, as the same authority.
 4. An unqualified teacher who is a headteacher must be treated as a qualified teacher for the purposes of Parts 2 and 3 of this Document.
 5. Any reference to a numbered sub-paragraph is a reference to the sub-paragraph of that number in the paragraph in which that reference appears, except where otherwise stated.
 6. A person has completed a “year of employment” if:
 - a) the person has completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year in the case of paragraphs 11.1 and 19. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person’s service during that period has been full-time, part-time, regular or otherwise;
 - i. where a person is absent from work:
 - ii. in exercise of her right to maternity leave conferred by section 71 or 73 of the ERA 1996 or her contract of employment, and has the right to

(34) S.I.2003/1709.

(35) 1978 (c.30).

(36) 2007 (c.28).

return to work by virtue of those sections or her contract of employment; the right to parental leave conferred by section 76 of the ERA 1996; the right to paternity leave conferred by section 80A, 80AA, 80B or 80BB of the ERA 1996; or the right to adoption leave conferred by section 75A or 75B of the ERA 1996; or

because of her pregnancy;

- b) the period of absence counts towards the period of service of at least twenty-six weeks referred to in paragraph (a); and
- c) where a person is absent from work for any reason other than as specified in sub-paragraph (a) or (b), the relevant body may determine that the period of absence counts as if the person was in employment during it.

Annex 3: September 2022 advisory pay point structure for the main pay range (MPR) and upper pay range (UPR)

Spine Point	Rest of England (£)	London Fringe (£)	Outer London (£)	Inner London (£)
M1 (MPR minimum)	28,000	29,344	32,407	34,502
M2	29,800	31,126	34,103	36,141
M3	31,750	33,055	35,886	37,857
M4	33,850	35,151	37,763	39,655
M5	35,990	37,264	40,050	41,892
M6 (MPR maximum)	38,810	40,083	43,193	44,756
U1 (UPR minimum)	40,625	41,858	44,687	49,320
U2	42,131	43,360	46,340	51,743
U3 (UPR maximum)	43,685	44,919	48,055	53,482

Annex 4: September 2022 advisory pay point structure for the unqualified teacher pay range (UTPR)

Spine Point	Rest of England (£)	London Fringe (£)	Outer London (£)	Inner London (£)
U1 (UTPR minimum)	19,340	20,594	22,924	24,254
U2	21,559	22,810	25,144	26,473
U3	23,777	25,029	27,362	28,692
U4	25,733	26,984	29,323	30,647
U5	27,954	29,203	31,539	32,863
U6 (UTPR maximum)	30,172	31,421	33,759	35,081

Section 3 – Guidance for Local Authorities, School Leaders, School Teachers and Governing Bodies of Maintained Schools

1. This guidance from the Department for Education is issued pursuant to section 127 of the Education Act 2002⁽³⁷⁾. It should be read in conjunction with any related paragraphs of the School Teachers' Pay and Conditions Document 2021 (the Document). LAs and governing bodies must have regard to guidance issued by the Secretary of State about the procedure to be followed in applying the provisions of the Document. A court or tribunal may take any failure of an employer to do so into account in any proceedings. This guidance replaces the 2016 Section 3 guidance.
2. Paragraph references in this guidance relate, except where otherwise stated, to paragraph numbers in the Document. The term 'relevant body' denotes the body (either the governing body or the local authority (LA)) which is responsible for pay decisions.
3. The Document contains provisions relating to the pay and conditions of teachers and not support staff, whose pay and conditions are determined locally. No payments or conditions of employment other than those provided for in the Document may be applied to teachers, except those conditions which are always determined locally and which do not conflict with the Document, unless the Secretary of State has granted exemptions under other legislation. The Document does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

Pay policy (paragraph 2)

4. All relevant bodies – both governing bodies and LAs where they are the relevant body, including for all unattached teachers – must have a pay policy. This should be linked to the appraisal policy. Pay and appraisal policies should be reviewed annually and kept up to date to take account of any uplift to the national framework and any legal changes or changes in the staffing structure which have an impact on discretionary pay decisions. Teachers and representatives of recognised unions should always be consulted on formulating the policies and on any changes to them. Teachers should always have ready access to copies of the relevant body's pay policy.
5. When determining appropriate pay awards as set out in Section 2, Part 1, schools must determine – in accordance with their own pay policy – how to take account of the uplift to the national framework in making individual pay progression decisions.

