

Staff and Pensions Committee

Date: Wednesday 22 November 2023
Time: 2.00 pm
Venue: Committee Room 2, Shire Hall

Membership

Councillor Yousef Dahmash (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 2023

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The report and appendices are attached.

3. Future Meeting Dates

The Committee will meet at 2pm on the following dates:

- Monday 11 December 2023
- Monday 4 March 2024
- Monday 10 June 2024
- Monday 9 September 2024
- Monday 9 December 2024
- Monday 10 March 2025

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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Staff and Pensions Committee

22 November 2023

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

Recommendation

That the Committee approves 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.

1. Executive Summary

- 1.1 This paper outlines the position regarding the 2023 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 (SoS) for Education and asked for recommendations on pay awards. Following a national consultation, the final decision on pay awards is made by the SoS for Education.
- 1.3 The SoS for Education has accepted the recommendations of the 33rd report of the STRB and the draft STPCD.
- 1.4 The revised STPCD outlines the following September 2023 pay award:
 - 6.5% increase to all pay points and allowances for both teachers and leaders, apart from:
 - higher uplift for pay point M1 (the lowest pay point) on the Main Pay Range of 7.1%; and
 - all pay uplifts will be back dated to 1 September 2023.
- 1.5 The Department for Education (DfE) has advised the teachers pay award is being funded via an additional £525m in 2023-24, and £900m in 2024-25. The DfE estimates that this is equivalent to the full costs of the pay award as it adds an additional 3 per cent of funding to the 3.5 per cent (DfE estimated was affordable and budgeted for) in the average school. In addition, the SoS announced an extension to the support currently available to individual schools facing the most difficult financial circumstances by up to £40m.

- 1.6 The DfE has confirmed that Centrally Employed Teachers (CETs) are not included in the new Teachers' Pay Additional Grant following the National Employers' Organisation for School Teachers (NEOST) raising this question on behalf of all school members and stakeholders. This point is being considered further and we hope to receive an update shortly on whether there will be any additional funding provision for CETs.
- 1.7 In response to the national consultation, NEOST confirmed it welcomes:
- the decision to fully implement the STRB recommendations for teachers' pay 2023/24;
 - the Government's proposal of a minimum starting salary for teachers of £30,000 from September 2023;
 - the Government's decision to provide new additional financial support, including an additional 'one off' hardship fund of £40 million and asks that the Government ensures it continues to provide adequate financial support so that all schools can fully implement the pay award without having to make significant adjustments that are likely to affect the quality of education; and
 - the DfE, establishing a task force where employers are represented to look at recommending ways of reducing the workload of teachers and leaders.
- 1.8 Looking forward to next year's STRB remit, NEOST asks for a review of the Upper Pay Rate (UPR) and salary safeguarding specific issues to be included. An effective consultation process that supports the statutory financial management processes for all schools is also sought, avoiding announcements and consultations held almost entirely during the school holidays.
- 1.9 The joint response to the STRB report from Education unions representing almost all teachers and school leaders underlines the consensus in the profession on the key pay and conditions issues:
- teachers and school leaders are clear that the pay increase for September 2023 must be only the first in a series of urgent steps to repair the damage to pay and conditions, and to tackle the recruitment and retention crisis;
 - the unions agree that for the sake of our education service, teachers and school leaders agree on the need for a major correction in teacher pay and urgent improvements in workload and working conditions; and
 - this year the unions have also sent a separate joint statement to SoS for Education on performance-related pay (PRP). The unions call on the Government to immediately remove PRP in favour of pay progression based on experience and expertise..
- 1.10 The draft STPCD was laid in parliament on 13 October to 3 November for the 21-day praying period, which is the formal end of the process. All pay uplifts will be back dated to 1 September 2023.

2. Consistent Application of Teachers Pay

- 2.1 Pay awards for teachers are decided by Government Ministers and based on the recommendation of the 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 has approved the application of the national pay award to Warwickshire County Council staff employed on School Teachers' Pay and Conditions.

3. Proposed application of the 2023 Pay Award

- 3.1 Implementing the approach as set out in section 2 will mean presenting pay policies for teachers based in maintained schools and those employed centrally requiring a 6.5% increase on all pay ranges and allowances and pay reference points, apart from point M1 on the Main Pay Range (MPR) where a higher uplift of 7.1% will be applied.
- 3.2 It is proposed that the following should be incorporated into teacher pay policies for schools and centrally employed staff for 2023/24:

Main Pay Range:

SPINE POINT	1 SEPT 2022 TO 31 AUG 2023	1 SEPT 2023 TO 31 AUG 2024	% Increase
Main Pay Range			
Min M1	£28,000	£30,000	7.1%
M2	£29,800	£31,737	6.5%
M3	£31,750	£33,814	6.5%
M4	£33,850	£36,051	6.5%
M5	£35,990	£38,330	6.5%
Max M6	£38,810	£41,333	6.5%

Upper Pay Range			
Min U1	£40,625	£43,266	6.5%
U2	£42,131	£44,870	6.5%
Max U3	£43,685	£46,525	6.5%

- 6.5% uplift to be applied to the minima and maxima, and all pay reference points in between, of all other pay ranges in the national framework - 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.
- 6.5% increase to be applied to the minima and maxima and all of the pay reference points in-between (where these exist) of all allowances across all pay ranges, including Teaching and Learning Responsibility Payments and Special Education Needs Allowances.

Warwickshire Music Service Instrumental Pay Range:

- 6.5% uplift to the minima and maxima, and all pay reference points in between, of the Warwickshire Music Service Instrumental Pay Range.

SCALE POINT	1 SEPT 2022 TO 31 AUG 2023	1 SEPT 2023 TO 31 AUG 2024	% Increase
Min 1	£20,197	£21,510	6.5%
2	£21,883	£23,305	6.5%
3	£22,756	£24,235	6.5%
4	£24,456	£26,046	6.5%
5	£26,189	£27,891	6.5%
6	£28,459	£30,309	6.5%
Max 7	£30,165	£32,126	6.5%

- 3.3 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 The DfE has advised the teachers' pay award is being funded via an additional £525m in 2023-24 and £900m in 2024-25. The DfE estimate that this is equivalent to the full costs of the pay award as it adds an additional 3 per cent of funding to the 3.5 per cent (DfE estimated was affordable and budgeted for) in the average school. In addition, the Secretary of State announced an

extension to the support currently available to individual schools facing the most difficult financial circumstances by up to £40m.

- 4.2 The DfE has confirmed that Centrally Employed Teachers (CETs) are not included in the new Teachers' Pay Additional Grant and following NEOST raising this question on behalf of all school members and stakeholders. This point is being considered further and we hope to receive an update shortly on whether there will be any additional funding provision for CETs.
- 4.3 Due to the legal delegated financial framework for state funded schools WCC does not hold extensive payroll information for Warwickshire's state funded schools, this means that we are unable to understand or model the potential impact on individual schools or on the sector as a whole.
- 4.4 Those schools directly supported by Warwickshire's School Finance traded service were recommended to budget an increase at between 3% and 7.1% (dependant on scale) for teachers' pay from September 2023. The settlement proposals in Sept 2023 now assume all points at 6.5% with exception of M1 at the higher % of 7.1%. Therefore, the cost of the pay award is higher than previous planning assumptions for these schools.
- 4.5 For some schools the additional funding allocated by the Government will broadly align to the additional costs, but not for all schools. Some initial estimates are showing cost pressures, but it is not possible to determine the extent of these pressures due to individual school circumstances, including whether they have relatively high staffing levels. Where there is a shortfall schools will have to make savings elsewhere and this will add to continued financial pressures and reduced financial stability across the school system.
- 4.6 We know many local authorities and schools will have based their financial planning on lower estimates of pay inflation than the 3.5% assumed by the DfE in calculating the need for additional funding. For these schools the potential financial gap will be greater.
- 4.7 Using data from May to June 2023, it is estimated that the teachers' pay costs for non-schools (Education Services) would be circa £5.2m for the financial year 2023/24. A simple 6.5% increase in teaching costs would equate to an increase of £0.197m for a full year, £112k on traded services (music and specialist teaching service) and £85k on DSG funded services.

5. Environmental Implications

- 5.1 None

6. Supporting Information

- 6.1 It is recommended 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.

7. Timescales associated with the decision and next steps

- 7.1 The draft STPCD was laid in parliament on 13 October to 3 November for the 21-day praying period, which is the formal end of the process.
- 7.2 It is proposed pay review will be implemented in the December 2023 pay run and all pay uplifts will be back dated to 1 September 2023.

Appendices

1. School Teachers' Review Body 33rd Report 2023
2. School Teacher's Pay and Conditions Document 2023

Background Papers

None

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The report was circulated to the following members prior to publication:

Local Member(s): n/a

Other members: Councillor Yousef Dahmash and Councillor Bill Gifford



School Teachers' Review Body

School Teachers' Review Body

THIRTY-THIRD REPORT – 2023

Chair: Dr Mike Aldred



School Teachers' Review Body

Thirty-Third Report - 2023

Chair: Dr Mike Aldred

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

July 2023

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OUR REPORT AT A GLANCE

Our recommendations

- We recommend increases to teachers' pay of 6.5% at all grades. In addition, starting salaries will rise to £30,000, with variations in London.
- The primary objective of our recommendations is to start to address, in a balanced way, the structural deterioration in the pay of teachers relative to comparable professions and the inadequate recruitment of graduates.
- Over the next school year our recommendations will have a similar cost to the Government's recent offer to teaching and leadership unions, including its non-consolidated elements.

Our conclusions are based on data (see [Chapter 3](#))

- **Nominal earnings growth** has been high compared with the period since 2001. In the three months to February 2023, annual growth in regular pay was 6.6%, and 6.9% for the private sector.
- **Pay settlements:** The median settlement in the three months to the end of March 2023 was 6.0%.
- **The relative value of teachers' earnings** is falling behind the wider labour market (by 10 percentage points since 2010).
- **Salaries for new graduates** are increasing and are 12% higher than four years ago.
- **Teacher recruitment** is significantly missing targets, by 41% across all secondary subjects with five subjects falling short by more than 60%. The trend on recruitment is worsening.
- **The teacher leaving rate** is relatively stable at 8.1% but remains a risk area.
- **Price inflation:** CPI increased by 10.1% in the year to March 2023. This negatively impacts living standards and earnings growth.
- **Funding:** In the next school year our recommendations will cost approximately £1.6bn, similar to the total cost of the offer made to the teacher and leadership unions in March this year, including its non-consolidated elements. Given the constraints on schools, adequate funding should be put in place to accompany the pay increases.
- **Investment is needed** to proactively manage the worsening recruitment position and declining competitiveness of teacher pay. It will be more cost-effective to act sooner rather than later. The cost of failure is high: it affects teaching quality and adversely impacts on children's education.

Broader observations (see [our observations in full](#))

- The existing obligation on schools to operate performance-related pay progression should be withdrawn, pending further work.
- Further collaborative action to deliver a meaningful reduction in workload is a priority.
- In future, targeting remuneration to address particular workforce challenges should be considered.
- Further work to develop career pathways and supporting structures should proceed as soon as practicable.
- Detailed equality and inclusion data should be reported annually.

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, established in 1991, 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.
- 1.3 Our current membership is:
 - Dr Mike Aldred (Chair)
 - Mark Cornelius
 - Harriet Kemp
 - John Lakin
 - Lynn Lawrence
 - Martin Post
 - Claire Tunbridge
 - Dr Andrew Waller

Context to the current remit

- 1.4 During the last year, school teachers and leaders have continued to manage the ongoing impacts of the pandemic. This has included handling continued high levels of pupil absence which have not returned to pre-pandemic levels. Higher rates of persistent absence lead to significant disruption to learning for all. Schools are also seeing increases in serious mental health issues with long waits for specialist help. In many cases, pupils do not meet the threshold for specialist help but require additional support (such as counselling), making support for catch-up learning more challenging.
- 1.5 Schools continue to report funding pressures. These have been exacerbated by the impact of inflation across the range of expenditure areas, most notably energy costs, which have multiplied for many schools.
- 1.6 Recent months have also seen industrial action by teachers in their campaign for improved pay. At the time of submitting our report, this action continues following the rejection by members of the teacher and leadership unions of the Government's latest pay offer.

The STRB's recommendations in our 32nd report

- 1.7 Our 32nd report was delivered to the Government in June 2022 in response to its request for pay recommendations effective from both September 2022 and September 2023.
- 1.8 For changes effective from September 2022, we recommended increases ranging from 8.9% for starting pay to 5.0% for the majority of pay and allowance ranges, averaging 5.4% overall. The recommendations effective from September 2022 were accepted in full by the Government.
- 1.9 We also recommended, effective from September 2023, increases ranging from 7.1% for starting pay to 3.0% for the majority of pay and allowance ranges, with a review mechanism to ensure that the recommended pay levels remained appropriate. In responding to our report, the then Secretary of State said that, after careful consideration, he believed it was not appropriate to determine the pay awards for both years and would therefore not be implementing the award from September 2023.

The remit for the STRB's 33rd report

- 1.10 We received our remit letter from the Secretary of State on 15 November 2022¹. The letter stressed the need to strike a balance between recognising the vital importance of teachers and public sector workers and delivering value for the taxpayer, considering private sector wages, the UK's public sector debt and inflation. The letter also asked the Review Body to carefully consider the impact that a pay award would have on schools' budgets.
- 1.11 The remit letter set out the following matter 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 in 2023/24. This should aim to promote recruitment and retention whilst taking into account the Government's commitment to uplift starting salaries to £30,000 and the cost pressures facing both the school system as a whole and individual schools.
- 1.12 The remit letter also referred to the shared aim of providing a coherent and fulfilling career path for teachers and sought the STRB's initial view on areas within its scope which would most benefit from future exploration. It said this should be considered in the context of the Government's ambitious professional development reforms in Initial Teacher Training, the Early Career Framework and National Professional Qualifications.
- 1.13 In making its recommendations, the remit letter stated that the STRB should have regard to:
 - Potential equalities impacts associated with any changes proposed to the School Teachers' Pay and Conditions Document (STPCD).

¹ Gov.uk (2022) *School Teachers' Review Body (STRB) remit letter for 2023* - <https://www.gov.uk/government/publications/school-teachers-review-body-remit-letter-for-2023>

- The cost pressures that schools are already facing and may face over the year (and how they affect individual schools).
- The need to ensure that any proposals are not too difficult or onerous for schools to implement.
- 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 increasing autonomy for 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.

1.14 The remit letter requested a report from the STRB in May 2023.

The pay review process

1.15 Following receipt of the remit letter in November 2022 we invited our statutory consultees to submit initial written representations and evidence by 27 January 2023. The Department subsequently informed us that it would be unable to meet this deadline. The Review Body set a revised timetable, seeking written submissions from all consultees by 22 March. Notwithstanding this delay in evidence submissions, our report is being submitted to the Secretary of State and Prime Minister in May 2023, as requested.

1.16 Any delay to the process is unfortunate and adds to the existing concerns of consultees about the timing of the publication of our reports and the Government's decision on pay increases, increasingly at the end of the academic year, which makes timely implementation more challenging for schools.

1.17 After initial written evidence was received, links to the submissions were shared with all consultees who were invited to make a supplementary submission commenting on other parties' representations by 12 April 2023.

1.18 The STRB conducted oral evidence sessions with eight consultees during April 2023. We would like to thank our consultees for adjusting to the revised timetable and for their time and effort in contributing to these sessions.

1.19 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, including on related 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; employer representatives; and school governor representatives. A summary of the key points raised in the

written and oral representations from our consultees, together with links to the full submissions, is set out in [Chapter 2](#).

- 1.20 In addition to considering the evidence and representations received from our consultees, we commissioned from our secretariat our own analyses of the teaching workforce, based on a range of statistics and research that are cited in this report and presented more fully in the [Analytical Annex](#). As in previous years, we have carefully examined data on the recruitment and retention of teachers, the wider labour market for graduates and teachers' pay. Given our submission date of May 2023, the report has drawn on data published up to the end of April 2023.
- 1.21 As part of our regular annual programme of visits, we convened a combination of face-to-face and virtual discussion groups in late 2022 and early 2023 with teachers, school leaders and governors. We heard views on a range of matters including pay, recruitment and retention and school finances. As ever, the discussions strengthened our understanding of the issues and challenges faced by schools and teachers. We would like to thank all the individuals and organisations who facilitated the visits and 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 our 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 other consultees, the STRB forms an independent view, which is set out in [Chapter 3](#). Consultees' views are grouped under the following headings:

- Context to this year's remit.
- The main pay award for September 2023.
- The teacher labour market.
- School funding and affordability.
- The wider pay and conditions framework, including structural issues.

2.2 For each topic above, we have set out a brief summary of the Department's views, followed by those of our other consultees. Where relevant, this reflects comments made in oral and written evidence.

2.3 The following consultees made written submissions: ASCL, BATOD, Community, the Department, NAHT, the NASUWT, NEOST, the NEU, and NGA. In addition, five of the teacher and school leader unions (ASCL, Community, NAHT, the NASUWT and the NEU) submitted a joint statement. Supplementary submissions were received from five consultees: ASCL, Community, NAHT, the NASUWT and the NEU. 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:

- [ASCL](#)
- [ASCL supplementary evidence](#)
- [BATOD](#)
- [The Department for Education](#)
- [Community](#)
- [Community supplementary evidence](#)
- [Joint union statement](#)
- [NAHT](#)
- [NAHT supplementary evidence](#)
- [The NASUWT](#)

- [The NASUWT supplementary evidence](#)
- [NEOST](#)
- [The NEU](#)
- [The NEU supplementary evidence](#)
- [NGA](#)

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

- [HMT](#)

Context to this year's remit

The Department's views

- 2.5 In its evidence, the Department said one of its top priorities was to ensure that it continued to attract, retain and develop the high-quality teachers needed to inspire the next generation, and that teaching should remain an attractive career.
- 2.6 It noted the COVID-19 pandemic and highlighted the crucial role teachers play in children's lives. It recognised the importance of investing in teachers and delivering a motivating career path for the whole profession.
- 2.7 The Department also emphasised that the pay award needed to balance recognising the vital importance of public sector workers with delivering value for money for the taxpayer. In oral evidence, the Secretary of State expressed her disappointment that teachers had not accepted the offer made by the Government in March 2023.

Other consultees' views

- 2.8 Other consultees noted a range of concerns relating to pay, funding, the workforce and the Pay Review Body process. Key points made included:
- Teachers had experienced very significant real-terms pay decreases and a restorative pay award was therefore required.
 - Many schools' budgets were extremely challenging; this was heightened by cuts to support services, increasing energy costs and recent support staff pay awards.
 - Teacher and school leader supply were worsening with action required to address both recruitment and retention. There were significant issues across all phases and levels of experience. Teachers in England have the lowest average tenure in the OECD. Several consultees pointed to diminishing teacher morale.
 - In oral evidence, the teacher and leadership unions expressed their disappointment at the pay offer from the Government following negotiations in March. Members of ASCL, Community, NAHT, the NASUWT and the NEU had rejected the offer.
 - Several consultees felt the Government had repeatedly constrained the STRB's ability to recommend appropriate pay awards such that the credibility of the Review Body process was now in jeopardy. They suggested the STRB should

demonstrate greater independence by putting to one side the Government's framing of the remit.

The main pay award for September 2023

The Department's views

- 2.9 The Department invited the STRB to make recommendations with effect from September 2023. In line with its aspiration to achieve a starting salary in the rest of England of £30,000 by 2023, its written evidence proposed an uplift of 7.1% to the minimum of the Main Pay Range with progressively smaller uplifts to points M2 to M6, and a 3.0% award for all other teachers and leaders. It said its proposals equated to a paybill increase of 3.5%.
- 2.10 In oral evidence, it revised its position in light of changing affordability assumptions and suggested an overall increase of 4.0% on average was manageable. It also referred to the offer of an award averaging 4.5% that it had made to the teacher and leadership unions in March, for which it said it had provided additional funding.
- 2.11 The Department reiterated its view that targeting pay at early career teachers, including a higher starting salary, remained critical to addressing recruitment and retention challenges where they were most acute. This was in addition to bursaries and retention payments.
- 2.12 It also said that the pay system should reflect the significant contribution of experienced teachers and leaders. While it noted that retention levels for experienced teachers were more stable, it said challenges remained and that recognising the value and importance of experienced teachers and leaders remained a key consideration.
- 2.13 The Department suggested the STRB should consider the broader labour market context, including the overall package received by teachers and that many teachers received pay progression awards. It said that public sector pay needed to be affordable and that increases to public sector pay could exacerbate inflationary pressures.
- 2.14 Overall, the Department said it would like to see recommendations for an award that:
- Delivers the manifesto commitment of a £30,000 starting salary for new teachers.
 - Provides awards for all teachers and leaders comparable with the rest of the public sector and broader workforces, but within the bounds of affordability.
 - Supports schools to manage their overall budgets.

Other consultees' views

- 2.15 There was a strong consensus from the teacher and leadership unions for a fully funded restorative pay award. In their submissions, the unions set out a range of analyses illustrating the real-terms losses to teachers pay since 2010. They also highlighted the damage to pay in comparative terms, including against the wider economy, graduate labour market and through international comparisons.
- 2.16 All unions sought a uniform pay award. While the teacher and leadership unions supported significant increases to starting pay they said this level of increase should

be applied to all teachers and leaders. Some suggested differential pay awards were divisive and, particularly in the context of leaders' pay, that resultant diminished differentials and a flatter structure negatively impacted recruitment into senior roles.

- 2.17 On the question of the Government's proposal for starting pay, several noted that the £30,000 starting salary, originally announced in 2019, had now lost considerable real-terms value, meaning it was less competitive compared to starting salaries in other graduate professions.
- 2.18 Several consultees highlighted the gender pay gap and wider pay inequalities, with some suggesting the gap is higher in schools with greater flexibility on pay matters. In this context it was suggested that the sector was failing in its public sector equality duty.
- 2.19 The teacher and leadership unions all challenged the Government's view on the inflationary impact of public sector pay increases, suggesting this was incorrect and was contradicted by independent economists.

The teacher labour market

The Department's views

- 2.20 The Department suggested recruitment had been uneven in recent years, noting the short-term improvement around the pandemic. However, it said that September 2022 had seen trainee recruitment fall markedly on 2019 figures, noting that teaching has had to compete in a strong graduate labour market.
- 2.21 The Department said challenges were concentrated in certain career phases, in key subjects in secondary schools and in schools with a high proportion of pupils eligible for Pupil Premium funding.
- 2.22 The Department said it was taking a targeted approach to addressing these challenges and provided further information on its various initiatives aimed at improving teacher recruitment and retention.

Other consultees' views

- 2.23 All other consultees highlighted widespread challenges with teacher supply. On recruitment, all highlighted the failure to meet Initial Teacher Training (ITT) targets, the consequential shortage of teachers for a number of key secondary subjects and the significant proportion of hours taught by non-specialist teachers. Some said interim data indicated there would be a further fall in recruitment this year.
- 2.24 Consultees also emphasised continuing retention challenges, including the high numbers of teachers leaving in their early years. Several unions also drew attention to leadership retention which, they said, had worsened in recent years.
- 2.25 Consultees referred to recent analysis by NFER highlighting increased vacancy numbers and a forecast that recruitment in 2023 would continue to be well below the Government's targets. In this context, several suggested that bursaries were insufficient to solve recruitment challenges and that higher pay across the board was required.

School funding and affordability

The Department's views

2.26 The Department's evidence set out a range of affordability considerations for the STRB to take into account:

- The core schools budget including the additional funding announced in the 2022 Autumn Statement.
- Its assessment of what mainstream schools could, on average, afford in new spending before they would face net pressures on budgets.
- The additional financial pressures schools face, including from energy costs.
- The variability in individual schools' budgets.

2.27 Its written evidence indicated an average award of 3.5% (3.0% to experienced teachers and leaders with higher awards to increase starting salaries) would be manageable within school budgets. In oral evidence, the Department said its cost assumptions, particularly in relation to energy, had changed and that an award with an overall cost of a 4.0% on average was now affordable.

2.28 In oral evidence, the Secretary of State referred to the pay offer that had been made to the unions in March 2023. She emphasised that this would have been fully funded, an aspect she felt had not been effectively communicated.

Other consultees' views

2.29 All other consultees insisted that the STRB should not be limited by affordability constraints. They said the Review Body should recommend an award to restore teachers' pay and protect recruitment and retention, and that the question of funding was a separate decision for the Government.

2.30 Several consultees questioned the Department's affordability assumptions. They noted its conclusions were based on national averages, masking the situation for a significant minority of schools, including special schools and Pupil Referral Units. Employers' evidence from NEOST suggested there was a gap between what employers considered to be a 'reasonable' award for teachers and what was affordable within current budgets.

2.31 All other consultees said that an appropriate pay award could not be achieved without additional funding.

The wider pay and conditions framework, including structural issues

The Department's views

2.32 In its evidence, the Department noted that high-quality professional development was important for the career path of teachers, highlighting a 'Golden Thread' of training and development. It said it wanted to ensure that the pay and conditions framework worked to support and reinforce diverse career paths such that teachers and leaders were attracted to, and remained in, the profession.

2.33 The Department also said it supported a multi-year approach to reviewing this area of work and would consider next steps, including whether they should form part of future STRB remits. Pending the STRB's initial views on these issues, the Department did not provide its own views on potential changes, although it did note that workload and school flexibilities were important factors to consider in supporting an effective career path.

Other consultees' views

2.34 Some consultees suggested the current remit letter ignored key pay structure issues, only inviting the STRB to offer an initial view on areas of limited scope. Teacher and leadership unions called for a broader review of the pay framework, including the restoration of a national pay structure and the removal of performance-related pay progression.

2.35 Most consultees highlighted the ongoing workload challenges, with some calling on the STRB to demand a remit on this issue. The leadership unions sought working time protections for school leaders.

2.36 There were mixed views on flexible working in schools, with some suggesting that practical constraints limited schools' ability to offer more and making the point that they did not view part-time working as flexible working. Others pointed to existing examples of good practice and suggested schools could do more.

2.37 Other specific proposals included:

- The NASUWT and the NEU proposed a six-point mandatory pay scale for classroom teachers, without a performance-related element or a pay threshold to hinder progression.
- NAHT proposed a 'professional pay continuum' with improved pay differentiation between levels of responsibility.
- Several consultees suggested changes to the use of Teaching and Learning Responsibility payments (TLRs), including fixed value points and improved guidance on eligibility. NGA proposed a middle leader range to negate the need to award TLRs.
- The NASUWT and the NEU called for supply teachers to be brought within the national pay and conditions framework.
- ASCL and NAHT called for Business Managers to be included in the national pay and conditions framework.
- All consultees sought greater action and analysis to understand and eradicate pay inequalities.

2.38 On the specific question of the issues highlighted in this year's remit, several consultees said that a diverse range of career pathways did not exist in teaching, suggesting there was an over-emphasis on a linear hierarchical pathway to leadership. Suggestions included pathways for teaching specialists, mentors and Special Educational Needs and Disabilities (SEND) professionals.

2.39 All consultees agreed they would be content to contribute to future work on structural issues. Some raised concerns about the status of organisations outside the statutory consultees who might be consulted on these matters.

CHAPTER 3

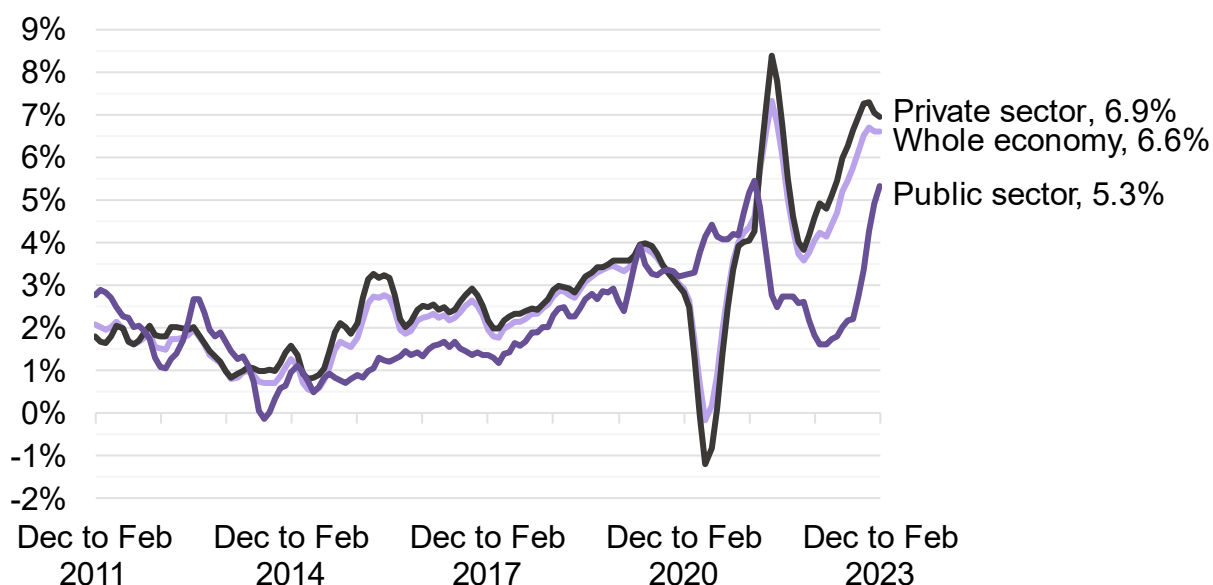
Our conclusions and recommendations

Introduction

- 3.1 This chapter provides the recommendations of the STRB to the Prime Minister and Secretary of State on changes to the teacher pay and allowance framework effective from September 2023. Details of the remit and the factors we were asked to consider are set out in [Chapter 1](#) and [Appendix A](#).
- 3.2 The detail of consultee evidence, wider information and analysis is provided elsewhere in this report (see [Chapter 2](#) and the [Analytical Annex](#)). We have given careful consideration to the evidence presented by our consultees.
- 3.3 In this chapter we start by summarising themes from the relevant evidence and illustrate them with a selection of data drawn from our wider evidence base. We then proceed to set out the conclusions we have drawn and our recommendations.

Earnings growth

Figure 1: Average Weekly Earnings annual growth rates, regular pay, Great Britain, December to February 2011 to 2023².



- 3.4 Earnings growth in the rest of the economy is an important factor affecting the ability to recruit and retain teachers. The Government's economic evidence suggested that public sector earnings growth should retain broad parity with the private sector.

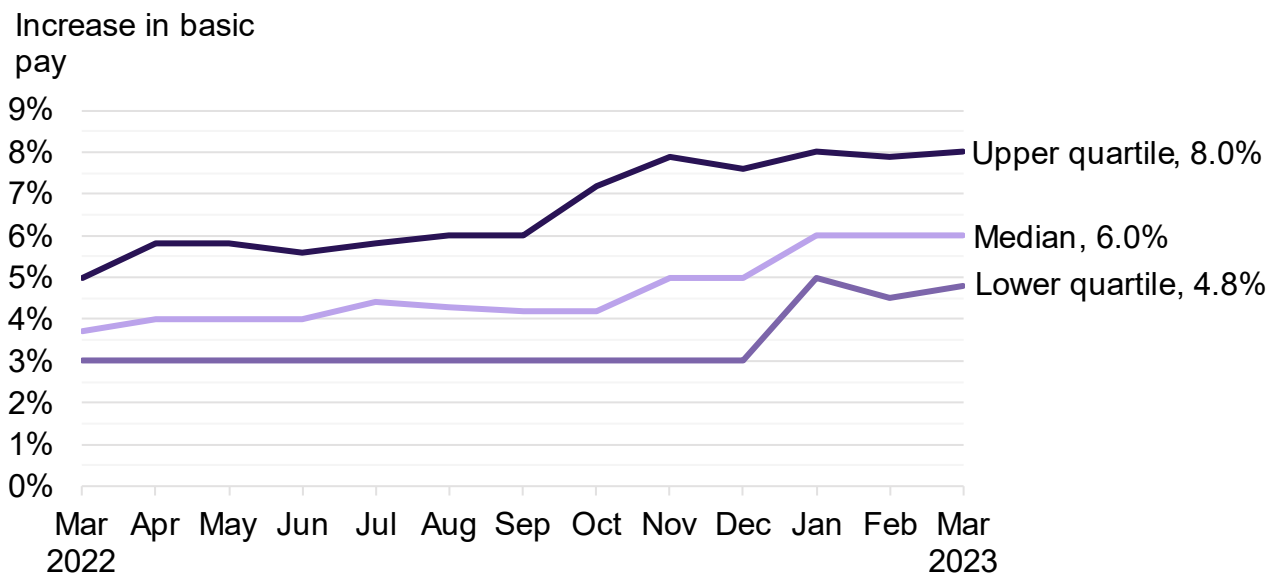
² ONS (2023) *EARN01: Average weekly earnings*, released 18 April 2023 -

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/datasets/averageweeklyearningsearn01>

3.5 The current rate of nominal earnings growth is high compared with the period since 2001. In the three months to February 2023, annual growth in regular pay across the economy was 6.6% and 6.9% for the private sector³.

Pay settlements

Figure 2: Economy-wide pay settlements, percentage increase in basic pay, three months to the end of March 2022 to March 2023⁴.



3.6 Pay settlements are another indicator of pay trends across the economy and a further measure of the competitiveness of teachers’ pay. While earnings growth reflects past increases in pay, settlements are a forward indicator of changes.

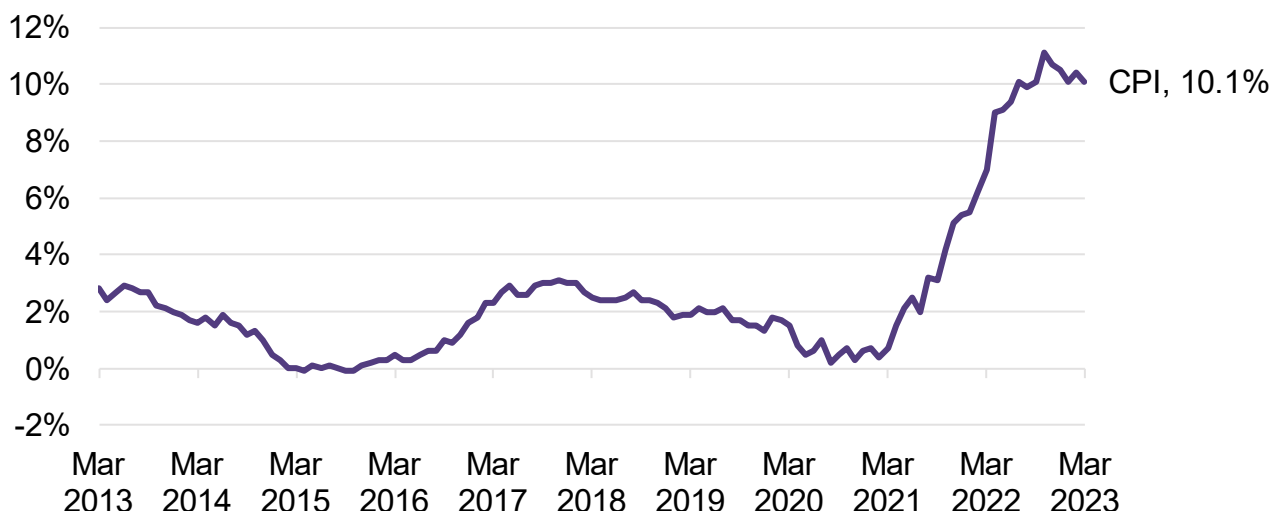
3.7 The latest pay settlements data suggest awards have increased since December. The median settlement in the three months to the end of March 2023 was 6.0%.

³ ONS (2023) *Average weekly earnings in Great Britain: April 2023* - <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/averageweeklyearningsingreatbritain/april2023>

⁴ OME analysis of XpertHR data. Available to XpertHR subscribers.

Price inflation

Figure 3: Annual CPI inflation rates, UK, March 2013 to 2023⁵.



- 3.8 Price inflation determines the real value of teachers' pay and affects school spending against budgets.
- 3.9 Since April 2022, the 12-month inflation rate as measured by the Consumer Prices Index (CPI) has ranged from 9.0% to 11.1%. The latest data show that CPI rose by 10.1% in the 12 months to March 2023. Prices in March 2023 were 18% higher than two years' earlier.
- 3.10 Price inflation affects the ability to attract and retain when it results in higher general earnings growth if that growth is not also reflected in teachers' pay.

Earnings forecasts

- 3.11 Future earnings forecasts are relevant as they provide a longer-term context.
- 3.12 Earnings growth is expected to fall in the next few years. In its March 2023 forecast, the OBR projected whole-economy earnings growth of 5.0% in 2023 and 1.8% in 2024⁶.
- 3.13 Our recommendations for teachers' pay in this report relate to increases from the September 2022 levels to levels effective from September 2023. The earnings growth data most directly relevant to our consideration are over the same period.
- 3.14 In our view, it would be incorrect to use the earnings growth forecast for 2024 as a basis for deciding increases for teachers' pay effective in 2023. This would be lower than the current wider labour market and would therefore result in a reduction in the competitiveness of teachers' pay.

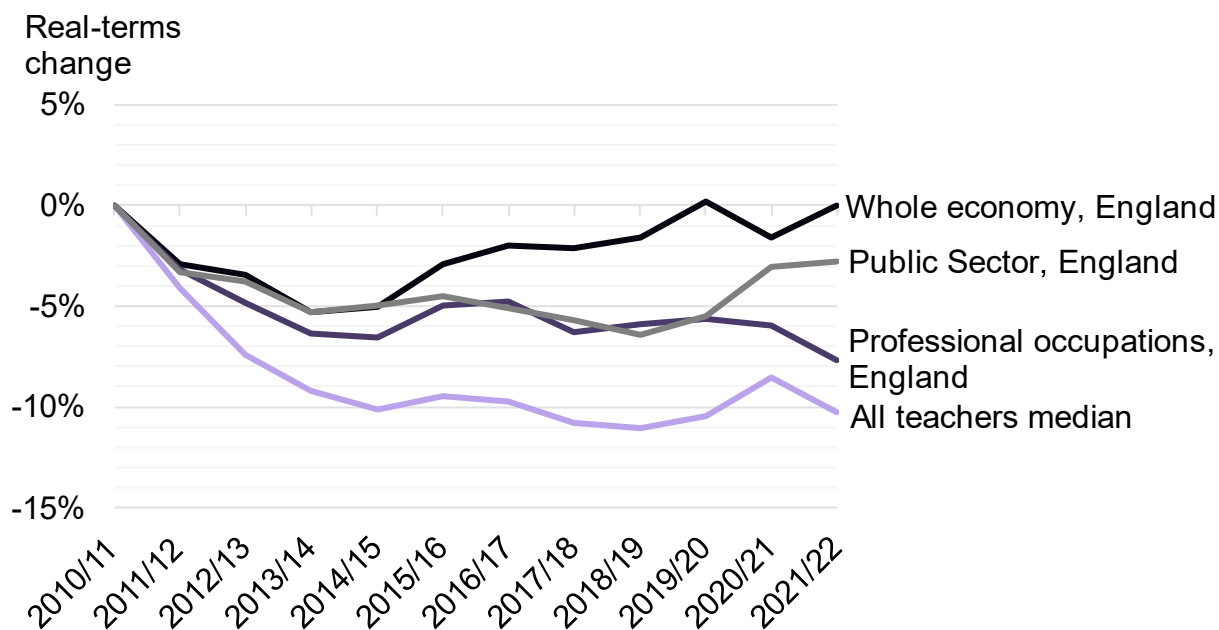
⁵ OME analysis of ONS (2023) *Consumer price inflation, UK: March 2023* -

<https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/consumerpriceinflation/march2023>

⁶ OBR (2023) *Economic and fiscal outlook – March 2023* - <https://obr.uk/efo/economic-and-fiscal-outlook-march-2023/>

Teachers' relative pay

Figure 4: Real-terms change in median gross earnings for teachers in state-funded schools, the whole economy (England), public sector (England) and professional occupations (England), compared to levels in 2010/11^{7,8,9}.



- 3.15 Teachers' relative pay indicates how the financial attractiveness of teaching has changed compared to other occupations.
- 3.16 The relative value of teachers' earnings fell throughout the early 2010s and has fallen further than earnings across the economy, the public sector and professional occupations.
- 3.17 On a range of comparisons, the competitiveness of teachers' pay has fallen markedly over a number of years.

⁷ Nominal earnings have been adjusted using annual CPI figures (financial year). ONS (2023) *Consumer price inflation tables* -

<https://www.ons.gov.uk/economy/inflationandpriceindices/datasets/consumerpriceinflation>

⁸ Data for the whole economy, public sector and for professional occupations represent full-time median gross annual earnings in England. OME analysis of unpublished ASHE data. 2021/22 figures are provisional. There is a break in the ASHE series from 2020/21 due to a change in ONS's occupational coding from SOC 2010 to SOC 2020.

⁹ OME analysis of Department for Education (2022) *School Workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

The graduate labour market

Table 1: Graduate and teacher starting salaries, 2019 to 2023¹⁰.