(37) 2002 (c.32).

6. Procedures for determining pay must comply with all the requirements of discrimination legislation. The pay policy should therefore make clear the relevant body's compliance with the following legislation: the Employment Relations Act 1999⁽³⁸⁾, the Equality Act 2010⁽³⁹⁾, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000⁽⁴⁰⁾ and the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002⁽⁴¹⁾. Procedures for determining pay should also be consistent with the principles of public life – objectivity, openness and accountability.
7. The pay policy should set out how all pay decisions are made, either as part of a regular review or in other circumstances, with sufficient detail for an individual to appreciate what evidence and other factors will be taken into consideration when a pay decision is made. In particular, the pay policy should describe the information to be included on pay statements given to teachers as part of the regular review process, or when other pay decisions are taken, and how additional information may be obtained by teachers. The pay policy must also set out the procedures that apply when any teacher seeks a review of any decision made by the headteacher or relevant body that affects their pay. The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures. Appeal decisions do not affect teachers' statutory employment rights. Further details on grievance procedures relating to pay decisions can be found in Departmental advice "Implementing your school's approach to pay" via the [GOV.UK website](#).

Leadership group pay (paragraphs 4-11)

8. The relevant body must ensure that the process of determining the remuneration of the headteacher is fair and transparent. There should be a proper record made of the reasoning behind the determination of the headteacher pay range (including any temporary payments made). Relevant bodies can find further guidance on the process for setting leaders' remuneration in Departmental advice "Implementing your school's approach to pay" via the [GOV.UK website](#).

(38) 1999 (c.26).

(39) 2010 (c.15).

(40) S.I. 2000/1551.

(41) S.I. 2002/2034.

Headteacher's pay range

9. The relevant body must assign a school to a headteacher group and determine the headteacher's pay range whenever it proposes to appoint a new headteacher. It should also re-determine the headteacher's pay range if it becomes necessary to change the headteacher group (including where the headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis). It may also determine the headteacher's pay range at any time if it considers it necessary to reflect a significant change in the responsibilities of the post. The relevant body should not take account of the salary of the serving headteacher if it re-determines the headteacher's pay range for a new appointment.

Pay of deputy/assistant headteachers

10. The relevant body should determine the pay range for deputy and assistant headteachers when it proposes to make new appointments, or where there is a significant change in the responsibilities of serving deputy or assistant headteachers. It should take account of the responsibilities and challenges of the post and whether the post is difficult to fill.

Headteachers responsible and accountable for more than one school on a permanent basis

11. When a headteacher is appointed to be permanently responsible and accountable for more than one school, the relevant body should base the determination of the headteacher group on the total number of pupil units across all schools, which will give a group size for the federation in accordance with paragraphs 6 or 7.
12. Consideration also needs to be given to the remuneration of other teachers who, as a result of the headteacher's role, are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

Limits on payments

13. The relevant body should have oversight of a headteacher's entire role and any paid responsibilities attached to the role. This should ensure that the relevant body can take a fully informed decision about the appropriate remuneration for the headteacher and any consequential implications for the pay of other staff who may be taking on additional responsibilities in the absence of the headteacher.
14. It should be wholly exceptional for the total value of the salary – including temporary payments - to exceed the limit of 25% of the amount that corresponds to the

maximum of the headteacher group for the school or schools in any given year. If it is considered that there are wholly exceptional circumstances that warrant payments that exceed this limit, the relevant committee must make a business case for the payment to the full governing body. The governing body must seek external independent advice from an appropriate person or body, who can consider the provisions of the Document and whether they have been properly applied to the headteacher's pay and subsequently advise the governing body, before the governing body decides whether it is justifiable to exceed the limit in each particular case. There must be a clear audit trail for any advice given to the governing body and a full and accurate record of all decisions made by the governing body and the reasoning behind them.

15. Where a headteacher receives a payment under paragraph 25 in respect of residential duties which are a requirement of the post, that amount does not count towards the 25% limit. Where a headteacher is awarded a non-monetary benefit under paragraph 27 and it is not a housing or relocation benefit that relates solely to the personal circumstances of that headteacher, the monetary value of the benefit counts towards the 25% limit.