Source	2019 (£)	2020 (£)	2021 (£)	2022 (£)	2023 (£)
ISE (organisational median)	29,000	29,667	30,500	30,921	-
High Fliers	30,000	30,000	30,000	32,000	33,500
Teachers (England)	24,373	25,714	25,714	28,000	-
Teachers (Inner London)	30,480	32,157	32,157	34,502	-
Teachers (Outer London)	28,355	29,915	29,915	32,407	-
Teachers (Fringe)	25,543	26,948	26,948	29,344	-

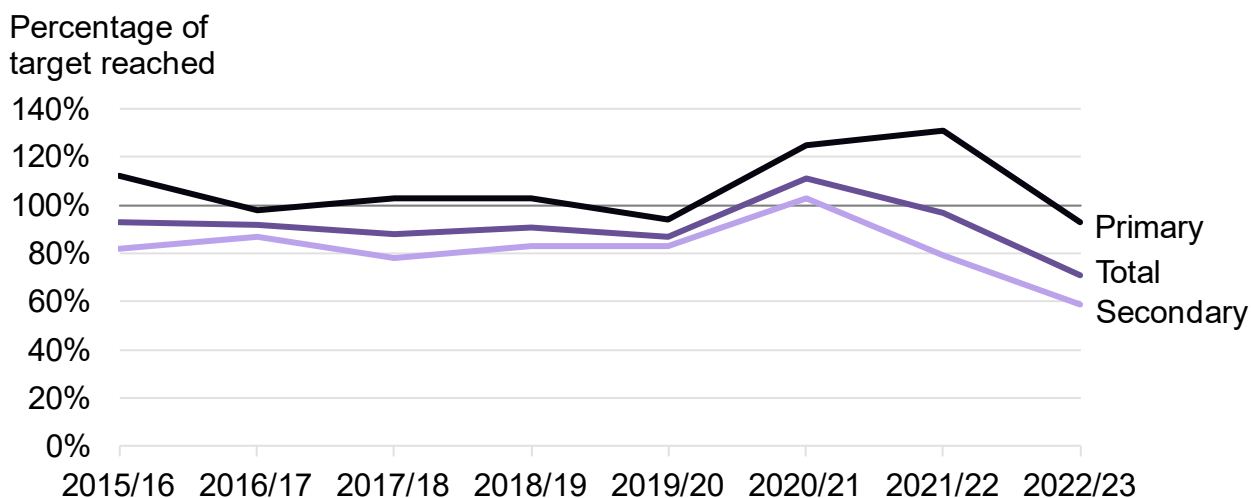
3.18 Teaching is a graduate profession. The ability to attract well-qualified graduates is critical.

3.19 Data continue to show a post-pandemic recovery in the wider graduate market with a range of sources showing increases in opportunities for new graduates and in starting salaries.

3.20 The latest data on starting pay across the graduate labour market show that some professions are offering significantly higher starting salaries than teaching.

Recruitment

Figure 5: Percentage of postgraduate ITT recruitment target reached, for primary, secondary and total, 2015/16 to 2022/23¹¹.



3.21 Performance against Initial Teacher Training (ITT) targets tells us whether enough suitable students to meet schools' needs have applied to, and been registered on, teacher training courses. It is a key indicator of the adequacy of the future supply to

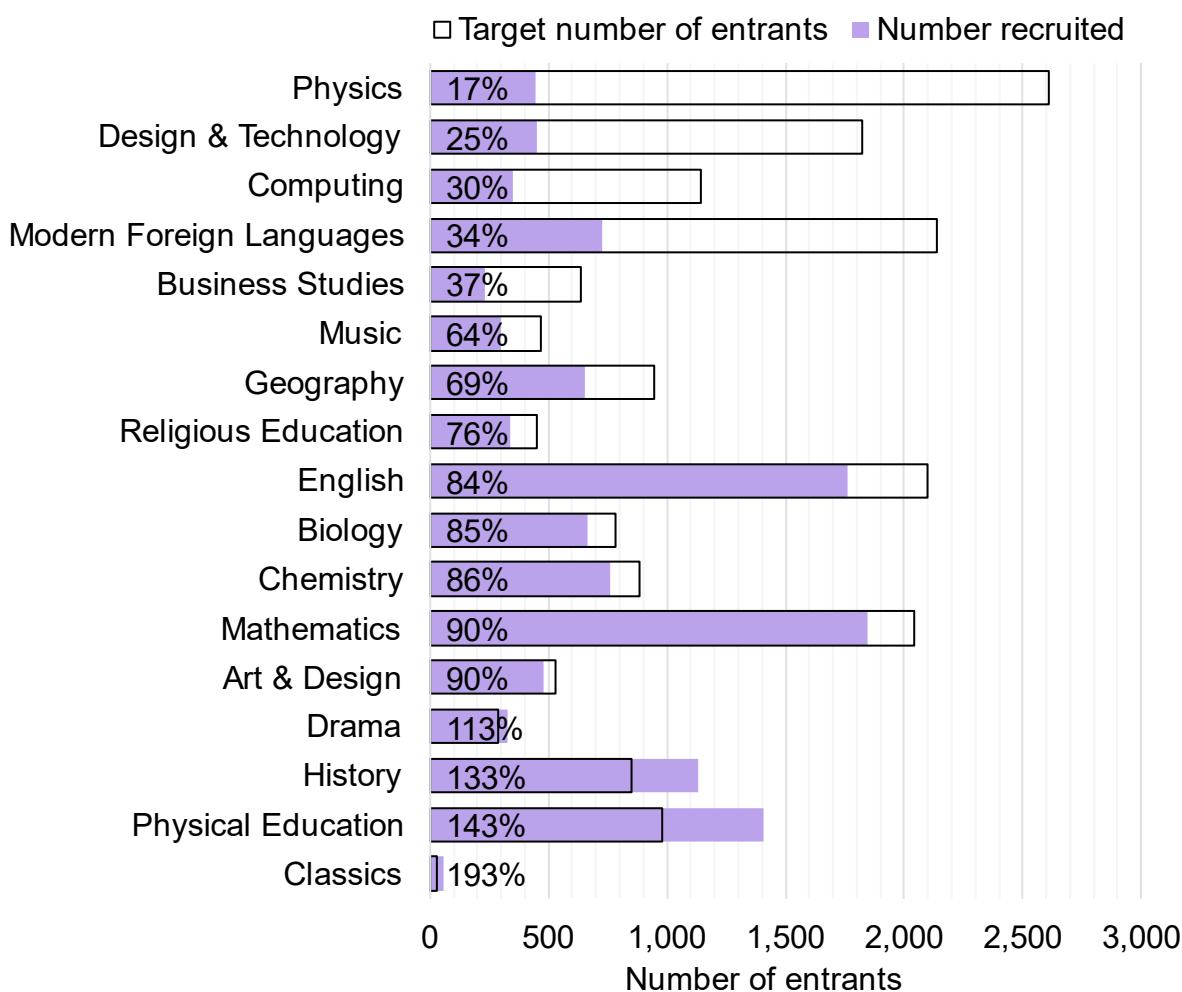
¹⁰ The Institute of Student Employers (ISE) and High Fliers (See Analytical Annex). We note High Fliers and ISE samples are heavily weighted towards graduate jobs in London and the South East.

¹¹ OME analysis of Department for Education (2022) *Initial teacher training Census Academic year 2022/23* - <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census> Figures for 2022/23 are provisional and are subject to change. 2021/22 figures have been revised.

the teaching profession as well as a lead indicator of the attractiveness of the profession.

3.22 Numbers fell significantly below headline targets in 2022/23, at 93% for primary and 59% for secondary (for which the target has not been met since 2012/13, except in 2020/21). This confirms that the positive impact on recruitment seen during the COVID-19 pandemic was short-lived.

Figure 6: Secondary subjects' target numbers of postgraduate entrants versus the numbers recruited in 2022/23¹².



3.23 Thirteen secondary subjects did not achieve their target number of recruits in 2022/23. Seven fell short by more than 25% and five fell short by more than 60%.

3.24 The number of teachers from overseas awarded qualified teacher status has declined sharply (from 5,004 in 2017/18 to 1,684 in 2021/22).

3.25 The STRB is deeply concerned about the overall level of recruitment, the general trend emerging and what appears to be a firmly established and persistent problem of under-recruitment in certain subjects.

3.26 Persistent recruitment problems can result in a vicious circle where a shortage of teachers in a subject results in a deterioration in teaching quality. This in turn adversely impacts the supply of future teachers as there would be an insufficient

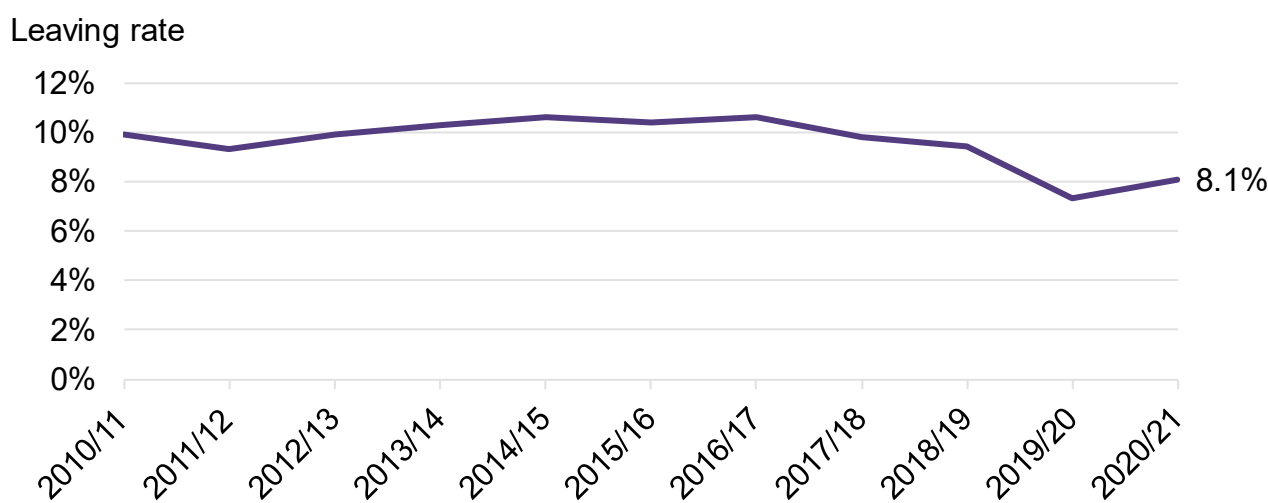
¹² Ibid.

number of graduates in those subjects to recruit from. In addition, if teaching can no longer attract a selection of the best talent in a particular subject, the sentiment surrounding a career in teaching turns negative and potential new joiners will seek alternative careers.

- 3.27 The shortages we see in some subjects do not appear to be simply temporary but are systemic and require focussed remediation with a long-term plan. In parallel we must also prevent a wider range of subjects falling into this pattern.

Leaving rates

Figure 7: Overall leaving rate for qualified teachers in state-funded schools, 2010/11 to 2020/21¹³.



- 3.28 Alongside recruitment, leaving rates are key in determining whether schools have enough teachers.
- 3.29 The headline leaving rate fell between 2016/17 and 2018/19, reflecting a long-term downward trend in retirements and a fall in those leaving the sector. It then fell further as the pandemic reduced job opportunities in the wider labour market. The most recent available data, from November 2021, show the leaving rate increasing again. This may rise further as the pandemic effect recedes.
- 3.30 Leaving rates vary across school phases and subjects. They are higher in secondary schools compared to primary schools and, within secondary schools, in Science, Technology, Engineering and Maths (STEM) subjects compared to non-STEM subjects¹⁴. This worsens the likely adverse impact of under-recruitment to ITT in these subjects.
- 3.31 According to the Department's Working Lives of Teachers and Leaders Survey, conducted in spring 2022, a quarter of teachers and leaders reported that they were

¹³ OME analysis of Department for Education (2022) *School workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

¹⁴ Department for Education (2023) *Evidence to the STRB: 2023 pay award for teachers and leaders* - <https://www.gov.uk/government/publications/evidence-to-the-strb-2023-pay-award-for-teachers-and-leaders>

considering leaving the state school sector in the next 12 months for reasons other than retirement¹⁵.

- 3.32 Vacancy levels can also indicate how far recruitment and retention are sufficient to meet needs. NFER's analysis of data from TeachVac, a vacancy service for schools and teachers, are more recent than those from the School Workforce Census. The data show that, in February 2023, teacher vacancies were 93% higher than at the same point in the year before the pandemic and 37% higher than in 2021/22¹⁶.

School finances

Table 2: Core schools' funding in England (£bn), 2020-21 to 2024-25¹⁷.

Financial year	£bn	Change (£bn)	Change (%)
2020-21	47.6	-	-
2021-22	49.8	2.2	5%
2022-23	53.8	4.0	8%
2023-24	57.3	3.5	7%
2024-25	58.8	1.5	3%

- 3.33 The 2022 Autumn Statement committed significant additional funding for the core schools budget in each of the financial years 2023-24 and 2024-25.
- 3.34 The Department's analysis of cost pressures suggested that in 2023-24, core funding to mainstream schools was expected to increase by 6.7% and remaining costs, excluding pay awards and energy price pressures, were expected to increase by 2.1%. On this basis, schools could afford to raise expenditure by a further 4.6% on average, or around £2.1 billion overall at the national level¹⁸.
- 3.35 The Department's figures are unable to account for differences in individual schools' cost pressures. Schools' budgets will increase by different amounts each year depending on pupil numbers and characteristics. What individual schools can afford may vary significantly from the average position.
- 3.36 There was a strong consensus on school finances from consultees, apart from the Department. They stressed that inflationary pressures had squeezed budgets and that many schools were struggling to cover all their regular costs. All these consultees called for the pay award to be fully funded by government.
- 3.37 In March 2023, following discussions with the teacher and leadership unions, the Government tabled an offer of a one-off payment of £1,000 for the 2022/23 academic year and an average pay increase of 4.5% for 2023/24. We estimate the

¹⁵ Department for Education (2023) *Working lives of teachers and leaders – wave 1* -

<https://www.gov.uk/government/publications/working-lives-of-teachers-and-leaders-wave-1>

¹⁶ NFER (2023) *Teacher Labour Market in England Annual Report 2023* - <https://www.nfer.ac.uk/teacher-labour-market-in-england-annual-report-2023/>

¹⁷ House of Commons Library (2022) *School funding in England* - <https://commonslibrary.parliament.uk/research-briefings/cbp-8419/>

¹⁸ Department for Education (2023) *Schools' costs 2002 to 2024* - <https://www.gov.uk/government/publications/schools-costs-technical-note>

total cost of the offer, covering the period to the end of the academic year 2023/24, was approximately £1.6 bn¹⁹.

Our conclusions and recommendations for 2023/24

- 3.38 Recruitment and retention of sufficient numbers of high-quality teachers remains the primary objective of our pay considerations. Both rates continue to be below the level required to fill posts across regions, school types and subject specialisms with appropriately qualified teachers. The recruitment shortfalls are particularly concerning and are getting worse.
- 3.39 This deteriorating recruitment position is in our view linked in part to pay levels. Teachers' pay has been losing value relative to whole-economy earnings and to other professional occupations. This pre-dates the difficult economic conditions associated with the pandemic and the war in Ukraine. We also note that salaries for new graduates are now around 12% higher than they were when the Government adopted a target of £30,000 for new teachers²⁰.
- 3.40 Pay is not the only motivation for many teachers. Nonetheless, salary levels need to be sufficiently competitive if able graduates are to be attracted and retained. There is strong empirical evidence that they are not competitive enough.
- 3.41 We have carefully considered what the Government has submitted in relation to budgets and school finances. The detail is complex and there has been a changing picture even during the period of consultation. A combination of the variability in funding levels across schools and the additional unpredictability this year from energy price movements means it is not possible to make a robust assessment of individual schools' ability to fund our recommended award.
- 3.42 In its evidence, the Government said that affordability constraints mean an increase in the paybill should not exceed 4%. A larger pay rise would require trade-offs with other priorities. This reflects the Government's position that the 2021 Spending Review settlement (as subsequently adjusted) may not be reopened.
- 3.43 We estimate the total cost of the offer made to the teacher and leadership unions in March, of a 4.5% average award and a non-consolidated payment of £1,000, was approximately £1.6 bn to the end of the academic year 2023/24. The Secretary of State told us in oral evidence this was to be fully funded.
- 3.44 We recognise that government ultimately makes the decisions on budgets. Our role is to provide independent recommendations which take into account all the relevant evidence, including in relation to funding. We have also considered what approach offers best value-for-money for taxpayers. Given limited resources, it is important that our recommendations are cost-efficient and that they support the objective of enabling schools to recruit and retain a high-quality teaching workforce.
- 3.45 Spending more than is needed in a given year is not a good use of public funds. Spending too little may appear to be a saving but gives rise to serious problems in

¹⁹ OME analysis of Department for Education (2023) *Everything you need to know about the teacher pay offer* - <https://educationhub.blog.gov.uk/2023/03/28/teacher-strikes-latest-everything-you-need-to-know-about-the-teacher-pay-offer/>

²⁰ OME analysis of High Fliers (2023) *The Graduate Market in 2023* - <https://www.highfliers.co.uk>

subsequent years. The cost of remediating poor or unbalanced decisions can be significant and, in the medium term, can represent poor value for money.

- 3.46 For this reason, we have concluded it is necessary to recommend exceeding the increases to teachers' pay proposed by the Government. We recognise that our recommendations also exceed the general level supported by schools' current budgets, in so far as we have been able to determine. Given the constraints on schools, adequate funding should be put in place to accompany the pay increases.
- 3.47 Our recommendations are primarily driven by the objective of remedying, in a balanced and considered manner, the structural deterioration in the relative pay of teachers and the inadequate recruitment of graduates. Additional investment is needed and it will be more cost-effective to act sooner rather than later. The cost of failure is high: it affects teaching quality and adversely impacts children's education.

Recommendations

- 3.48 With effect from September 2023, we recommend a 6.5% increase to all pay ranges and advisory points, with higher increases to parts of the Main Pay Range to reach a minimum starting salary of £30,000 outside London, with slight variations to the London pay ranges.
- 3.49 Given that the various allowances form part of teachers' total pay, we concluded it is appropriate to increase their value by the same rate (6.5%), ensuring that the headline award rate is reflected across all elements of a teacher's pay.
- 3.50 The proposed pay and allowance ranges and advisory points are set out in full at [Appendix D](#).
- 3.51 We estimate that our recommendations would increase the paybill by 6.5% or approximately £1.6bn for mainstream schools. Over the next school year these costs are similar to the Government's recent offer, albeit our recommendations are for fully consolidated awards.

The STRB's observations

Performance-related pay progression

- 3.52 Our analysis of the evidence shows that it is not only an appropriate pay uplift that is necessary to address shortcomings in the framework for teacher reward and to improve morale. In particular, we have heard repeatedly from all consultees their concerns relating to the operation of performance-related pay progression and workload.
- 3.53 We are not expressing an ideological or technical view on the case for salary increases being linked to performance. However, most consultees believe the current model is not working and evidence of its efficacy is limited. It appears that the burden of administering it exceeds any benefit that it is achieving. Moreover, we have heard views suggesting that its outcomes are not fully equitable for some groups with protected characteristics or for part-time workers. Our view is that the approach to pay progression requires a reassessment and that the obligation on schools to use the current model should be removed. We note that the Government offered to take this approach as part of a settlement to the current pay dispute. We see this as a pragmatic approach pending further review.

STRB observation: The existing obligation on schools to operate performance-related pay progression should be withdrawn, pending further work.

Workload

3.54 Workload is one of the primary reasons teachers leave the profession. Excessive workload persists in being the major concern of the profession and has been a theme of evidence from all consultees for some years. Withdrawing performance-related pay progression will remove one element of workload. We recognise there are existing initiatives aimed at addressing the issue but more is needed. The problem is not being solved and is made more pressing by the profession's worsening recruitment and retention position.

STRB observation: Further collaborative action to deliver a meaningful reduction in workload is an immediate priority.

Future allocation of resources

3.55 The recruitment and retention position is more acute in some areas than others, for example, in particular subjects, roles and settings. We have considered whether the best use of resources should include targeted payments for teachers where the shortfalls are greatest. This year, we have concluded that the priority is correcting the general deterioration in teachers' pay. Although more acute in some areas than others, there is almost no area where recruitment is sufficient. In our recommendations we have therefore aimed to support the overall position of teachers' pay.

3.56 In our deliberations, we noted that there are flexibilities available to schools to support the recruitment and retention challenges they face. Fuller use of these may help to alleviate shortfalls. However, the extent of the shortfalls suggests that it may be necessary to go further and target resources so that they are better focussed towards the most acute recruitment and retention challenges. This needs to be done with respect to concerns about equity and fairness, which union consultees have stressed to us. However, in our view, the challenges of the current differentiated problems of recruitment will likely require targeted action.

STRB observation: This year, the STRB has prioritised supporting the overall position of teachers' pay. In future, targeting remuneration to address particular workforce challenges should be considered.

Career pathways

3.57 This year, the Secretary of State also asked us for initial views on work to support a coherent and fulfilling career pathway for teachers. This is a key element of the reward package and, developed effectively, will support recruitment and retention. We have set out our initial thinking in [Chapter 4](#), including the need for collaborative work with stakeholders on articulating career pathways and developing the supporting structures.

STRB observation: Further work to develop career pathways and supporting structures should proceed as soon as practicable.

Equality and inclusion

3.58 We agree with our consultees on the need for more frequent and detailed equality and inclusion data. The initial work conducted by the Department, included in its

evidence for STRB's 32nd report, was a welcome first step in this area. Data transparency is a prerequisite for identifying and addressing inequalities and inclusion challenges and for securing stakeholders' confidence in the Department's commitment to addressing these. These data also assist us in identifying any differential impacts our recommendations may have on those with protected characteristics.

STRB observation: Detailed equality and inclusion data should be published annually as a priority.

CHAPTER 4

Broader structural issues

Introduction

- 4.1 The STRB was invited this year to offer an initial view on areas which would benefit from future exploration to support a coherent and fulfilling career path for teachers and leaders. The remit letter asked that this be considered in the context of the Government's reforms to Initial Teacher Training (ITT), the Early Career Framework (ECF) and National Professional Qualifications (NPQs).
- 4.2 We sought the views of consultees on how significant and successful change could be achieved over time in this important area, with a view to the STRB further progressing this work.
- 4.3 This chapter's structure reflects the approach we have taken in developing our initial thoughts. It covers:
 - The importance of clear career pathways for teachers and leaders.
 - Consultees' evidence and views.
 - Limitations of the existing system.
 - Principles underpinning an improved career framework.
 - Defining career stages in teaching.
 - Future work.

The importance of clear career pathways for teachers and leaders

- 4.4 An effective, clear career progression framework has the potential to benefit teachers and the whole profession by supporting staff recruitment and retention, improving staff engagement and developing the workforce through effective Continuing Professional Development (CPD). This will support the provision of excellent teachers for all children.
- 4.5 Achieving this requires:
 - Providing clarity on the roles available in schools and the wider profession.
 - Providing individuals with a clear view of the career development opportunities available to them.
 - Offering relevant and high-quality CPD, which is fully resourced and supported.
 - Offering those placed in people management and/or development roles adequate support and leadership training.
 - Aligning the pay structure to the career progression framework.

Consultees' evidence and views

4.6 We received a range of comments from consultees. Several unions sought a much broader review of the framework than suggested by the remit, saying that key issues had been omitted. The following specific issues were raised by a number of consultees:

- The current framework fails to recognise or support distinct career stages, including for teachers who wish to remain in the classroom, and mentors/coaches.
- A broader review of the pay structure is needed to better support attraction, recruitment and retention into teacher and leadership roles. This review would include the Main and Upper Pay Ranges, the use of allowances and leadership pay.
- Performance-related pay progression should be removed.
- The current framework lacks recognition of key senior roles, including new leadership roles such as heads of school, executive heads and school business managers.
- There is a need to review protected time for both teachers and leaders.
- Improved provision of a broad range of CPD is required.
- The availability of flexible working, beyond part-time working, should be expanded.
- A review of workload for both teachers and leaders is required.

Limitations of the existing system

4.7 Our initial view is that, while the current model offers a hierarchy of career stages, a more nuanced career framework would be more beneficial.

4.8 There is insufficient clarity on career pathways, which may affect the attractiveness of teaching.

- Pathways are less well defined than in many graduate professions.
- There is scope for more coherence between the pay framework and career stages.
- Access to, and resourcing of, CPD varies markedly.
- The system does not sufficiently support those choosing to remain in teaching roles.
- The varied school landscape (for example, local authority schools, academies, free schools) has increased differences of approach.

4.9 The career framework should better attract new entrants and support the retention of existing teachers.

- More can be done to support recruitment of teachers, which remains persistently below what is needed in a number of areas, for example, in key secondary subjects, challenging settings, small primary schools and special schools.
- The pipeline into leadership should be made more attractive. The current framework does not properly recognise new and emerging roles.
- There is currently no obvious recognition or career benefit to support the recruitment and retention of teachers and leaders in challenging settings.
- There is no explicit link between development milestones and career progression.

4.10 As the STRB has observed previously, the implementation of the pay framework lacks clarity and consistency. While the underlying framework (the Main, Upper and Leadership Pay Ranges) has remained constant over time, there have been various add-ons and changes to guidelines. Together with changes to the school system and the emergence of new roles, these have contributed to an inconsistency of application and a framework that is unnecessarily difficult for teachers and leaders to navigate. Examples include:

- Differences in the expectations of Upper Pay Range (UPR) teachers, for example, between primary and secondary schools.
- Variable use of the leadership scale, for example, to place employees outside the 1,265 regulated hours.
- Varying approaches to decisions on pay progression.

Moreover, the deployment of allowances varies considerably, including the use of Teaching and Learning Responsibility payments, Special Educational Needs payments and recruitment and retention allowances. Inconsistencies in practice are frequently local responses to resource and/or funding pressures, for example, the variable expectations of UPR teachers or the use of allowances to address recruitment difficulties, rather than for their intended purpose.

4.11 There are obstacles to personal development being more 'hard-wired' into career development.

- An imbalance of resources results in a varied capacity to support development. CPD is therefore too dependent on what may be affordable in individual schools' budgets.
- Other working conditions can be a barrier to development, for example, lack of protected time beyond teachers' 'early career' stage and workload pressures more widely. Individual teachers' access to CPD may be curtailed by part-time working.
- The allocation of additional responsibilities to teachers is sometimes used as a proxy for personal development.
- There is limited formal recognition of CPD milestones.

Principles underpinning an improved career framework

- 4.12 The development of an improved framework linked to career stages should be guided by a set of principles with equality of opportunity, equitable pay and fair pay decisions for full- and part-time staff at its core.
- 4.13 The framework should support the adequate supply of teachers and leaders, enable a range of career pathways and be adaptable to the range of settings and local needs. Our initial thoughts on the key principles are summarised below but they should be developed further in consultation with stakeholders.

Support recruitment and retention:

- Enhance teaching as a professional, high-status career.
- Support succession planning.
- Provide opportunities for varied career development.
- Motivate and incentivise staff to work in the most challenging areas (for example, by geography, subject, school setting).
- Offer fair pay that reflects the level of responsibility and which is sufficient to retain able teachers and school leaders.

Enable teacher development:

- Ensure equality of opportunity.
- Support staff development throughout their careers.
- Offer flexibility to move between career paths to support individuals' circumstances.
- Encourage and reward the development of skills.

Be straightforward to implement:

- Be clear.
- Be sufficiently flexible to accommodate the range of settings and local circumstances.
- Be well communicated, ensuring both prospective and existing teachers are clear on the available career pathways.

Defining career stages in teaching

- 4.14 As we were asked to consider the Department's professional development reforms in ITT, the ECF and NPQs, the broad career stages set out in the Department's

related literature²¹ provided a starting point for the identification of teachers' career stages:

- Unqualified teacher.
- Early career teacher.
- Experienced teacher/middle leader.
- Senior leaders, heads and executive leaders.

4.15 These stages are broad and cover several roles with diverse levels of responsibility, for example, teachers and leaders with varying accountabilities. Further distinctions may therefore be helpful, such as:

- Unqualified teacher.
- Early career teacher.
- Experienced teacher.
- Leading teacher (for example, leading the development of teaching skills within, or across, schools).
- Middle leader (experienced teacher with additional responsibility).
- Assistant/deputy head or equivalent leadership role (for example, SENCO).
- Head teacher, including executive heads and other multi-school leaders.

4.16 We would expect each teacher to have an individual career pathway recognising their particular skills, experience and choices and there may be some roles that currently lie outside the scope of the School Teachers' Pay and Conditions Document but which are legitimate career options for teachers.

4.17 The list above is intended to be illustrative of the range of possible career roles and stages; it is a further area for development in consultation with stakeholders.

Future work

4.18 This chapter has sought to underline the importance of clear career pathways for both existing and prospective teachers. It proposes a set of underlying principles to be developed in further work. These address the requirement for the system to play a more active role in enabling teacher development, to provide teachers with greater clarity on career pathways and, thereby, support teacher recruitment and retention.

4.19 A new model should more positively support teachers' careers; it should provide an enabling architecture and remove existing impediments. This will require more work, including reaching a consensus on the articulation of career stages and developing the supporting structures. The latter crucially includes ensuring the underlying pay and conditions framework is appropriately aligned and is therefore supportive.

²¹ Department for Education (2022) *Delivering world-class teacher development*. - <https://www.gov.uk/government/publications/reforms-to-teacher-development>

4.20 A new model is needed but we are not blind to the challenges, not least the requirement for a framework that sets a high standard and is applicable across the increasingly complex range of school settings. We see collaboration as key in the development of our thinking. We would seek the views of statutory consultees and, where appropriate, seek expert technical input from others in the sector holding remits relevant to teachers' development and careers. In line with our normal practice, we would envisage formal input with our statutory consultees, possibly enhanced through the use of working groups, on the development and implementation of any new proposals.

ANALYTICAL ANNEX

Introduction

1. This Annex presents a summary of the evidence used to inform our assessment of the teacher labour market. Given our submission date of May 2023, we have been able to draw on data published up to the end of April 2023. 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.
2. The key source relating to the teacher workforce is the 2021 School Workforce Census (SWC) data¹. This census took place in November 2021 and the data were published by the Department for Education in June 2022. These data are the second release in the series to relate to the COVID-19 pandemic, given the Government introduced restrictions across the UK from March 2020 onwards.

Summary

- In the wider economy, inflation remains very high. The Consumer Prices Index (CPI) rose by 10.1% in the 12 months to March 2023. The Consumer Prices Index including owner occupiers' housing costs (CPIH) inflation rose by 8.9% in the 12 months to March 2023.
- Inflation has been a key factor driving strong pay growth. Pay settlements data indicate that, in the three months to the end of March 2023, the median pay award was 6.0% for the whole economy. Average Weekly Earnings growth at the beginning of 2023 exceeded 5.0% in both the public and private sectors.
- In 2021/22 there has been a significant recovery across the economy in graduate hiring from the reduction in 2019/20 due to the COVID-19 pandemic. Prospects, an organisation that specialises in graduate careers, commented that a significant long-term effect of the COVID-19 pandemic has been the shift to hybrid working, which is more common among high earners and the more qualified. Hybrid working has become the norm for many graduate employers.
- The median graduate starting salary reported by the Institute of Student Employers (ISE), from its survey that ran in August and September 2022, was £30,921 in 2021/22. Median graduate starting salaries varied significantly by region with the London graduate salary being the highest at £33,460.
- High Fliers, an independent market research company which specialises in student and graduate recruitment research, reported a median starting salary of £33,500 for 2023, an increase of £1,500 (4.7%) from 2022. The highest median starting salary was reported for the investment banking sector at £55,000; the public sector reported the lowest median starting salary for graduates at £26,400.
- In 2021/22, in nursery and primary schools, male classroom teachers had lower median earnings than female teachers. Male and female classroom teachers' earnings were the same in secondary. Across all state-funded schools, median earnings for male classroom teachers were above female teachers; this may

¹ Department for Education (2022) *School workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

reflect the fact that proportionally more of the male teachers were in secondary schools, where pay was on average higher for all teachers.

- When comparing teachers' pay to that of other professional occupations by age and region, teachers aged 21 to 30 compared least favourably against the other professional occupations, both in the Rest of England and in London. Those in the oldest age group (Over 60) compared most favourably.
- The real-terms value of median teacher earnings has fallen since the early 2010s. Teachers' median gross earnings in 2021/22 were around 10% below their level in 2010/11, in real terms. In 2021/22, median gross earnings for the whole economy were at their 2010/11 level in real terms.
- The full-time equivalent (FTE) teacher workforce increased by 1.0% or 4,400 between 2020 and 2021. Secondary schools saw the largest absolute increase in teacher numbers.
- The proportion of teachers from an ethnic minority background has remained stable from 2020/21 to 2021/22; in 2021/22 90% of teachers across state-funded schools were White.
- The pupil population attending nursery and primary schools peaked in 2019. Since this point, numbers have decreased. The secondary school pupil population is projected to peak in 2024 then gradually decline through to 2032.
- Pupil to teacher ratios (PTRs) and pupil to adult ratios (PARs) across state-funded schools were similar in 2021/22 compared to 2020/21. In primary schools, the PTR (qualified teachers) decreased slightly from 21.1 to 21.0 between 2020/21 and 2021/22. In secondary schools, the PTR remained at 17.1.
- In 2021/22, the qualified entrants' rate to teaching increased by 0.4 percentage points to 9.7%. The qualified leaving rate from teaching increased in 2020/21 by 0.8 percentage points, to 8.1%. After 7.3% in 2019/20, this is the second lowest rate recorded since 2010/11.
- Retention rates have continued to improve for cohorts with more than one year's service, following significant improvements in 2019. However, retention rates for differing lengths of service were still lower for more recent joiners than they were for those who joined in 2011. For example, the retention rate after three years' service was 78.1% for 2011 joiners compared with 77.0% for 2018 joiners; the rate after five years' service was 70.1% for 2011 joiners compared with 68.8% for 2016 joiners.
- The overall vacancy rate for state-funded schools increased from 0.2% in November 2020, to 0.3% in November 2021. In absolute terms, the number of vacancies increased for both nursery and primary and secondary schools. Secondary academies had the highest number of vacancies. More recent data from TeachVac, a vacancy service for schools and teachers in England, suggest that the number of teacher vacancies posted by schools was 93% higher in the school year up to February 2023 than at the same point in the year before the pandemic.

- According to the Department for Education's Working Lives of Teachers and Leaders Survey, carried out in spring 2022, a quarter (25%) of teachers and leaders reported that they were considering leaving the state school sector in the next 12 months for reasons other than retirement.
- The total number of entrants to Initial Teacher Training (ITT) in 2022/23 was 20% below the number in 2021/22. The target number of postgraduate entrants increased by 5% in the same year.
- For 2022/23, headline postgraduate ITT (PGITT) targets for new entrants were not met for primary (93% of target reached) or secondary (59% of target reached).
- The number of postgraduate entrants in 2022/23 for most secondary subjects did not reach the required target. The only subjects which met or exceeded their targets were Drama (113%), History (133%), Physical Education (143%) and Classics (193%).
- The number of teachers from overseas awarded qualified teacher status continued to decline. In the financial year 2021-22, there were 43% fewer overseas trained teachers awarded qualified teacher status (QTS) compared to 2020-21 (this represented 1,256 fewer teachers). This followed a 17% decrease the preceding year. Whilst the number of teachers awarded QTS from Wales, Scotland and Northern Ireland increased, the increase did not offset the decrease in overseas trained teachers.

Economic context

3. When making our recommendations, we consider economic evidence from a range of sources. The current year has proved challenging for the UK economy. The UK narrowly avoided a recession in 2022 and gross domestic product (GDP) growth has been affected by public sector strikes and high energy prices. The cost of living crisis continues to squeeze disposable incomes. Whilst inflation has remained high, it is projected to fall throughout 2023. Although starting to loosen, the labour market remains tight and we have seen strong pay growth in both the public and private sectors.

Economic activity and public finances

4. The UK economy is facing slower growth than in the recent past, but the Office for Budget Responsibility (OBR) has forecast that the economy will avoid a recession. Inflationary pressures remain a significant challenge and Government debt is higher due to the economic impacts of the COVID-19 pandemic and energy crisis. The Government has said total departmental spending will grow in real terms at 3.7% a year on average over the spending review period (2022-23 to 2024-25). To help identify future savings in departmental budgets, the Government launched an Efficiency and Savings Review as part of the Autumn Statement 2022². As announced at the Spring Budget 2023, the Government has prioritised halving inflation, growing the economy and reducing debt³.

² HM Treasury (2022) *Autumn Statement 2022* - <https://www.gov.uk/government/topical-events/autumn-statement-2022>

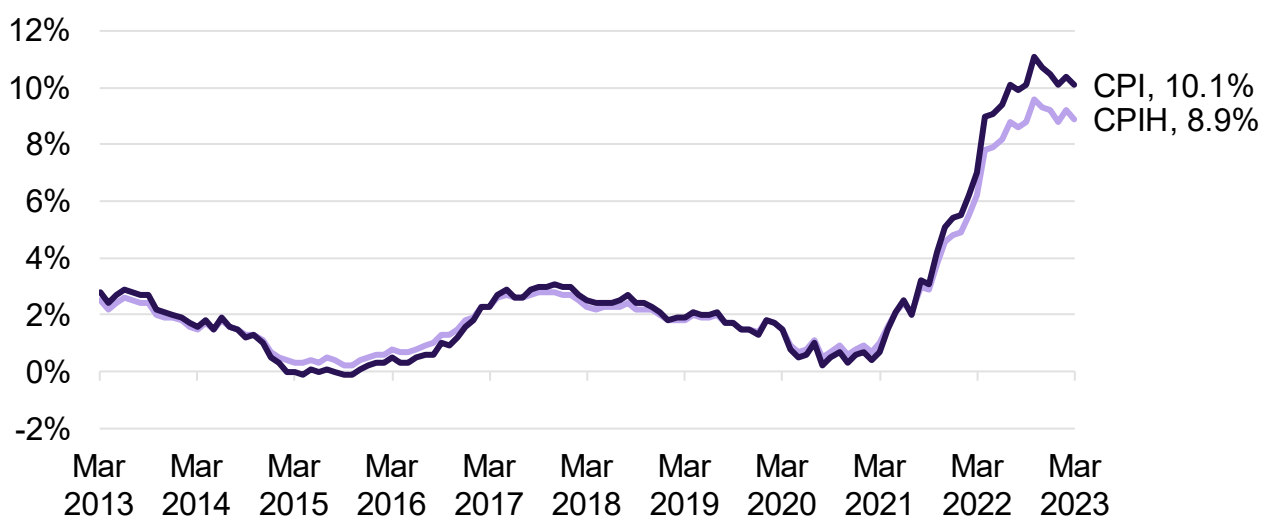
³ HM Treasury (2023) *Spring Budget 2023* - <https://www.gov.uk/government/publications/spring-budget-2023>

5. UK real GDP is estimated to have increased by 4.0% in 2022. However, growth has slowed in recent months; GDP grew by 0.1% in the three months to February 2023⁴. The level of quarterly GDP in the fourth quarter of 2022 was 0.8% below its pre-pandemic level (fourth quarter 2019)⁵. In its March forecast, the OBR expected GDP to be flat in the second quarter of 2023, with growth returning in the second half of the year.

Inflation

6. Inflation, as measured by CPI, rose by 10.1% in the 12 months to March 2023, down from 10.4% in February. CPIH rose by 8.9% in the 12 months to March 2023, down from 9.2% in February and from a peak of 9.6% in October 2022 (see Figure 1)⁶.

Figure 1: CPIH and CPI annual inflation rates, UK, March 2013 to 2023⁷.



7. CPI inflation peaked at a 40-year high of 11.1% in October 2022 and the OBR expects it to fall sharply to 2.9% in the fourth quarter of 2023. On a calendar year basis, OBR expects CPI inflation to be 6.1% in 2023. Inflation is expected to fall to an average of 0.9% in 2024 and 0.1% in 2025⁸.

Employment and earnings

8. The latest data indicate a tight labour market; the UK unemployment rate was estimated at 3.8% in December 2022 to February 2023, down 0.1 percentage points over the year and 0.2 percentage points below pre-pandemic levels (December 2019

⁴ ONS (2023) *GDP monthly estimate, UK: February 2023* -

<https://www.ons.gov.uk/economy/grossdomesticproductgdp/bulletins/gdpmonthlyestimateuk/february2023>

⁵ ONS (2023) *GDP first quarterly estimate, UK: October to December 2022* -

<https://www.ons.gov.uk/economy/grossdomesticproductgdp/bulletins/gdpfirstquarterlyestimateuk/octobertodecember2022>

⁶ ONS (2023) *Consumer price inflation, UK: March 2023* -

<https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/consumerpriceinflation/march2023>

⁷ OME analysis of ONS (2023) *Consumer price inflation, UK: March 2023* -

<https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/consumerpriceinflation/march2023>

⁸ OBR (2023) *Economic and fiscal outlook – March 2023* - <https://obr.uk/efo/economic-and-fiscal-outlook-march-2023/>

to February 2020)⁹. The OBR expects the unemployment rate to rise to a peak of 4.4% in 2024 as output growth slows¹⁰.