Headteachers temporarily accountable for more than one school

16. Occasionally, where there is a vacancy in the post of headteacher and it is not possible to appoint a deputy headteacher or another member of the teaching staff to take on the position of acting headteacher, a headteacher of another school may be appointed to be responsible and accountable for that school in addition to their continuing role as the headteacher of their own school.
17. This role should be regarded as an acting headship on a temporary basis for as long as arrangements are being made for a permanent headteacher to be recruited or to make alternative permanent arrangements, such as amalgamating the schools or creating a hard federation. There is an expectation that these temporary arrangements should be time-limited and subject to regular review and the maximum duration should be no longer than two years.
18. Any workload issues for the headteacher and additional responsibilities for other staff as a consequence of this temporary arrangement should be addressed as part of the overall considerations by the relevant body in agreeing to the headteacher undertaking the temporary additional role.
19. In order to support a headteacher who temporarily takes on the responsibility and accountability for more than one school the governing bodies of the schools concerned should establish clarity regarding both how these arrangements will work in practice and how the arrangements will be brought to an end.
20. In such temporary arrangements a fixed-term variation of contract must be issued by the contracting employer. This will specify that the headteacher, in addition to their substantive post, is for a fixed period employed additionally as headteacher

of the additional school(s). At the end of the fixed-term variation the headteacher will revert to their substantive post.

21. Under the Collaboration Regulations⁽⁴²⁾ the governing bodies may arrange for a joint committee made up of governors from all the schools involved to be established to oversee the fixed term arrangements. This joint committee should have delegated power to deal with the pay and performance management of the headteacher and other relevant staffing issues. This joint committee should also have delegated power regarding the financial arrangements which will apply during the collaboration period. For example, the joint committee should determine any payment on the basis of temporary additional responsibility for teachers, other than the headteacher, in each school, and the arrangements for reviewing and ending those payments
22. The joint committee should also take account of the circumstances of each school and the workload implications, including the extent to which the headteacher is likely to be absent from the individual schools. Any temporary payments made under paragraph 10 should take account of the full responsibilities of the post. Where there is a deputy headteacher in the school, it may be more appropriate to increase their pay range temporarily to take account of the increased responsibilities in the absence of the headteacher. Additionally, a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment; and in the case of a classroom teacher where none of those are appropriate, the joint committee may consider the use of additional payments under paragraph 26.1(d). The joint committee should ensure that any payment for additional responsibilities is in line with the provisions of the Document and the school's pay policy.
23. Where the arrangement for the headteacher is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.

Extended services

24. Local authorities are responsible for drawing up their local area plans. As part of those plans, they may choose to approach a school to ask whether the headteacher and governing body would be willing to take responsibility for the provision of a range of extended services on their site for children and young people from the area. If the headteacher and governing body agree to take on significant additional responsibility for which the headteacher is directly accountable to the LA or the Children's Trust and the headteacher is permanently appointed as headteacher of that school, the relevant body has the discretion to take this into account when setting the headteacher's pay range. Any salary uplift should be proportionate to the level of responsibility and accountability being

(42) The School Governance (Collaboration) (England) Regulations 2003 (S.I. 2003/1962).

undertaken. In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the headteacher's role are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

25. However, where a headteacher has an interest in the quality of a service that is co-located on the school's site, for example a speech therapy centre that helps the development of young people within the school or across a number of schools, but is not responsible or accountable for that service, this is part of a headteacher's core responsibilities, and would therefore not be taken into account when setting the headteacher's pay range.

Fixed-term contracts

26. The relevant body may appoint a headteacher on a fixed-term contract where it determines that the circumstances of the school require it. In establishing such a contract the relevant body should consider how reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case.

Progression

27. The relevant body should ensure that it reviews the performance of members of the leadership group, having regard to the criteria for leadership group progression, any recommendation on pay progression recorded in the teacher's most recent appraisal report and any considerations set out in the relevant body's own pay policy. Where members of the leadership group are not subject to the 2011 or 2012 Regulations, their performance should be reviewed in accordance with paragraph 11.2(c).

Part-time members of the leadership group

28. The principle set out in paragraph 40 below also applies to members of the leadership group. Please also refer to paragraph 87 below about working time (paragraphs 51.1 to 51.4 of the Document).

Movement to the upper pay range (paragraph 15)

29. Paragraph 15 sets out arrangements for accessing the upper pay range.
30. Under the arrangements, applications will be successful where the governing body is satisfied that:

- a) the teacher is highly competent in all elements of the relevant standards; and
- b) the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

Schools should make clear in their pay policies how they will interpret those criteria and what evidence they will take into account.