9. The UK employment rate was on an upward trend from 2012 but decreased from the start of the COVID-19 pandemic. The rate has since increased from the end of 2020 and was estimated at 75.8% in December 2022 to February 2023, 0.3 percentage points higher than a year earlier. It was 0.8 percentage points lower than before the COVID-19 pandemic (December 2019 to February 2020)¹¹.
10. The economic inactivity rate had been on a downward trend since 2010 but increased during the pandemic. The rate was estimated at 21.1% in December 2022 to February 2023, 0.3 percentage points lower than a year earlier and 0.9 percentage points higher than before the COVID-19 pandemic (December 2019 to February 2020)¹². The higher level of inactivity has meant that the labour market has remained relatively tight following the pandemic, despite the weakness in GDP.
11. The number of job vacancies in January to March 2023 fell by 188,000 over the year to 1.11 million. However, overall vacancies remain 304,000 above their pre-pandemic levels (January to March 2020). ONS commented that the fall in the number of vacancies reflects uncertainty across industries, with economic pressures a factor in holding back recruitment¹³.
12. Average Weekly Earnings growth at the beginning of 2023 exceeded 5% in both the public and private sectors (see Table 1). However, average earnings fell over the same period when adjusted for inflation¹⁴.

⁹ ONS (2023) *Employment in the UK: April 2023* -

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/april2023>

¹⁰ OBR (2023) *Economic and fiscal outlook - March 2023* - <https://obr.uk/efo/economic-and-fiscal-outlook-march-2023/>

¹¹ ONS (2023) *Employment in the UK: April 2023* -

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/april2023>

¹² Ibid.

¹³ ONS (2023) *Vacancies and jobs in the UK: April 2023* -

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/jobsandvacanciesintheuk/april2023>

¹⁴ ONS (2023) *Average weekly earnings in Great Britain: April 2023* -

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/averageweeklyearningsingreatbritain/april2023>

Table 1: Average Weekly Earnings annual growth rates in Great Britain, seasonally adjusted, December 2022 to February 2023¹⁵.

Average Weekly Earnings	Whole Economy (%)	Private Sector (%)	Public Sector (%)
Total pay (including bonuses)	5.9	6.1	5.3
Regular pay (excluding bonuses)	6.6	6.9	5.3
Real total pay (including bonuses)	-3.0	-	-
Real regular pay (excluding bonuses)	-2.3	-	-

13. In its March 2023 forecast, OBR projected whole-economy nominal earnings growth of 5.0% in 2023, and 1.8% in 2024. Despite strong nominal earnings growth, high inflation means real earnings growth will be broadly flat in 2023, before rising to 0.7% in 2024¹⁶.
14. According to XpertHR, which collates data on pay settlements in the public and private sectors, the median increase in basic pay by number of pay reviews for the 12 months to the end of March 2023, was 4.9%. This is more than double the 2.3% of a year earlier. In the three months to the end of March 2023, the median increase was 6.0%. Over the same period, the median increase in basic pay by number of employees was also 6.0%.
15. In the 12 months to the end of March 2023, a quarter of awards were below 3.0% and a further quarter in excess of 6.5%. In the 12 months to the end of March 2023, the private sector recorded a median increase in basic pay of 5.0%, higher than the public sector at 4.0%. According to XpertHR, private-sector employers are predicting a median pay rise of around 5% in the year to December 2023. We note that January and April are the busiest periods for pay awards¹⁷.
16. The Bank of England's Agents reported in late March that pay settlements for 2023 averaged 6%. However, some companies with pay reviews due in the second half of this year thought that settlements could be lower than last year, reflecting lower inflation and a looser labour market¹⁸.

The graduate labour market

17. This section provides a summary of information for the wider graduate labour market in the UK. We also include graduate pay comparisons. Information has predominantly been sourced from three reports on the graduate labour market: ISE's Student Recruitment Survey 2022, High Fliers' The Graduate Market in 2023, and Prospects' What do graduates do?.
18. 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

¹⁵ ONS (2023) *Average weekly earnings in Great Britain: April 2023* - <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/averageweeklyearningsingreatbritain/april2023>

¹⁶ OBR (2023) *Economic and fiscal outlook - March 2023* - <https://obr.uk/efo/economic-and-fiscal-outlook-march-2023/>

¹⁷ OME analysis of XpertHR data. Available to XpertHR subscribers.

¹⁸ Bank of England (2023) *Agents' summary of business conditions - 2023 Q1* - <https://www.bankofengland.co.uk/agents-summary/2023/2023-q1>

after graduating. Its 2021/22 report focuses on the 2019/20 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.

19. The **ISE survey**¹⁹ ran during August and September 2022. It received 168 responses from large student employers, covering 32,110 hires in 2021/22, with limited representation from small and medium-sized enterprises. 61% of hires were graduates, 24% were school and college leavers and 15% were interns and placement students. Key points from the survey were:
- Recruitment for all types of student hires increased by 26% in 2021/22 and was predicted to increase by 6% in 2022/23. ISE's data suggested that graduate hires increased by 17% between 2020/21 and 2021/22, following a 9% increase in 2020/21. This represented a significant recovery from the reduction in graduate hiring in 2019/20. However, graduate hires were only projected to grow by 0.1% in 2022/23, which was much lower than the projected growth for school and college leavers.
 - In 2021/22, respondents reported the most difficulty in recruiting graduates, more so than in 2020/21.
 - The average number of applications per vacancy decreased from 91 in 2020/21 to 62 in 2021/22. ISE said this may have contributed to respondents' reported difficulty in recruiting graduates.
 - Overall, employers filled 91% of their graduate positions, which was a drop from 95% the previous year.
 - The median salary reported by respondents was £30,921 for graduates. This was 1.4% higher than the £30,500 reported in 2020/21.
 - The median graduate salary varied significantly by region with the London graduate salary the highest at £33,460, followed by the South West at £25,503. The lowest median graduate salary was Northern Ireland with £18,713.
 - Employers expected that the economic recession into 2023 would lead to a decrease in the number of vacancies in the coming years.
20. The **What do graduates do?** report uses data from the Higher Education Statistics Agency (HESA) Graduate Outcomes Survey. It is produced by Prospects, in collaboration with the Association of Graduate Careers Advisory Services (AGCAS)²⁰. We have also referenced information from HESA²¹. The survey covers graduates from UK higher education providers (HEPs) and further education colleges (FECs) in England, Wales and Northern Ireland. The latest survey collected 191,980 responses from those who graduated during the 2019/20 academic year; graduates are surveyed around 15 months after graduating. These students both left

¹⁹ Institute of Student Employers (2022) *Student recruitment survey 2022*. Available to ISE members - <https://ise.org.uk/page/ISEPublications>

²⁰ Prospects (2022) *What do graduates do?* - <https://luminare.prospects.ac.uk/what-do-graduates-do>

²¹ HESA (2022) *Graduate Outcomes 2019/20: Summary Statistics - Summary*

- <https://www.hesa.ac.uk/news/16-06-2022/sb263-higher-education-graduate-outcomes-statistics>

university and were surveyed during the COVID-19 pandemic. In the previous 2018/19 survey year, most graduates were surveyed during the pandemic and graduates from 2017/18 survey year finished their studies prior to the pandemic²². Key points were:

- 57% of the 2019/20 cohort were in full-time employment in the UK 15 months after graduating. This represents a 1 percentage point increase from the 2018/19 cohort, but a 2 percentage point decrease from 2017/18. This is related to the COVID-19 pandemic, whereby slightly fewer graduates were in full-time employment in the two pandemic years.
- Following full-time employment, 2019/20 graduates were most likely to be in part-time employment (11%), employment and further study (10%) and full-time further study (8%). Unemployment accounted for 6% of responses amongst 2019/20 graduates, down 1 percentage point from 2018/19.
- Overall, 76% of those employed were in high skilled employment, which compares to 75% in the previous year. 'Primary education teaching professionals' was the fifth most likely professional job and 'Secondary educational teaching professionals' the sixth. Of those in employment, 8% were working as education professionals.
- Prospects commented that a significant long-term effect of the COVID-19 pandemic has been the shift to hybrid working, which was more common among high earners²³ and the more qualified. Hybrid working has become the norm for many graduate employers.
- In terms of graduate salaries, the £24,000-£26,999 salary band contained the highest proportion (22%) in full-time paid UK employment, 15 months after graduation. This was similar to 2018/19 where 21% of graduates were in this salary band.

21. The **High Fliers research**²⁴ was conducted in January 2023. It provides an assessment of the graduate recruitment cycle in 2022 and examines expected graduate vacancies in 2023. Key points were:

- Graduate recruitment increased substantially in 2022. This followed a reduction in graduate vacancies in 2020, at the beginning of the COVID-19 pandemic, and a limited recovery in 2021. The number of graduates recruited in 2022 increased by 14.5% on 2021, taking graduate recruitment 10% above the pre-pandemic peak in 2019.
- For the second consecutive year, graduate starting salaries (not including additional benefits) are expected to increase to a median of £33,500 in 2023. This is an increase of £1,500 (4.7%) from 2022. The survey indicated that over half of employers were increasing their graduate starting pay for 2023, most by up to 10%; one-fifth of employers were offering more generous increases. Two-

²² HESA (2022) *The impact of the COVID-19 pandemic on Graduate Outcomes 2019/20* - <https://www.hesa.ac.uk/insight/16-06-2022/impact-COVID-19-graduate-outcomes>

²³ ONS (2022) *Is hybrid working here to stay?* -

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/i-shybridworkingheretostay/2022-05-23>

²⁴ High Fliers (2023) *The Graduate Market in 2023* - <https://www.highfliers.co.uk/>

fifths of employers were not planning on increasing their starting salaries and four organisations were reducing starting salaries.

- The sectors with the highest median starting salaries were investment banking and law, at £55,000 and £50,000 respectively. The public sector (which included employers such as the Civil Service, Local Government, NHS and Police Now) was the sector offering the lowest median starting salary for graduates, at £26,400.

22. Table 2 presents median graduate starting salaries, as recorded by ISE and High Fliers. We note High Fliers and ISE samples are heavily weighted towards graduate jobs in London and the South East. The table shows that graduate starting salaries, as recorded by High Fliers, have continued to increase after many years of stability. The teacher starting salary in Inner London is the most competitive and has been above the ISE and High Fliers medians since 2019. Teacher starting pay in Outer London was above ISE's and High Fliers' medians in 2022.

Table 2: Graduate and teacher starting salaries, 2018 to 2023.

Source	2018 (£)	2019 (£)	2020 (£)	2021 (£)	2022 (£)	2023 (£)
ISE (organisational median)	28,250	29,000	29,667	30,500	30,921	-
High Fliers	30,000	30,000	30,000	30,000	32,000	33,500
Teachers (England)	23,720	24,373	25,714	25,714	28,000	-
Teachers (Inner London)	29,664	30,480	32,157	32,157	34,502	-
Teachers (Outer London)	27,596	28,355	29,915	29,915	32,407	-
Teachers (Fringe)	24,859	25,543	26,948	26,948	29,344	-

Pay in the UK nations

23. We note that starting pay for teachers, and indeed pay structures, vary by country within the UK. In Wales, point M1 of the Main Pay Range (MPR) was removed with effect from September 2021, therefore new teachers start on point M2 of the MPR. According to the Independent Welsh Pay Review Body, this improved the competitiveness of starting salaries for teachers and expedited the progression of teachers through the MPR²⁵. Table 3 shows classroom teacher salaries for teachers in England compared to those in Wales and Scotland. Teacher starting salaries are higher in Wales (+4.6%) compared to England. This difference takes into account the revised September 2022 pay award in Wales. In addition to the 5% pay rise already awarded for 2022/23, the revised pay offer comprised an additional 3%, of which 1.5% was consolidated and 1.5% was non-consolidated. Pay for teachers in Wales will increase by a further 5% in 2023/24, bringing starting salaries to £30,742²⁶. In Scotland, salaries are higher compared to England for all pay scale points. We note that, at the time of writing, the latest pay offer for teachers in Scotland would raise starting salaries to £32,217 for probationers or £38,655 for M1, from 2024²⁷.

²⁵ Independent Welsh Pay Review Body (2021) *Independent Welsh Pay Review Body: third report 2021* - <https://www.gov.wales/independent-welsh-pay-review-body-third-report-2021>

²⁶ Welsh Government (2023) *Written Statement: Teachers' Pay Award 2022/23* - <https://www.gov.wales/written-statement-teachers-pay-award-202223>

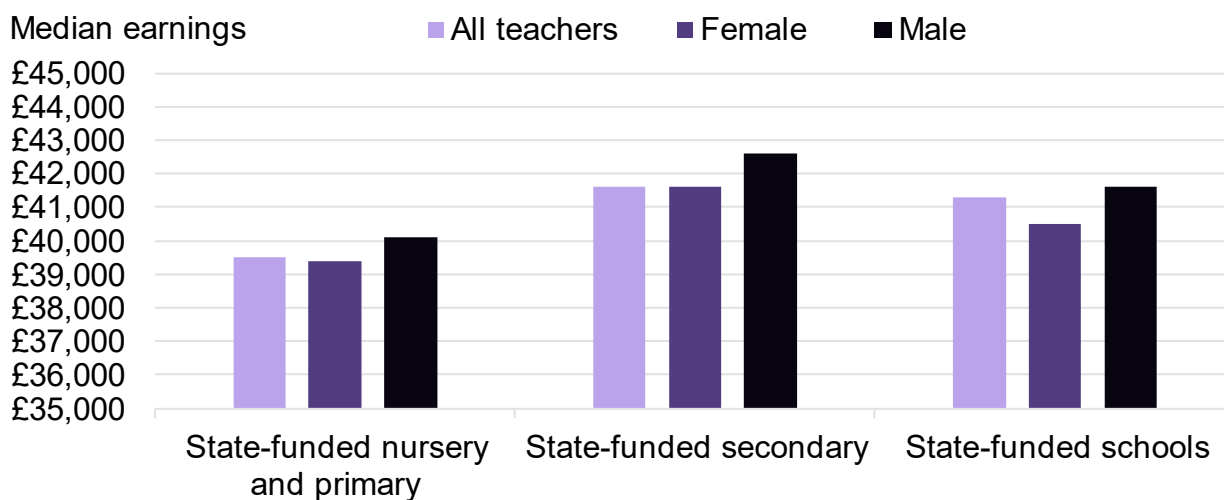
²⁷ EIS (2023) *Revised Teachers Salary Scales* - <https://www.eis.org.uk/new-pay-offer/paytables>

Table 3: Classroom teacher salaries in the UK^{28,29,30}.

Pay point	England (from 1 September 2022)	Wales (from 1 September 2022)	Scotland (from 1 April 2022)
Probationer	N/A	N/A	£30,081
M1	£28,000	N/A	£36,090
M2	£29,800	£29,278	£38,139
M3	£31,750	£31,630	£40,353
M4	£33,850	£34,067	£42,915
M5	£35,990	£36,749	£45,300
M6	£38,810	£40,443	N/A

Teachers' pay

24. This section provides various metrics on teachers' pay, split by school type, grade and gender, using published FTE pay data from the SWC. In 2021/22, gross median earnings for all classroom and leadership teachers across state-funded schools were £41,294, a 2.0% increase from 2020/21. Figure 2 shows median earnings for all teachers, by school type and gender. In 2021/22, male teachers had higher earnings overall than female teachers across all school types. We can also see that median earnings were higher in secondary schools than in primary and nursery schools.

Figure 2: Median earnings for all teachers, by school type and gender, 2021/22³¹.

25. We can also break down teachers' pay by grade. Figure 3 shows how median earnings varied for classroom teachers in 2021/22. Male teachers had lower median earnings than female teachers in nursery and primary schools (-3.2%). In contrast, male and female classroom teachers' earnings were the same in secondary schools. This is the first time since 2010/11 that male classroom teachers' median earnings

²⁸ Department for Education (2023) *School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions (valid from 1 September 2022)* -

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

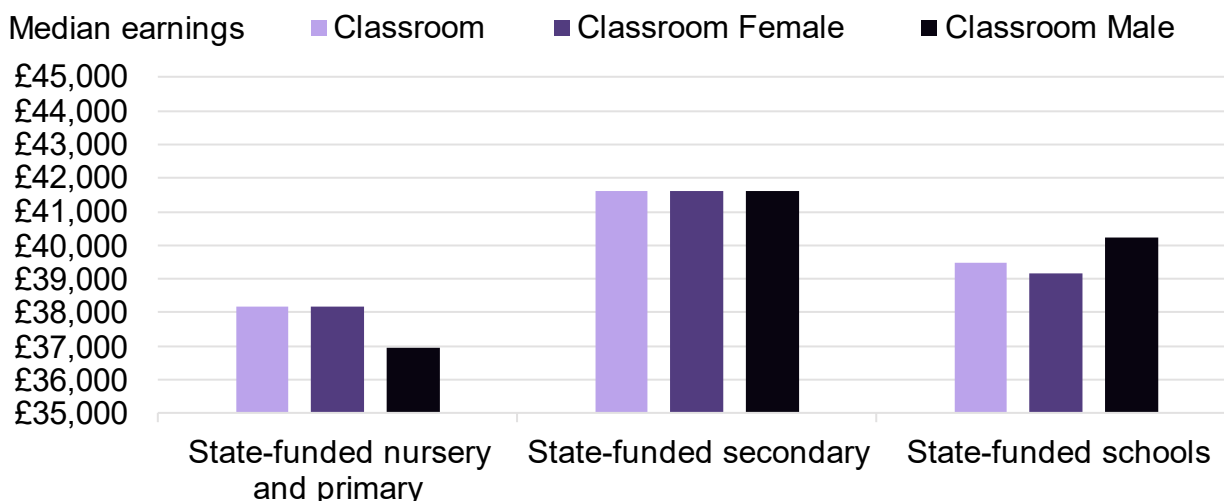
²⁹ Welsh Government (2023) *School teachers' pay and conditions (Wales) document 2022: revised April 2023* - <https://www.gov.wales/school-teachers-pay-and-conditions-wales-document-2022-revised-april-2023>

³⁰ EIS (2023) *Current salary scales* - <https://www.eis.org.uk/pay-and-conditions-of-service/salary-scales>

³¹ Note y-axis does not start at zero. OME analysis of Department for Education (2022) *School Workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

have not been above females' earnings in secondary schools. Across all state-funded schools, median earnings for male classroom teachers were above female teachers; this may reflect the distribution of male teachers, whereby there are proportionally more male teachers in secondary than nursery and primary schools.

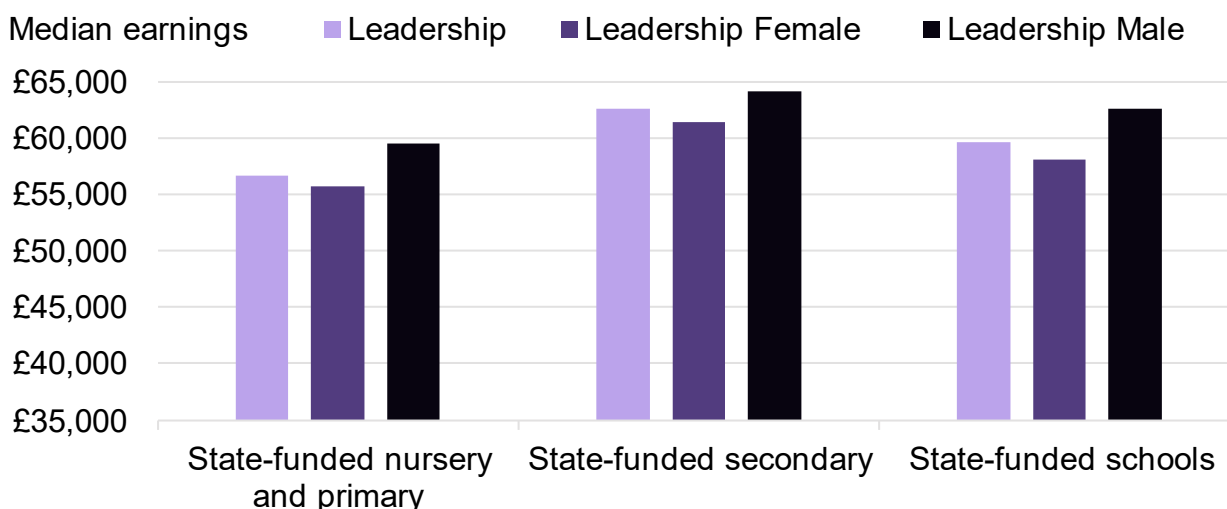
Figure 3: Median earnings for classroom teachers, by school type and gender, 2021/22³².



26. Figure 4 compares median earnings for all leadership teachers. Male leadership teachers have higher median earnings across both phases: +6.7% for nursery and primary and +4.5% for secondary.

27. The gap in earnings between male and female teachers overall has decreased between 2010/11 and 2021/22, across state-funded schools.

Figure 4: Median earnings for all leadership teachers, by school type and gender, 2021/22³³.



³² Ibid.

³³ Note y-axis does not start at zero. OME analysis of Department for Education (2022) *School Workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

Teachers' pay compared to earnings in other professional occupations

28. We have examined the relative position of the teachers' pay framework by tracking the position of school teachers' pay ranges against the wider distribution of earnings, in terms of annual gross pay. The analysis was produced using the data from the Office of National Statistics' (ONS) Annual Survey of Hours and Earnings (ASHE). The latest ASHE data cover the financial year 2021-22³⁴, therefore the 2021 School Teachers Pay and Conditions Document (STPCD) has been used. We have specifically compared teachers' pay against the earnings of 'Professional occupations' as this is the occupational group which teachers fall into within the ONS's occupational coding system.
29. We note that interpreting ASHE earnings data for 2020 and 2021 is difficult due to the effect of the COVID-19 pandemic. Growth rates were 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. There has also been a change to ONS's occupational coding system from Standard Occupational Classification (SOC) 2010 to SOC 2020; earnings estimates for 2020-21 and 2021-22 have been affected and represent a break in the ASHE time series, therefore previous estimates will not be directly comparable³⁵.
30. Contextually in England, median gross annual earnings for full-time employees in 'Professional occupations' were £41,744 in 2021-22, a 2.1% increase from 2020-21. Across all occupations in England, median gross annual earnings for full-time employees were £33,197 in 2021-22, a 5.6% increase from 2020-21³⁶. The 'Professional occupations' category can be further broken down into specific occupations within the ASHE data. Median gross annual earnings for full-time primary and secondary education teaching professionals in England were £37,048 and £41,604 respectively in 2021-22. Median earnings for full-time head teachers were £67,609 in 2021-22.
31. Figure 5 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. Between 2010-11 and 2019-20, where SOC 2010 is used:
- The relative position of all pay scale minima decreased. The position of the LPR minimum decreased the most, by four percentiles.
 - The relative position of the maxima for the MPR and LPR increased slightly by one percentile. However, the position of the UPR maximum decreased by three percentiles.
 - The gap between the MPR maximum and the UPR minimum has been decreasing both in percentile and cash terms.
32. Between 2020-21 and 2021-22, the relative position of all pay scale minima and maxima decreased. The relative position of the UPR deteriorated the most, with the positions of the minimum and maximum both decreasing by three percentiles. This

³⁴ The latest ASHE data is provisional and is subject to change.

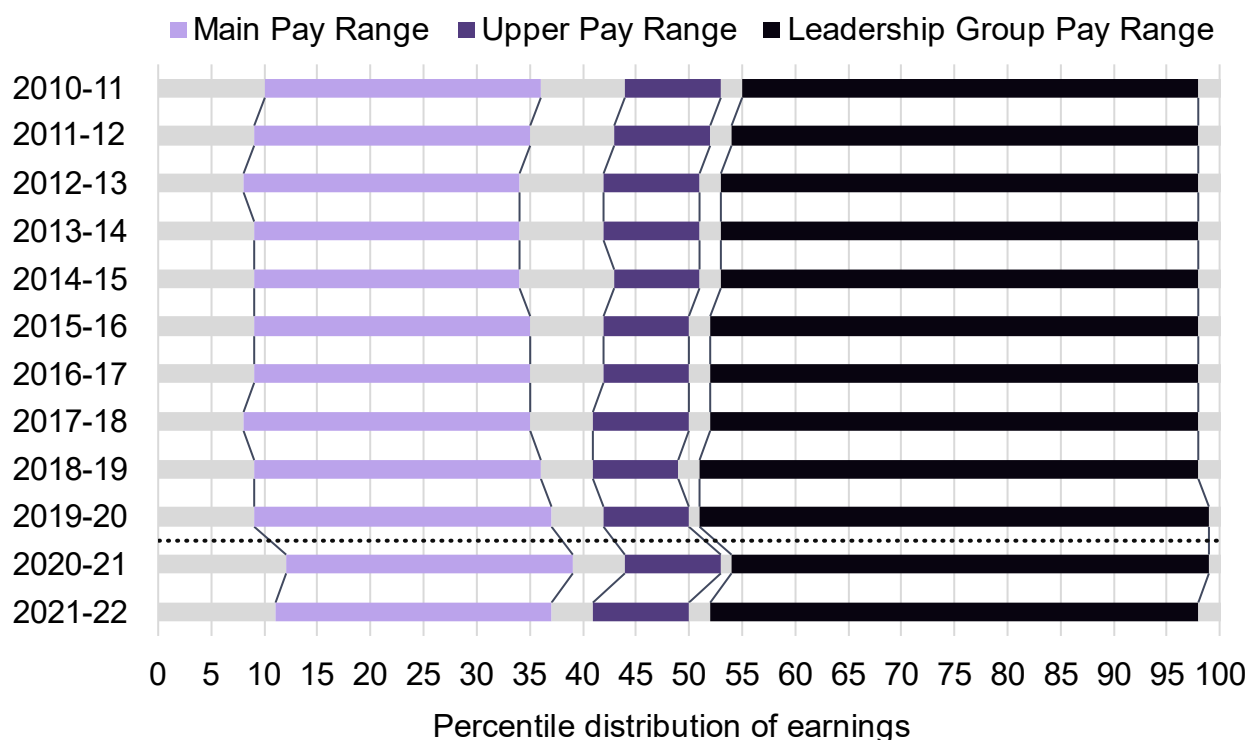
³⁵ ONS (2022) *Employee earnings in the UK: 2022 -*

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/annualsurveyofhoursandearnings/2022>

³⁶ OME analysis of unpublished ASHE data.

relative deterioration in position is likely attributable to the pay pause; teachers' pay scales were not updated from 1 September 2021, whereas the earnings for professional occupations did increase between 2020-21 and 2021-22.

Figure 5: Position of the MPR, UPR and LPR in the percentile distribution of economy-wide annual gross earnings, professional occupations only, England, 2010-11 to 2021-22³⁷.



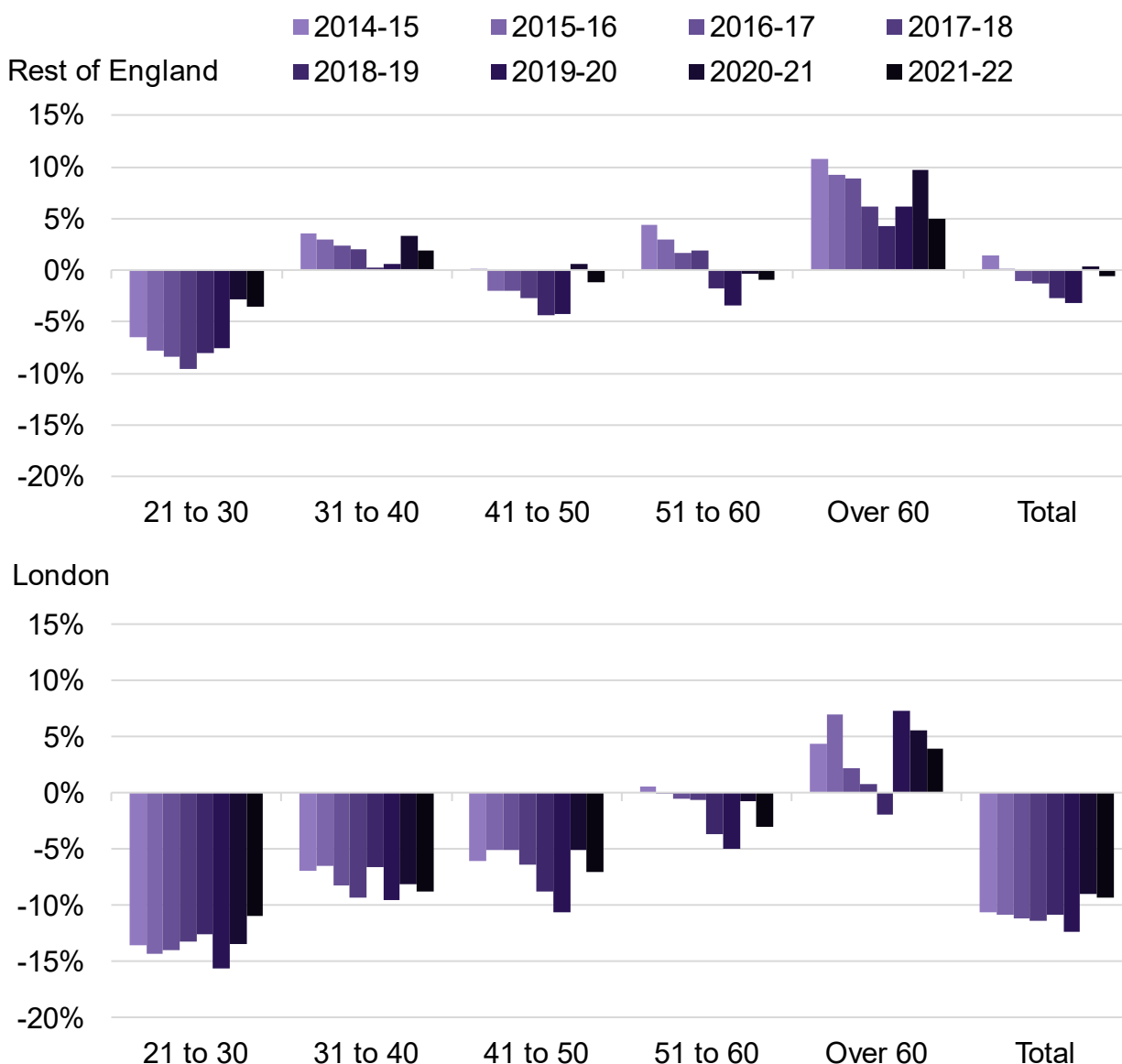
33. Figure 6 compares the estimated earnings of teachers with those working in other professional occupations (excluding teachers) by broad age bands. The teacher sample covers all qualified, full-time teachers, including leaders; the teacher data are drawn from the SWC. To maintain sufficient sample sizes, this analysis is conducted only for London and the Rest of England. Figure 6 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). The figure shows:

- In 2021-22, for the Rest of England, teachers' median earnings were below those of the comparator groups for most age bands, except for those over 60 and those aged 31 to 40. In London, teachers' median earnings were below all of the comparator groups, except for those over 60. The gaps between teachers' earnings and those of the comparator group were greatest in London.
- Across most age categories, the relative earnings of teachers deteriorated from 2014-15 to 2019-20, both in the Rest of England and London. This was also the case for the latest period, from 2020-21 to 2021-22, except for teachers aged 21 to 30 in London, where there was some improvement.

³⁷ OME analysis of unpublished ASHE data. Data for 2021-22 are provisional and are subject to change. The dashed line represents a discontinuity from 2020-21 due to a change in ONS's occupational coding from SOC 2010 to SOC 2020.

- Overall, teachers aged 21 to 30 compared least favourably against the other professional occupations, both in the Rest of England and in London. Those in the oldest age group (Over 60) compared most favourably.

Figure 6: Percentage difference between median full-time qualified teachers' earnings and those in other professional occupations (excluding teachers), by age band, the Rest of England and London, 2014-15 to 2021-22³⁸.

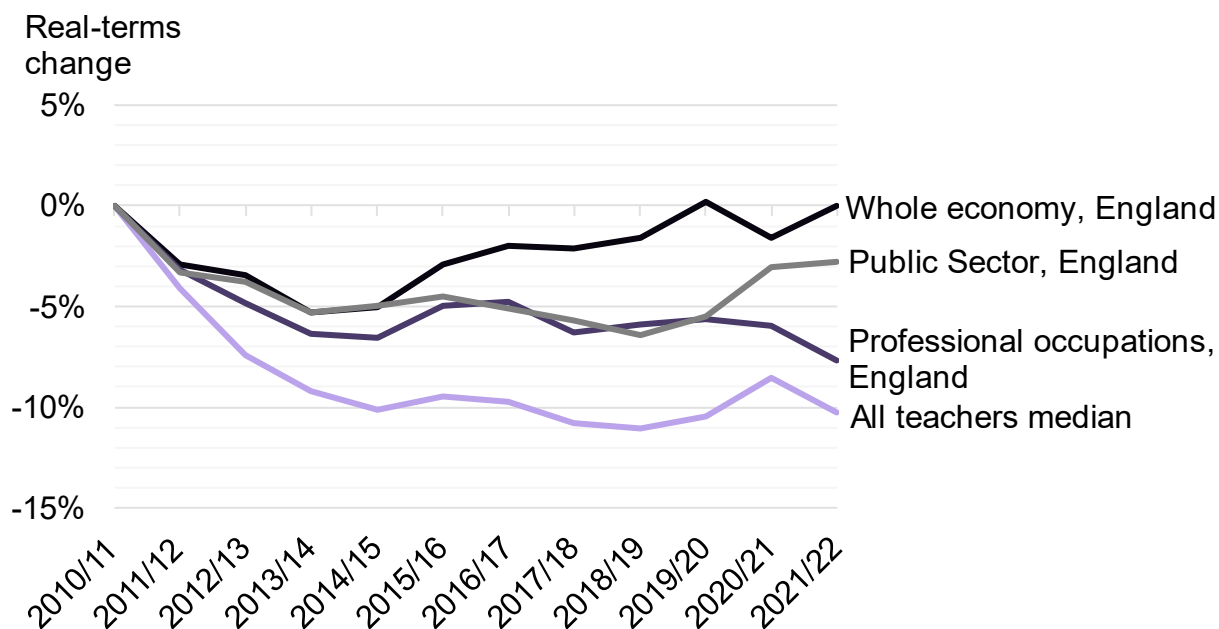


34. Our analysis of real-terms pay changes over time suggests that the competitiveness of teachers' earnings compared to the whole economy, wider public sector and to professional occupations, was lower in 2021/22 compared to 2010/11. Figure 7 shows how the real-terms value of teachers' median earnings fell throughout the early 2010s. We estimate that teachers' median gross earnings in 2021/22 were 10.3% below their level in 2010/11 in real terms. Median gross earnings for the whole economy were at their 2010/11 level and median gross earnings for

³⁸ OME analysis of unpublished SWC and ASHE data (2021-22 data are provisional and are subject to change). To make the SWC data more directly comparable to the ASHE we have converted the SWC data into financial years. There is a break in the ASHE series from 2020-21 due to a change in ONS's occupational coding from SOC 2010 to SOC 2020.

professional occupations were 7.6% below their 2010/11 level, in real terms. The chart shows there was 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.

Figure 7: Real-terms change in median gross earnings for teachers in state-funded schools, the whole economy (England), public sector (England) and professional occupations (England), compared to levels in 2010/11^{39,40,41}.



35. We have also estimated the real-terms change to teachers' pay scales/ranges, as specified in the STPCD, for which 2022/23 salary data are available. Between 2010/11 and 2022/23, whilst all pay points and ranges have declined in real terms, M1 declined the least (by -6.0%) whilst the leadership maxima declined the most (by -15.1%). Real-terms changes to STPCD pay values are summarised in Table 4.

³⁹ Nominal earnings have been adjusted using annual CPI figures (financial year). ONS (2023) *Consumer price inflation tables* -

<https://www.ons.gov.uk/economy/inflationandpriceindices/datasets/consumerpriceinflation>

⁴⁰ Data for the whole economy, public sector and for professional occupations represent full-time median gross annual earnings in England. OME analysis of unpublished ASHE data. 2021-22 figures are provisional and are subject to change. There is a break in the ASHE series from 2020-21 due to a change in ONS's occupational coding from SOC 2010 to SOC 2020.

⁴¹ OME analysis of Department for Education (2022) *School Workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

Table 4: Real-terms change in teachers' salaries from 2010/11 to 2022/23, based on the STPCD⁴².

STPCD pay point	Real-terms change from 2010/11 to 2022/23
M1	-6.0%
M6	-10.8%
UPR1/UP3	-13.8%
Leadership min	-14.3%
Leadership max	-15.1%

36. The IFS have noted that, despite pay awards of between 5-9% from September 2022, teachers' pay scales will not grow in real terms in 2022/23. The IFS have estimated that new and inexperienced teachers are likely to see real-terms salary cuts of 1-3% in 2022/23⁴³. According to Jack Worth of the NFER, real teachers' pay has grown more slowly in England than in other OECD countries since 2010⁴⁴.

Teacher numbers and characteristics

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

38. There were 465,526 FTE teachers working in state-funded schools in England in November 2021, an overall increase of 1.0% (4,422 staff) from 2020. Between November 2020 and 2021:

- FTE nursery and primary teachers decreased by -0.1% (202 staff)
- FTE secondary teachers increased by 1.8% (3,735 staff)
- FTE special school or pupil referral unit (PRU) teachers increased by 3.9% (978 staff)
- FTE centrally employed teachers decreased by -2.4% (89 staff)

39. Of the 465,526 teachers, around 43% work for Local Authority (LA) maintained schools and therefore fall within the STRB's remit group. The remaining 57% work in the academy sector. By school type, 61% of primary and nursery schools fall within the STRB's remit, whereas only 22% of secondary schools do. The proportion of teachers in the STRB's remit group was slightly higher in 2020/21, at 44% across state-funded schools. In 2021/22 the total state-funded primary and nursery teacher workforce was 4% larger (222,326) than the secondary teacher workforce (213,567).

⁴² Nominal earnings have been adjusted using annual CPI figures (financial year). ONS (2023) *Consumer price inflation tables* -

<https://www.ons.gov.uk/economy/inflationandpriceindices/datasets/consumerpriceinflation>

⁴³ IFS estimates are based on inflation forecasts for 2022/23. IFS (2023) *What has happened to teacher pay in England?* - <https://ifs.org.uk/articles/what-has-happened-teacher-pay-england>

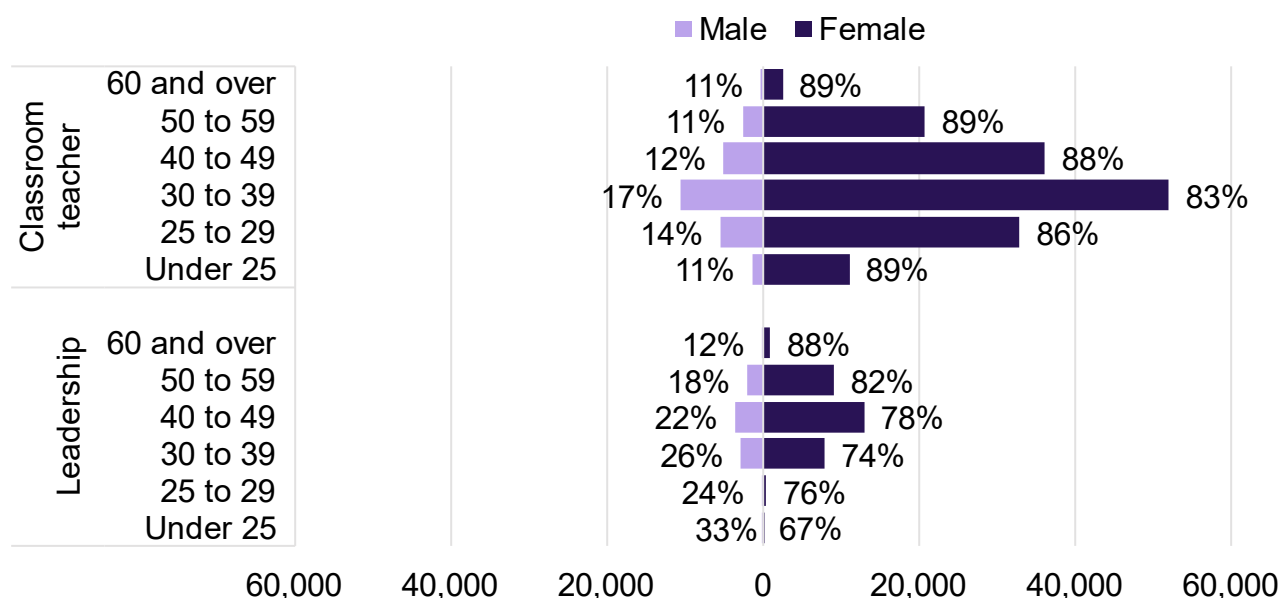
⁴⁴ Jack Worth (@JackWorthNFER) (2023) "Teachers' pay has fallen in real terms since 2010. But has this happened to the same extent in other OECD countries? OECD data says no. England is an outlier for teacher pay growth 2010-2020" [Twitter post] -

<https://twitter.com/JackWorthNFER/status/1616369753924276225>

40. Figures 8 and 9 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:

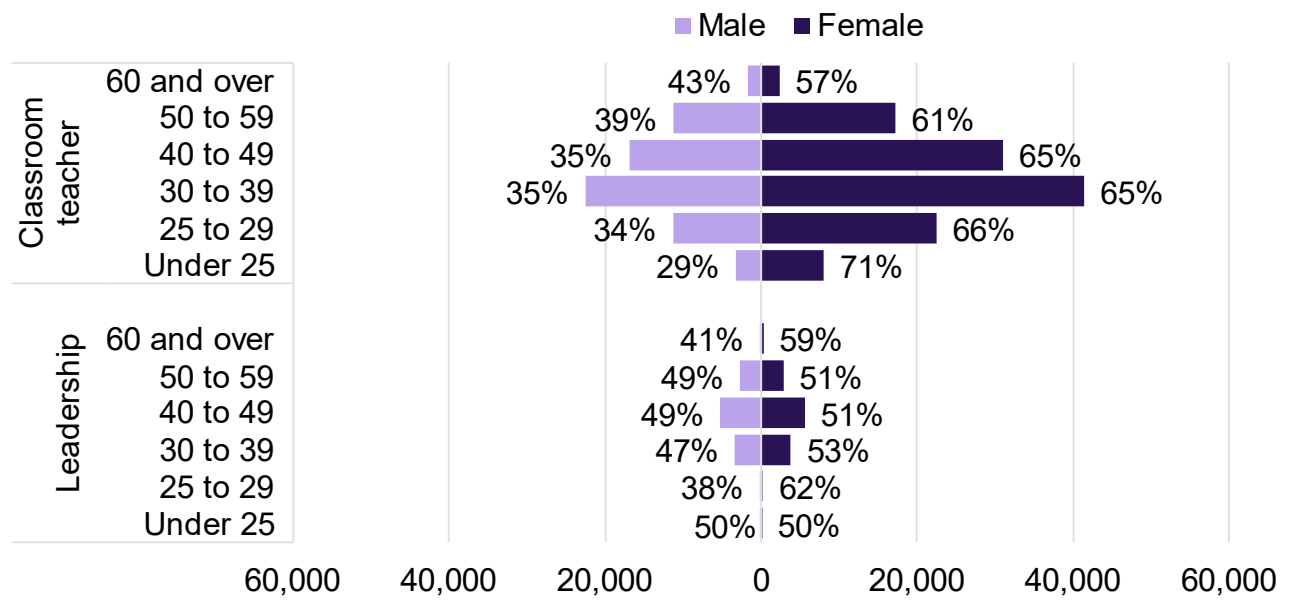
- 30 to 39 year-olds made up the largest proportions of the total workforce across state-funded schools.
- A higher proportion of teachers was female in both primary (85%) and secondary (63%) schools. Across all state-funded schools 74% of teachers were female. These proportions are unchanged from 2020/21.
- 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 schools, whilst male teachers accounted for 37% of the total workforce, they accounted for 48% of leadership roles.