- 31. The relevant body has legal responsibility for the process, although it can delegate the receipt and assessment of applications to the headteacher (or person with management responsibility in the case of unattached teachers), in line with the school's pay policy. Paragraph 15.1 provides that, where a teacher is subject to the 2011 or 2012 Regulations, the relevant body shall have regard to the assessments and recommendations in the teacher's appraisal reports. They will need to look at the teacher's appraisal reports, consider each of the assessments and recommendations contained within them, and determine whether – taken as a whole – the evidence demonstrates that the teacher meets the criteria – i.e. that the teacher is highly competent in all elements of the relevant standards and that their achievements and contribution to an educational setting or settings are substantial and sustained.
- 32. Paragraph 14.2(a) refers to a break in continuity of employment. A break in continuity of employment would not include, for example, a period of maternity leave, a secondment or a transfer under the provisions of the Transfer of Undertakings (Protection of Employment) Regulations 2006⁽⁴³⁾ on conversion to an academy.

Teachers paid on the pay range for leading practitioners (paragraph 16)

Creating a post paying a salary higher than the maximum of the upper pay range

- 33. Schools have discretion to create posts for qualified teachers whose primary purpose is modelling and leading improvement of teaching skills. There are no national criteria for appointment to such posts. Schools should advertise any vacancies and appoint candidates as they would do for other vacancies, satisfying themselves that successful candidates can demonstrate excellence in teaching and will be able to contribute to leading the improvement of teaching skills.
- 34. It is the responsibility of headteachers to decide whether or not any such posts should contain an element of outreach. There is no central requirement for them to do so.

(43) S.I. 2006/246.

Part-time leading practitioners

35. The principle set out in paragraph 40 below also applies to teachers on the pay range for leading practitioners. Please also refer to paragraph 86 below about working time (paragraphs 51.1 to 51.4 of the Document).

Setting an individual pay range within the pay range for leading practitioners

36. When setting the individual pay range for teachers on the pay range for leading practitioners, the relevant body should have regard to the challenge and demands of the individual post and internal pay relativities.
37. If a school creates more than one such post, the individual pay ranges for each post should be determined separately and may differ to reflect the different demands and challenges of each post.

Unattached teachers (paragraph 39)

38. LAs must take account of their pay policy and staffing structure when determining the remuneration of unattached teachers. LAs should therefore ensure that the pay policy and staffing structure are kept up to date in respect of their unattached teachers.

Part-time teachers' remuneration (paragraphs 40-41)

39. All contractual arrangements entered into must comply with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000⁽⁴⁴⁾ and the Equality Act 2010⁽⁴⁵⁾.
40. Part-time teachers must be paid a percentage of the appropriate full-time equivalent salary as calculated in paragraph 43 below. The same percentage must be applied to any allowances awarded to a part-time teacher.
41. Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the headteacher and the pay calculation in paragraph 43 below should be applied to any resultant additional hours worked.
42. The timetabled teaching week refers to school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies. The school's timetabled teaching week of a full-time classroom teacher is to be used as the basis for calculating the pro rata percentage of the school's timetabled teaching week for which a part-time teacher

(44) S.I. 2000/1551.

(45) 2010 (c.15).

is employed at the same school. This percentage is used to determine the pro rata proportion of a full-time equivalent teacher's remuneration to which a part-time teacher is entitled. The percentage remains the same whether the school operates a weekly, fortnightly or any other timetable cycle.

43. This calculation is specifically for establishing the proportion of remuneration (paragraphs 40 to 42) and working time (paragraphs 51.2 to 51.12) for part-time teachers and is to be used as the benchmark to determine a part-time teacher's pay and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis within the same establishment.

For example, if the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session the school's timetabled teaching week for a full time teacher would be calculated as 25 hours. If a part-time teacher were employed for mornings only working 9.00am to 12.15pm every day their percentage of the timetabled teaching week would be calculated as 15 hours. The detailed calculations are shown in the table below:

	Morning session (less breaks, registration, assembly)	+	Afternoon session (less breaks, registration, assembly)	x	No. of days in timetable (i.e. 5 or 10 days)	=	School's timetabled teaching week (STTW)	Percentage of STTW
Full-time	3 hours	plus	2 hours	multiply by	5 days	equals	25 hours	100%
Part-time	3 hours	plus		multiply by	5 days	equals	15 hours	60%

In a case where the school day, excluding registration and assembly, runs from 9.00am to 12.00pm and again from 1.00pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session the school's timetabled teaching week would be calculated as 25 hours. If a part-time teacher were employed for mornings only working 9.00am to 12.00pm every day their percentage of the school's timetabled teaching week would be calculated as 13.75 hours. The detailed calculations are shown in the table below:

	Morning session (less breaks, registration, assembly)	+	Afternoon session (less breaks, registration, assembly)	x multiply by	No. of days in timetable (i.e. 5 or 10 days)	= equals	School's timetabled teaching week (STTW)	Percentage of STTW
Full-time	2.75 hours	plus	2 hours	multiply by	5 days	equals	25 hours	100%
Part-time	2.75 hours	plus		multiply by	5 days	equals	13.75 hours	55%

44. The relevant body should establish the proportion of the school's timetabled teaching week for each part-time teacher as a percentage of a full-time classroom teacher's school's timetabled teaching week using the same method of calculation as above.

Teachers working in more than one school or in a school with varying timetabled teaching weeks

45. The same calculations would be carried out by each individual relevant body or, if a teacher works in different parts of a school with differing school timetabled teaching weeks, two (or more) calculations would have to be made to arrive at a consolidated pro rata remuneration for the teacher.

Unattached teachers

46. In the case of unattached part-time teachers the 'school's timetabled teaching week' comparator should be a full-time teacher within the same service at the LA.

Allowances and other payments

TLR payments (paragraph 20)

47. The relevant body must keep under review how many leadership group posts and other posts (including posts paid on the pay range for leading practitioners) are needed in its staffing structure and whether a TLR1 or TLR2 is an appropriate part of the structure needed to ensure the continued delivery of high-quality teaching and learning. If TLR1s or TLR2s are an appropriate part of that structure, the relevant body must decide how many posts should have these TLRs and the appropriate cash values in the light of the criterion and factors for the award of a

TLR1 and a TLR2 and the parameters within which the cash values may be set. The responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out in the job description of the post holder. Equal pay legislation must be complied with in the award of any TLR to individual teachers and relevant bodies should be aware that any decisions which are not made on objective criteria may lead to claims being made to employment tribunals.

48. Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment. Responsibilities of this nature should be part of a post that is in the leadership group or linked to a post which attracts a TLR1 or TLR2 on the basis set out in paragraph 20.
49. Relevant bodies should determine the value of a TLR appropriate for the post, within the parameters laid down and in accordance with job weight. Posts of equal weight should be allocated equal value. Decisions to make payments above the applicable minimum level should be justifiable in relation to the level of responsibilities attached to the post. Relevant bodies should not take into account recruitment or retention issues, payments for which should only be awarded in accordance with the relevant body's pay policy. Changes in the value of TLRs, once set by the relevant body, should only occur for two reasons: (a) the STRB recommends, and the Secretary of State accepts and introduces, a general change in the TLR values; or (b) the relevant body reviews its staffing structure and determines that the responsibilities of the post have changed materially.
50. TLR1s and TLR2s should only be awarded to teachers placed in the specified posts in the staffing structure and to the cash value set out in the pay policy. Where such TLRs are awarded to part-time teachers they must be paid pro rata at the same proportion as the teacher's part-time contract.
51. TLR1s and TLR2s are permanent while the postholder remains in the same post in the staffing structure. The overarching criterion for the award of TLR1s and TLR2s includes provisions that the responsibility for which the TLR is awarded must be 'sustained' and that the TLR must be awarded 'in the context of the relevant body's staffing structure'. TLR3s may be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities. TLR1s and TLR2s may only be awarded on a temporary basis where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in cases of cover for secondments, maternity or sick leave or vacancies pending permanent appointment) and for the duration of that responsibility. The date on which the temporary award will end, or the circumstances in which it will end, must be included in the teacher's notice of a revised pay determination, as specified in paragraph 3.4(c)(iii). A teacher who

holds a TLR1 or TLR2 awarded on a temporary basis or who is on a fixed-term contract does not receive a safeguarded sum when the TLR comes to an end, unless the TLR is ended earlier than specified and their contract extends beyond the date when that TLR ends.