Figure 8: Numbers of FTE teachers, split by age and gender, across state-funded nursery and primary schools, England, November 2021⁴⁵.



⁴⁵ OME analysis of Department for Education (2022) *School Workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

Figure 9: Numbers of FTE teachers, split by age and gender, across state-funded secondary schools, England, November 2021⁴⁶.



⁴⁶ Ibid.

41. Tables 5 to 7 show the ethnicity of all teachers and pupils of all ages. Ethnicity information was available for 91% of teachers and 98% of pupils. We have also included estimates of ethnicity for the total population in England. The tables show, in 2021/22:

- 90% of all teachers across state-funded schools were White; this compares to 73% of school pupils. These figures are similar to 2020/21. According to the ONS's population estimates, 84% of the population in England were White in 2019⁴⁷.
- The proportion of teachers who were White increases by grade. For example, whilst 90% of classroom teachers were White, 96% of heads were, unchanged from 2020/21.
- A larger proportion of teachers in nursery and primary schools were White (92%) compared to secondary schools (88%).
- The pupil population is much more diverse than the teacher population, across school types.

Table 5: Ethnicity of teachers by grade and pupils in state-funded schools (headcount), England, 2021/22 and ethnicity of the population in England, 2019^{48,49,50}.

	White	Any other Mixed background	Asian or Asian British	Black or Black British	Any other ethnic group
Head teacher	96%	1%	2%	1%	<1%
Deputy head teacher	95%	1%	3%	1%	<1%
Assistant head teacher	92%	1%	4%	2%	<1%
Classroom teacher	90%	2%	5%	3%	1%
Total teachers	90%	2%	5%	2%	1%
Total pupils	73%	7%	13%	6%	2%
Total population England	84%	2%	8%	4%	2%

⁴⁷ ONS (2020) *Population of England and Wales* -

<https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest>

⁴⁸ OME analysis of Department for Education (2022) *Schools, pupils and their characteristics: Academic year 2021/22* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

⁴⁹ OME analysis of Department for Education (2022) *School workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

⁵⁰ ONS (2021) *Population estimates by ethnic group, England and Wales* - <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/datasets/populationestimatebyethnicgroupenglandandwales>

Table 6: Ethnicity of teachers by grade and pupils in state-funded secondary schools (headcount), England, 2021/22 and ethnicity of the population in England, 2019⁵¹.

	White	Any other Mixed background	Asian or Asian British	Black or Black British	Any other ethnic group
Head teacher	95%	1%	3%	1%	<1%
Deputy head teacher	93%	1%	3%	2%	1%
Assistant head teacher	92%	1%	4%	2%	<1%
Classroom teacher	87%	2%	7%	3%	1%
Total teachers	88%	2%	6%	3%	1%
Total pupils	72%	6%	13%	6%	2%
Total population England	84%	2%	8%	4%	2%

Table 7: Ethnicity of teachers by grade and pupils in state-funded nursery and primary schools (headcount), England, 2021/22 and ethnicity of the population in England, 2019⁵².

	White	Any other Mixed background	Asian or Asian British	Black or Black British	Any other ethnic group
Head teacher	96%	1%	2%	1%	<1%
Deputy head teacher	95%	1%	2%	1%	<1%
Assistant head teacher	92%	1%	4%	2%	<1%
Classroom teacher	92%	1%	5%	2%	<1%
Total teachers	92%	1%	4%	2%	<1%
Total pupils	73%	7%	13%	6%	2%
Total population England	84%	2%	8%	4%	2%

Pupil numbers

42. Pupil numbers do not translate directly into the required number of teachers; however, they do provide some measure of demand. Figure 10 shows actual pupil numbers from 2012 to 2022, as well as a projection to 2032. The data show:

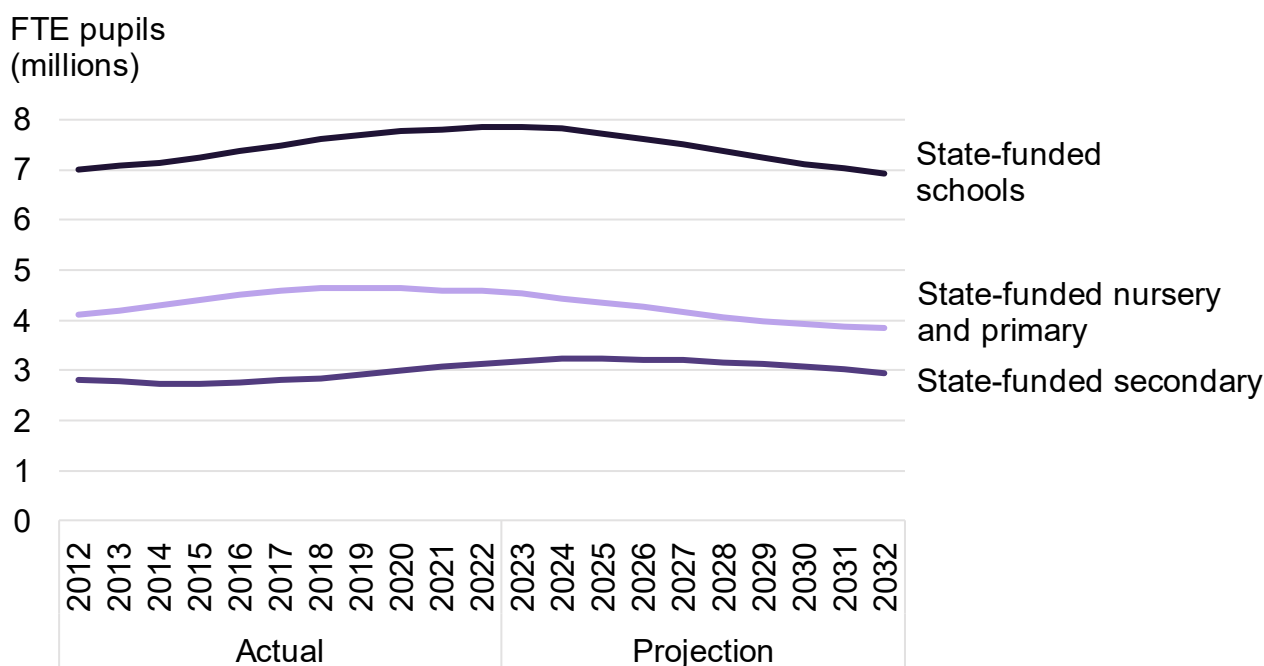
- The actual pupil population in state-funded schools was 7.9 million in 2022. This is projected to decrease by 0.9 million by 2032. Birth data and projections are the key drivers of the estimated future pupil population.
- The nursery and primary pupil population peaked in 2019 at 4.7 million. Since this point, numbers have decreased. This is mainly due to continued reductions in the number of births since 2013; the drop in 2021 may be affected by the pandemic, with parents choosing to home school.

⁵¹ Ibid.

⁵² Ibid.

- The secondary school population is projected to peak in 2024 at 3.2 million then gradually decline through to 2032, the end of the forecast period.

Figure 10: FTE pupil numbers up to and including age 15, in state-funded schools, England, 2012 to 2032 (projection from 2023)⁵³.

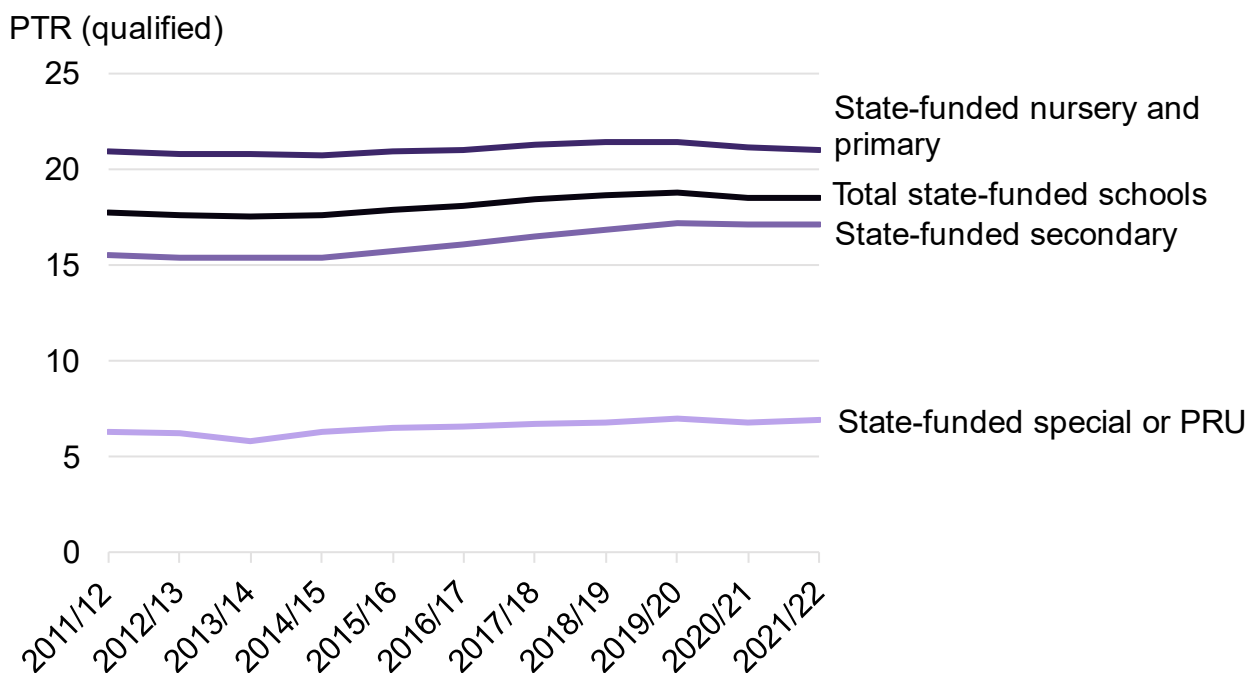


Pupil to teacher ratios

43. Figure 11 shows the PTRs for qualified teachers within schools by school type from 2011/12 to 2021/22. PTRs show the size of the qualified teacher workforce in relation to the size of the pupil population; a decrease in the PTR means there are fewer pupils per teacher.
44. For secondary schools, the PTR for qualified teachers was 17.1 in 2021/22, stable from 2020/21. The PTR has been on an increasing trend since 2015/16, driven by increasing secondary school pupil numbers, which are projected to continue rising until 2024. This increase in pupils has been offset by an increase in teachers in recent years. The average secondary class size was 22.3 in 2021/22, stable from 2020/21 and an increase from 2015/16.
45. For nursery and primary schools, the PTR for qualified teachers was 21.0 in 2021/22, relatively stable from 2020/21 (21.1). The PTR increased between 2015/16 and 2018/19, but has decreased from 2019/20, driven by decreasing pupil numbers, with the nursery and primary population projected to decrease through to 2032. The average primary class size was 26.6 in 2021/22, stable from 2020/21 and a decrease from 2015/16.
46. The figure also shows how the PTR is considerably lower across state-funded special schools or PRUs.

⁵³ OME analysis of Department for Education (2022) *National pupil projections: Reporting year 2022* - <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections>

Figure 11: Pupil to teacher ratios for qualified teachers in state-funded schools, England, 2011/12 to 2021/22⁵⁴.



47. PARs give the number of FTE pupils per adult (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 10.9 in 2021/22, similar to 2020/21 (11.0).
- The PAR for all state-funded secondary schools was 11.9 in 2021/22, stable from 2020/21.

Teacher flows: entrants and leavers

48. The following section focuses on entrants to, and leavers from, the teacher workforce. In 2021/22 there were 43,981 FTE qualified entrants to teaching in state-funded schools, a 5.3% increase from 2020/21. The overall entrants' rate was 9.7%. This is slightly higher than in 2020/21 when the rate was 9.3%, but lower than in previous years. Of the qualified new entrants there were:

- 20,059 newly qualified teachers (NQTs), 50% of all entrants.
- 14,991 teachers returning to teaching after a break, 34% of all entrants.
- 3,850 deferred NQTs, 9% of all entrants.
- 3,081 teachers new to the state-funded sector, 7% of all entrants.

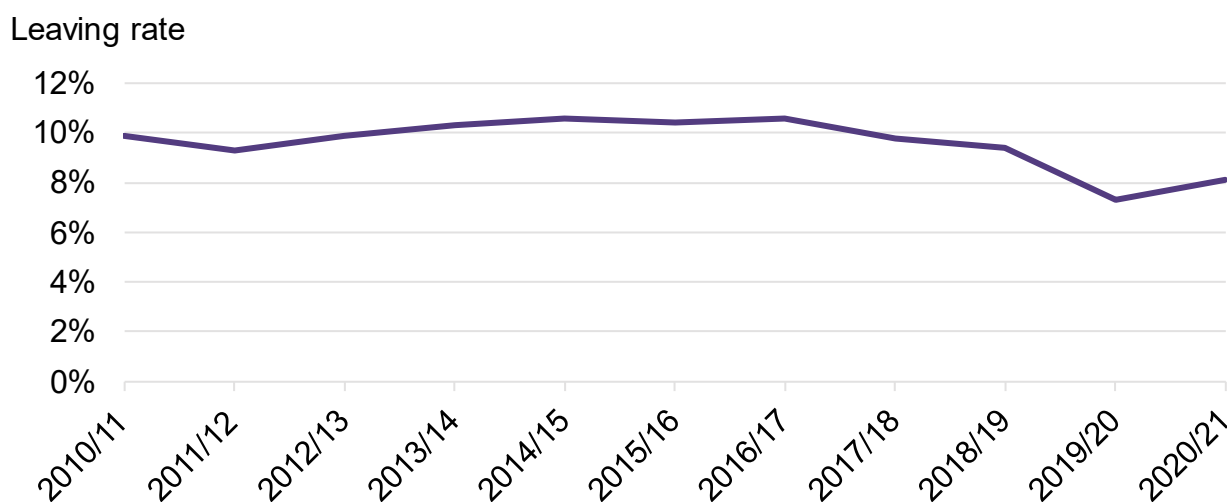
49. Between November 2020 and November 2021 there were 36,262 FTE qualified teachers who left teaching in state-funded schools. This is 12.4% higher than in

⁵⁴ OME analysis of Department for Education (2022) *School workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

2019/20, but lower in absolute terms than previous years. The overall leaving rate was 8.1%, an increase from 2019/20 (7.3%) but the second lowest since 2010/11 (see Figure 12). Of the teachers who left in 2019/20 there were:

- 32,026 teachers out of service, 88% of all leavers.
- 4,217 teachers who retired, 12% of all leavers.

Figure 12: Overall leaving rate for qualified teachers in state-funded schools, 2010/11 to 2020/21⁵⁵.



50. The proportion of leavers who retired has fallen each year from 2010/11 (34%) to 2020/21 (12%). 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 2021/22.
51. 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, with the exception of the latest year where leaving rates have converged for the two phases. The primary school leaving rate was 8.0% in 2020/21, an increase from 7.1% in 2019/20 but lower than 2018/19 (9.0%). The secondary school leaving rate was 7.8% in 2020/21, an increase from 7.4% in 2019/20 but lower than 2018/19 (9.4%).
52. LA maintained schools have tended to have lower leaving rates than academies, for both the primary and secondary phases. For example, the LA maintained secondary school leaving rate was 7.1% in 2020/21 whereas the secondary academy leaving rate was 8.0%.
53. In addition to entrants and leavers, changes to working patterns also affect the number of FTE teachers. In 2021, 4% of qualified teachers increased their working hours and 5% decreased theirs. Overall, this led to a decrease of around 2,160 FTE qualified teachers between 2020 and 2021. This decrease is smaller than from 2019 to 2020 (2,300 FTE qualified teachers).
54. Overall, there were around 4,400 more FTE teachers across state-funded schools in 2021/22 compared to 2020/21. This increase is smaller than seen from 2019/20 to 2020/21 (an increase of around 7,285 FTE teachers) but brings the total FTE

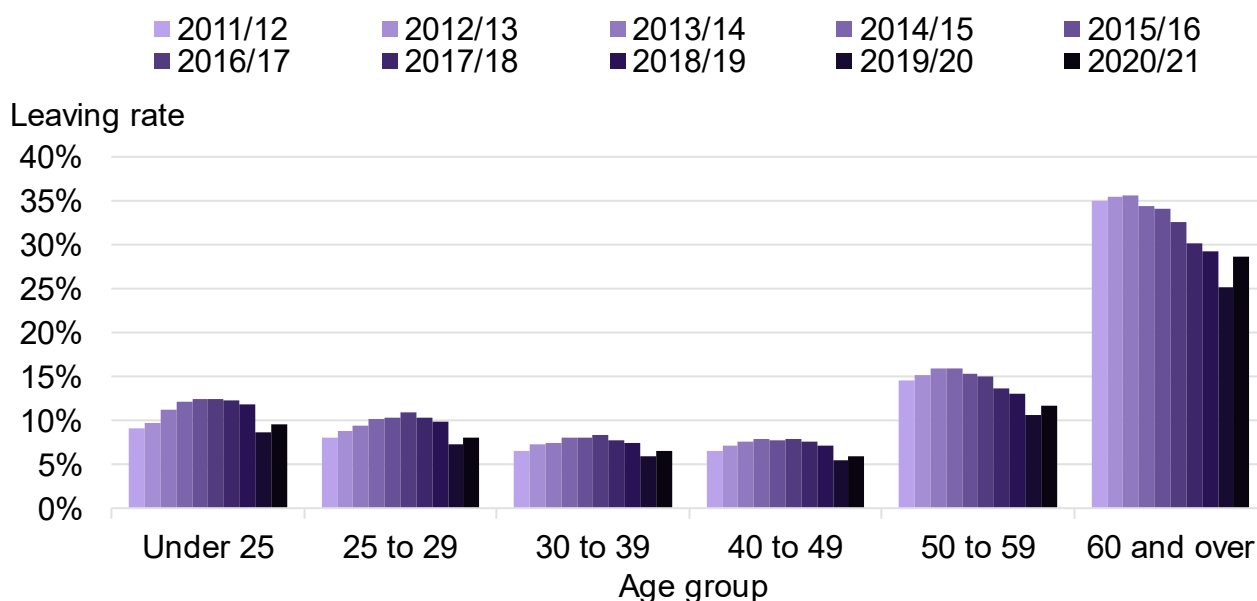
⁵⁵ Ibid.

teacher workforce up to the highest level since 2010/11. The increases in 2021/22 were driven by historically low levels of leavers in 2019/20 and 2020/21.