52. If a teacher is given a new post or revised responsibilities, then the relevant body must determine whether a different TLR (or no TLR) applies to the post. A teacher may not be awarded more than one TLR1 or TLR2 concurrently.
53. A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to safeguarding.
54. The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.

SEN allowance (paragraph 21)

General principles

55. SEN allowances may be held at the same time as TLRs. However, relevant bodies should, when keeping their staffing structures under review:
 - a) ensure that holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
 - b) consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments, it would be more appropriate to award a TLR payment instead of a SEN allowance of a lower value;
 - c) not award new SEN payments solely for the purposes of recruitment and retention; and
 - d) ensure that any SEN responsibilities are clearly specified in individual teachers' job descriptions.

56. Where the criteria for the payment of a SEN allowance are met, the relevant body must award an allowance and the teacher's written notification given at the time of the award should specify the amount, and the reason for the award.

Assessment of appropriate allowance values

57. In establishing appropriate values for their SEN allowances, schools should ensure that they have considered the full range of payments available and that the values chosen are properly positioned between the minimum and maximum established in the national framework. Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.
58. Similarly, local authorities will want to ensure that there is an objective assessment of the nature and challenge of the work entailed for teachers in their central SEN services to establish appropriate relative levels for allowances between the national minimum and maximum values provided for in the national framework.
59. Schools should take account of the way in which SEN provision is organised and delivered locally and may want to consult their LA for advice on establishing appropriate payments.

Additional payments (paragraph 26)

Continuing Professional Development (CPD)

60. Relevant bodies should decide which CPD activities teachers may be paid for and set an appropriate level of payment in their pay policy. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours (1258.5 hours for the school year beginning in 2022) of directed time for full-time teachers; or the appropriate proportion of the 1265 hours (1258.5 hours for the school year beginning in 2022) of directed time for part-time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed.

Initial Teacher Training (ITT) activities

61. Relevant bodies should decide whether to make additional payments to any teacher for activities related to providing ITT. Such payments may be made only for ITT which is provided as an ordinary incident in the conduct of the school. Relevant bodies should set an appropriate level of payment for ITT activities in their pay policy.

62. Except for those employed on the pay range for leading practitioners, who may be required to carry out this duty, teachers undertaking school-based ITT activities do so on an entirely voluntary basis. Such activities might include supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competence.
63. Other aspects of ITT activities cannot be regarded as an ordinary incident in the conduct of the school. Such activities include the additional requirements of School Centred ITT (SCITT), where schools take the lead in providing ITT courses. They may include planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students.
64. Separate non-teaching contracts of employment should be issued to cover those aspects of involvement in ITT which require the exercise of a teacher's professional skills or judgment but which go beyond activities which may be described as an ordinary incident in the conduct of the school. No teacher should routinely carry out administrative and clerical ITT-related activities.

Service provision

65. Where a headteacher in one school is providing a service to another school, for example as a National Leader of Education (NLE), the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The relevant body whose headteacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the Document and the school's pay policy, for example where the contract requires work outside school sessions.
66. Consideration should be given to the remuneration of other teachers who as a result of the headteacher's additional role are taking on additional responsibilities and activities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic, and should be in line with the provisions of the Document and the school's pay policy.
67. Where the arrangement for the headteacher is temporary, any adjustment to pay of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease. The relevant body should consider the appropriate use of acting allowances and other temporary payments. Where there is a deputy headteacher in the school, it may be more appropriate to temporarily increase his or her pay range to take account of the increased responsibilities in the absence of the headteacher. Additionally a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which

attracts a TLR payment; and where none of those are appropriate, the relevant body can make use of additional payments at paragraph 26.1(d).

68. The following table sets out the operating principles and requirements which apply to the provision of services to other schools. All references below to the governing body are to the governing body of the school whose headteacher is providing services to another school.

Provision of services to other schools – operating principles and requirements

- a) Any services provided by the headteacher of one school to another school must be authorised formally by the governing body and, where the work extends over more than a 12 month period, the agreement of the governing body must be formally reviewed annually or sooner if appropriate. The governing body should also agree arrangements for terminating such work.
- b) Before such work is undertaken, the governing body and the headteacher must take into account:
 - the needs of the school and its pupils;
 - the benefits that the activity would bring to the school;
 - the impact of any absence on other staff, including their workload; and
 - the workload and work-life balance of all the individuals concerned.
- c) In particular, before reaching a view the governing body should satisfy itself that these matters have been fully considered within the school's leadership team.
- d) Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the governing body (or the finance committee) and decisions duly minuted.
- e) The headteacher and governing body should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.
- f) The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the governing body. The terms of such an agreement must be set out in a memorandum signed by the chair of governors and the headteacher and any other members of staff involved.
- g) Any income derived from external sources for the work of a school's staff should accrue to the school. The governing body should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities and, if so, determine the appropriate amount.
- h) The governing body should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

Out-of-school hours learning activities

69. Relevant bodies should decide whether to make payments to teachers who agree to participate in out-of-school hours learning. The level of payment should be covered by the school's pay policy. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours (1258.5 hours for the school year beginning in 2022) of directed time for full-time teachers or the appropriate proportion of the 1265 hours (1258.5 hours for the school year beginning in 2022) of directed time for part-time teachers. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

Recruitment and retention incentives and benefits (paragraph 27)

70. Schools may make payments or provide financial assistance or benefits to aid recruitment or retention. An advance of salary for a rental deposit is one of a number of tools that schools may wish to consider as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. Other examples of assistance are transport season ticket loans for travel costs, a one-off payment such as a contribution to removal costs, or a time-limited allowance. Recruitment and retention incentives and benefits must not be made for carrying out specific responsibilities, and should be in line with the relevant body's pay policy.
71. Relevant bodies are free to determine the value of any award. However, any award to a member of the leadership group under paragraph 27, including non-monetary benefits (for which a notional monetary value must be given), is subject to the overall limit on salary and payments at paragraph 10.2; and should be awarded only to reimburse for reasonably incurred housing or relocation costs.
72. Where a teacher is given an incentive or benefit under paragraph 27, written notification given at the time of the award should state:
- a) whether the award is for recruitment or retention;
 - b) the nature of the award (cash sums, travel or housing costs etc.);
 - c) when/how it will be paid (as applicable);
 - d) unless it is a 'one-off' award, the start date and expected duration of the incentive;
 - e) the review date after which it may be withdrawn; and
 - f) the basis for any uplifts which will be applied (as applicable).

Salary sacrifice arrangements (paragraph 28)

73. Employers may offer the salary sacrifice arrangements detailed in paragraph 28 to their employees if they choose to do so, and are encouraged to do so as the arrangements should be cost-neutral. Paragraph 28 permits teachers to participate voluntarily in such arrangements, subject to the limitations set out in the paragraph. Local authorities and governing bodies should ensure that any relevant information about such arrangements covered under paragraph 28 is passed on to teachers at their schools, to enable the teachers freely to decide whether or not salary sacrifice is an appropriate option. Participation in salary sacrifice is voluntary on the part of current employees. Employers may not withhold access from those wishing to participate.

Safeguarding (paragraphs 29-37)

Teachers paid a safeguarded sum

74. The relevant body should ensure that appropriate notice is given of any new duties which are being given to the teacher as work commensurate with their safeguarded sum or sums. All such additional responsibilities allocated should be kept under review, including taking such action as may be required when the safeguarding period ends. Headteachers will want to consider whether the additional duty is still required; whether it should now attract an additional payment (such as a TLR payment); and, if so, the most appropriate person to undertake the duty.
75. Relevant bodies should be aware of the general principle that requires the relevant body to consider whether a teacher's position within a pay range or new allowance has caused the teacher's pay to increase by as much as or more than the value of their previous pay and any safeguarded sum they were receiving (changes in the value of allowances or within pay ranges which result from the provisions of the Document are excluded)⁽⁴⁶⁾. If a range of safeguarded elements is being paid, 'safeguarded sum' does not mean the total of all safeguarded elements, but any safeguarded element within the total.
76. Where any such increase is larger than any safeguarded sum, the relevant body must cease to pay any sum or sums equal to or less than the increase. If there is a decision needed as to which sum or sums to cease paying, the relevant body should always cease paying the smaller or smallest sum first, followed by the next smallest, at any time when necessary to ensure that the principle is correctly applied.

(46) Generally this means increases resulting from any awards following recommendations of the School Teachers' Review Body.

77. Teachers in receipt of a safeguarded sum on 31 August 2013 should continue to receive that sum for as long as the provisions of the 2013 Document require it to be paid.
78. Safeguarding payments to those formerly employed as advanced skills teachers or excellent teachers must continue to be paid under the terms of the 2012 Document.

Working time (paragraph 51)

Part-time teachers

79. The conditions of employment for part-time teachers mirror those of full-time teachers (see Part 7 of the Document). To avoid claims of discrimination against part-time teachers, schools should, as a minimum, ensure that their arrangements for the deployment of part-time teachers do not breach the relevant legal provisions regarding equal opportunities and unlawful discrimination (see paragraph 39 above).
80. The calculation in paragraph 43 above is specifically for establishing the proportion of remuneration (paragraphs 40 to 41 of the Document) and working time (paragraphs 51.2 to 51.12 of the Document) for part-time teachers and is to be used as the benchmark to determine a part-time teacher's remuneration and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis. The calculation, which excludes break duty, registration and assemblies, does not mean that part-time teachers cannot be required to undertake such duties (see Part 7 of the Document). This does not determine the mix of teaching, PPA and non-contact time each part-time teacher does. So it will be possible for two part-time teachers at the same school to be on a 50% contract, but to have different amounts of teaching time, PPA and non-contact time.
81. The relevant body should establish the school's timetabled teaching week for each part-time teacher as a percentage of a full-time classroom teacher's school's timetabled teaching week using the same calculation as described in paragraph 43 above (paragraphs 40 to 41 of the Document).
82. Part-time teachers will have 'directed time' hours at this percentage of 1265 hours (1258.5 hours for the school year beginning in 2022) ; that being the amount that applies to a full-time teacher in any school year.
83. For example, if a full-time teacher in a school has a timetabled teaching week (i.e. that school has a total school session time) of 25 hours and the part-time teacher's school's timetabled teaching week spans every morning from 9.00 to 12.15 (i.e. 3 hours excluding 15 minutes break) the part-time percentage is 15 over 25, multiplied by 100 to produce 60%. The percentage is derived from the calculation

for part-time teacher's remuneration, which is to be used as the **benchmark** to determine a part-time teacher's remuneration and working time against the remuneration and working time of the teacher if they were employed in the same post on a full-time basis within the same establishment. Thus it would follow that the part-time teacher in the example would be required to be available for work for 759 hours directed time (1265 x 60%). (1258.5 x 60% for the school year beginning in 2022).

84. Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work. It should, however, be open to a teacher to attend non-pupil days or work on other days by mutual agreement with the headteacher. They may, however, be required to undertake work that is within their allocation of directed time beyond that specified in the school's timetabled teaching week, allocated reasonably on any day or part of any day on which they are required to work.
85. The relevant body should ensure that all teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the school, and the part-time teacher, regarding the deployment of working time. This should encapsulate both timetabled teaching time and leadership and management time where applicable. In addition the statement should also set out the expectations of the school in respect of directed time which is to be deployed beyond the school day.
86. The part-time teacher should not have a greater proportion of their directed time allocated outside their normal sessions than is the case for full-time teachers, as this may amount to discrimination. In arranging meetings and other activities outside of school sessions, headteachers should try to minimise situations where part-time teachers are subject to directed time either side of a period when they are not required to be available for work on any given day by structuring timetables as far as possible to accommodate working patterns.

Leadership group/teachers on the leading practitioner pay range

87. Members of the leadership group and those on the pay range for leading practitioners do not operate on a time-bound contract and are not subject to the working time provisions of paragraph 51.2 to 51.12 of the Document. Nonetheless, the headteacher (or the relevant body in the case of the headteacher) remains duty bound to have regard to the work-life balance of such staff and should ensure that the workload of part-time members of the leadership group and those on the pay range for leading practitioners is reasonable and that they are treated fairly in comparison with their full-time equivalents (see paragraph 51.1 of the Document).

Further sources of information

The following links provide more detailed information on:

Useful resources and external organisations

[Acas Advice and Guidance: The right to request flexible working \(from 30 June 2014\)](#)

Relevant legislation and departmental advice

[The Working Time Regulations 1998](#)

[The Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#)

[The Flexible Working Regulations 2014](#)

[The Equality Act 2010](#)

[The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#)

[Advice - implementing your school's approach to pay](#)

Other departmental resources

[GOV.UK website](#) contains a range of advice and guidance to support schools and LAs in implementing pay and conditions.



Department
for Education

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