Leaving and wastage rates by age

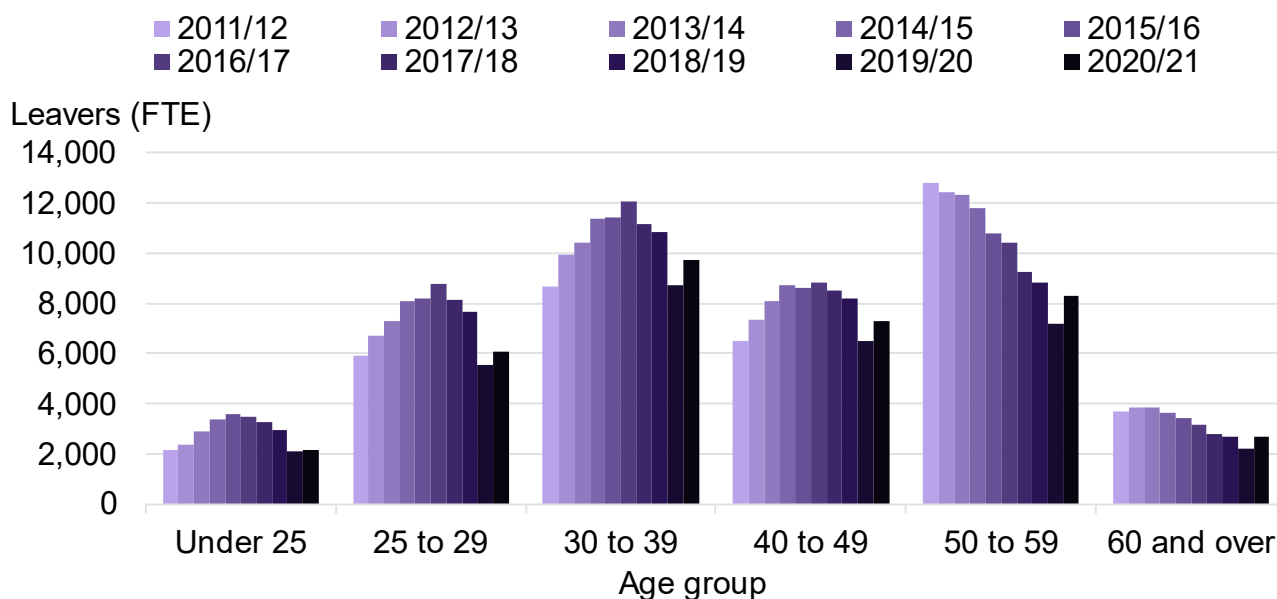
- 55. Figure 13 presents leaving rates by age on leaving per year from 2011/12 to 2020/21. During this period, the leaving rates for those aged 50 to 59 and 60 and over have steadily decreased. Over the same period, the leaving rates for all age groups under 50 increased until around 2016/17 before decreasing to historically low rates in 2019/20. In 2020/21, leaving rates increased for all age categories. However, they were still at historic lows compared to pre-pandemic years.
- 56. In absolute terms, the largest number of qualified teacher leavers was from the 30 to 39 and 50 to 59 age categories in 2020/21, with 9,731 and 8,319 leavers respectively. Absolute numbers of leavers by age are shown in Figure 14. The figure highlights that, whilst leaving rates are high for teachers in the Under 25 and 60 and over categories, the absolute numbers of leavers are relatively low in comparison to other age categories.

Figure 13: Leaving rates of FTE qualified teachers by age on leaving, across all state-funded schools, England, 2011/12 to 2020/21⁵⁶.



⁵⁶ Ibid.

Figure 14: Numbers of FTE qualified teacher leavers by age on leaving, across all state-funded schools, England, 2011/12 to 2020/21⁵⁷.



Leaving rates by length of service

57. Figure 15 estimates, for each cohort of new entrants, the percentage of that cohort leaving after each year of service. For example, for the 2011 entry cohort, it shows the percentage of teachers in that 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'.
58. The net leaving rates for any given cohort decline quickly after the first few years of service and then flatten out. Figure 15 highlights increases in the leaving rates after one and two years of service for the 2011 to 2016 entry cohorts. Leaving rates then dropped for the 2019 entry cohort before increasing for the 2020 cohort. Despite this increase, the net leaving rates are well below peak leaving rates in 2016 and 2017. This is likely a result of the COVID-19 pandemic, given that teacher retention tends to improve during recessions as the options outside teaching carry more uncertainty. Lockdown restrictions may have also made it harder for teachers to move jobs.
59. Figure 16 draws upon the underlying data from Figure 15 and shows how retention rates have changed for selected cohorts. The figure shows:
- 87.5% of teachers who joined in 2020 were retained after one year; the corresponding figure for the 2011 cohort was 88.1%.
 - 77.0% of teachers who joined in 2018 were retained after three years; the corresponding figure for the 2011 cohort was 78.1%.
 - 68.8% of teachers who joined in 2016 were retained after five years; the corresponding figure for the 2011 cohort was 70.1%.

⁵⁷ Ibid.

- 64.3% of teachers who joined in 2014 were retained after seven years; the corresponding figure for the 2011 cohort was 64.7%.

60. Whilst all of the more recent cohorts listed above have lower retention rates than the 2011 cohort, the chart shows that retention has improved in the last two years for more recent cohorts. Even though the COVID-19 pandemic undoubtedly supported retention, leaving rates had been falling before the pandemic. This is most clearly shown in the overall leaving rate (see Figure 12 above).

Figure 15: Estimated net leaving rates at each year of service (full-time and part-time qualified teachers), for teachers qualified in 2011 to 2020, England⁵⁸.

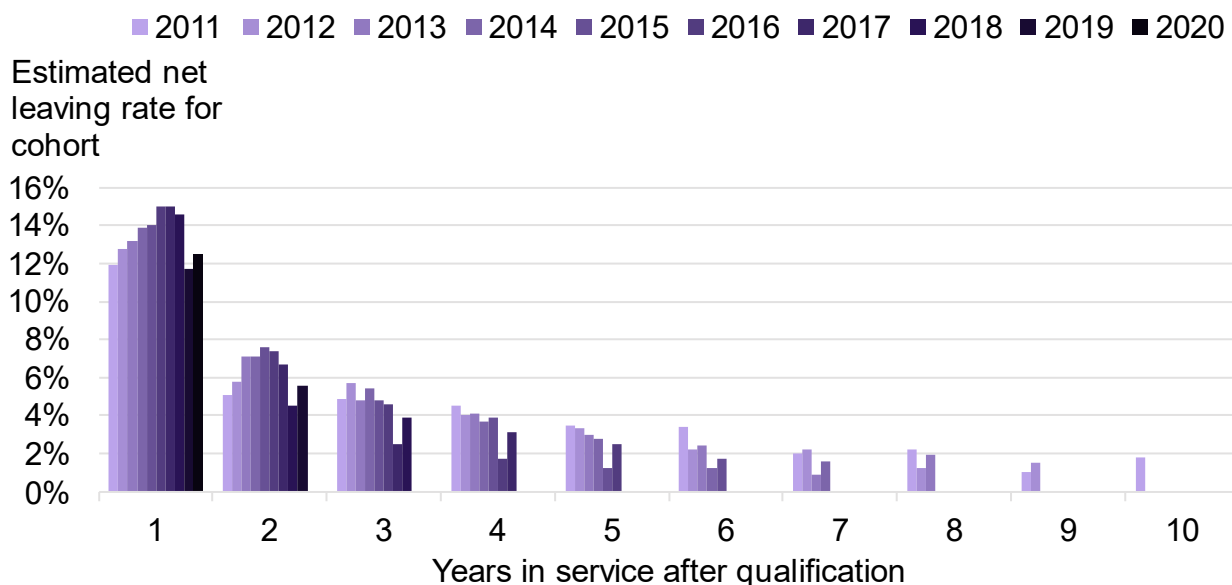
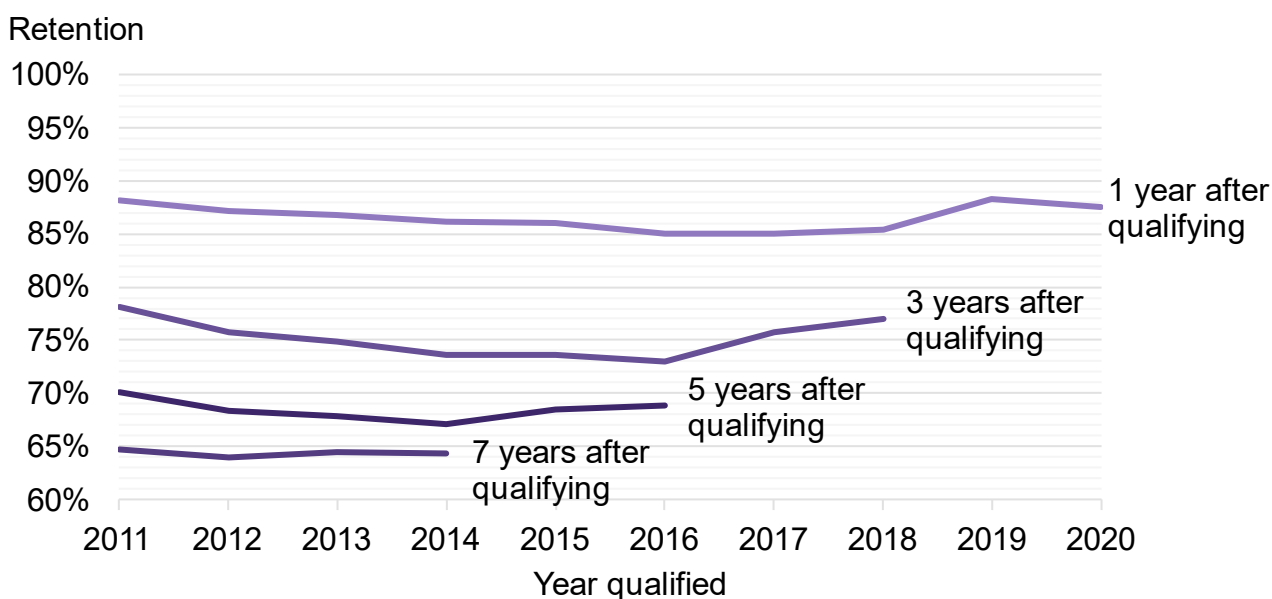


Figure 16: Percentage of teachers still in service 1 to 7 years after qualifying, for teachers qualified in 2011 to 2020, England⁵⁹.



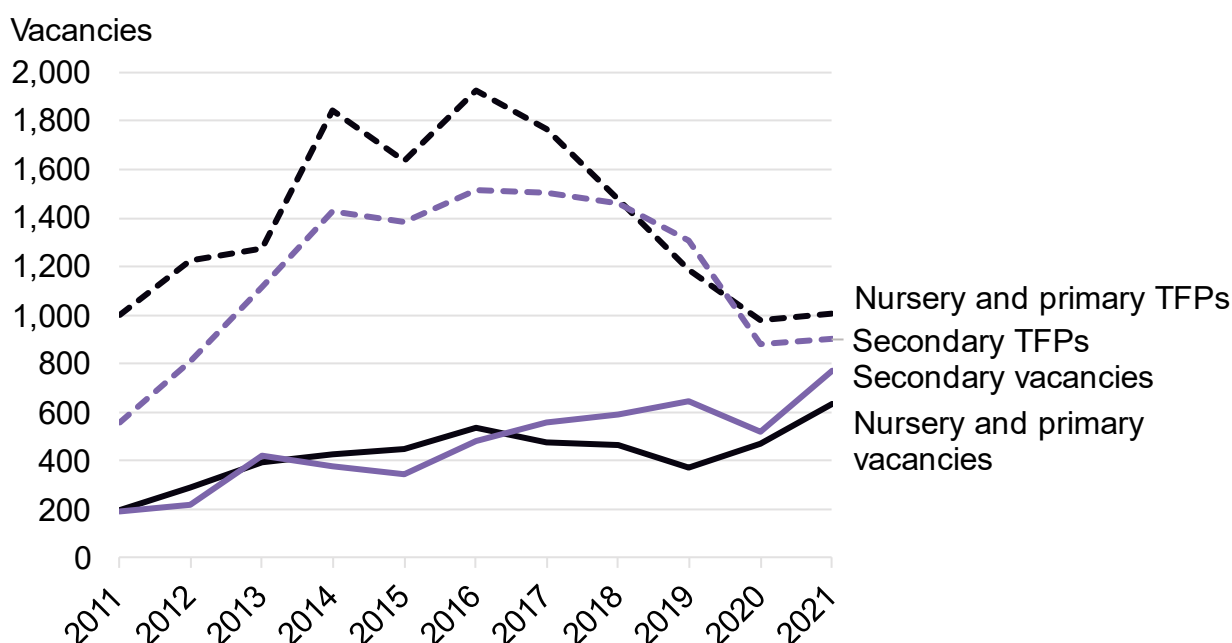
⁵⁸ Ibid.

⁵⁹ Note y-axis does not start at zero. OME analysis of Department for Education (2022) *School workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

Teacher vacancies

61. In November 2021, according to the SWC data, the teacher vacancy rate (including full-time and part-time teachers) across all state-funded schools was 0.3%, higher than the previous year (0.2%)⁶⁰. The vacancy rate for classroom teachers was also 0.3%, the same as that for all leadership.
62. In absolute terms, the number of vacancies across state-funded schools increased by 466 compared to the previous year, reaching 1,564. Within the headline total, both nursery and primary, and secondary, schools saw an increase (see Figure 17).
63. Temporarily filled posts (TFPs) are those where a vacancy exists which 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 2021, the same as in 2020. In absolute terms, there were 2,247 TFPs in 2021. After peaking in 2016/17, the number of TFPs has fallen, particularly at primary level (see Figure 17).

Figure 17: Teacher vacancies (both full-time and part-time) and temporarily filled posts (TFPs) in state-funded schools, England, November 2011 to 2021^{61,62}.



64. Subject-level vacancy rate data for secondary schools are shown in Figure 18. Two of the Design and Technology (D&T) subjects had some of the highest vacancy rates, although in absolute terms, the numbers were relatively small. Mathematics

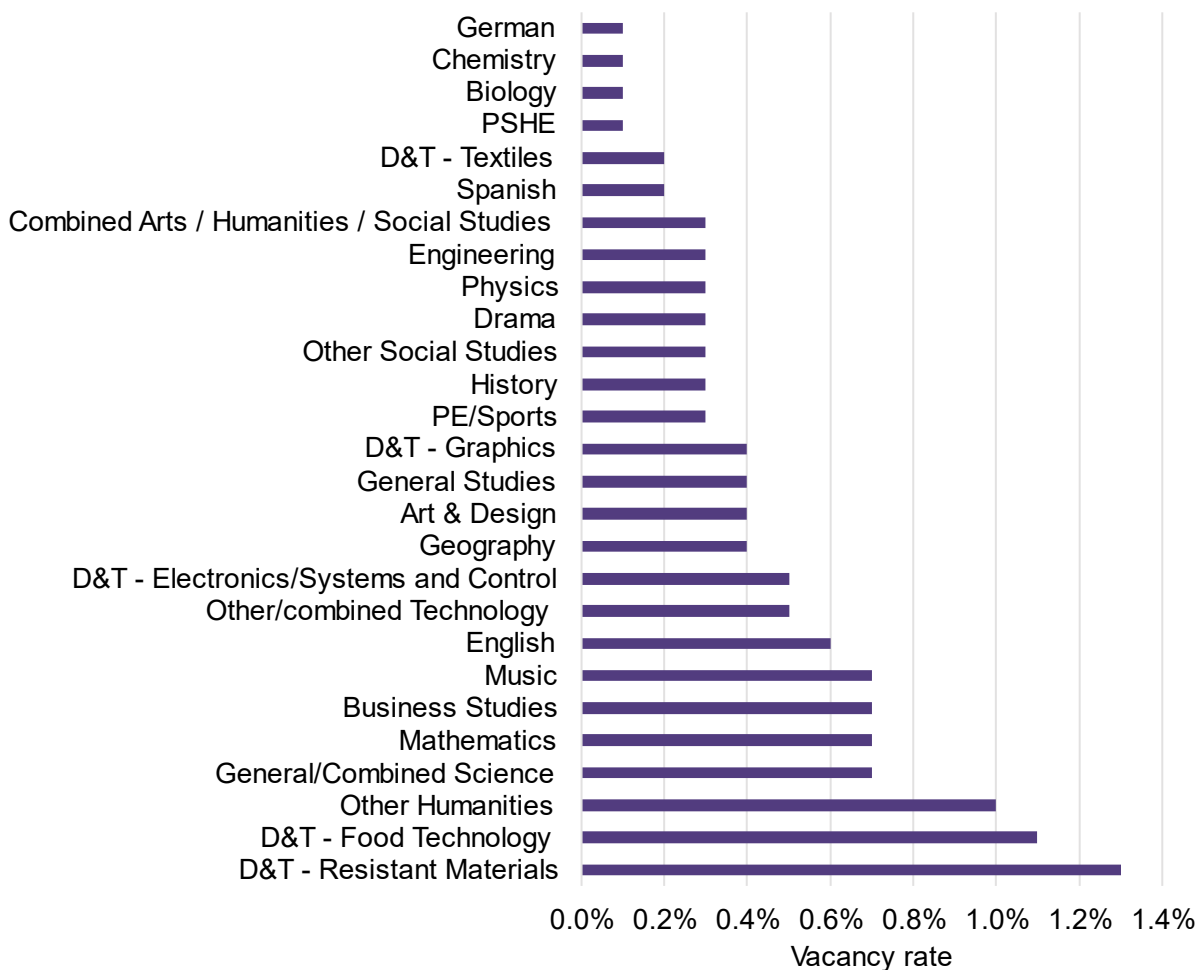
⁶⁰ A vacancy refers to a full-time appointment of at least one term's duration that, on the November census date, had been advertised but not filled. Vacancies exclude those filled on a temporary basis unless it is by someone on a contract of less than a term. We note the limitation of the vacancy data in that the data is a mid-term 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.

⁶¹ 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 figure includes both full- and part-time staff vacancies, whereas previous publications have focused only on full-time vacancies.

⁶² OME analysis of Department for Education (2022) *School workforce in England: Reporting year 2021* - <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england/2021>

had the highest number of vacancies in absolute terms and one of the highest vacancy rates amongst STEM subjects.

Figure 18: Secondary school vacancy rates by subject, November 2021⁶³.



65. As the latest vacancy data from the SWC refers to a snapshot in November 2021, which contrasts with the seasonal peak of hiring in April/May, we have also looked at data from other sources. NFER's annual report included coverage of data from TeachVac, a vacancy service for schools and teachers in England. The data showed that, in the 2021/22 academic year, the cumulative number of job vacancies for primary and secondary classroom teachers posted by state-sector schools in England was significantly higher than in previous years. By the end of 2021/22, schools had posted a total of 81,468 teacher job vacancies. This was 59% higher than in 2018/19 (the last year before the pandemic). More recent data show that, in February 2023, teacher vacancies were 93% higher than at the same point in the year before the pandemic and 37% higher than in 2021/22⁶⁴.

66. Information from School Dash, an organisation which collects teacher vacancy data in England⁶⁵, also indicates that the rate at which secondary schools in England have been advertising teacher vacancies has risen sharply since the end of the COVID-19 pandemic. The increases have reversed all of the shortfall in adverts seen

⁶³ Ibid.

⁶⁴ NFER (2023) *Teacher Labour Market in England Annual Report 2023* - <https://www.nfer.ac.uk/teacher-labour-market-in-england-annual-report-2023/>

⁶⁵ SchoolDash gathers data daily from school and college websites. It covers all registered secondary schools, sixth form colleges and colleges of further education in England.

during the two years of the pandemic-related disruption. The effects do vary by subject and there have been large increases in STEM subjects and for the humanities in particular. Cumulative vacancy data for all secondary school subjects showed that the number of vacancies in the 2021/22 academic year was 18% above that recorded in 2018/19 (pre-pandemic) and 50% higher than in 2020/21⁶⁶.

Teacher conditions and satisfaction

67. Teacher wellbeing and workload, alongside pay, are important influences on the teacher labour market. In its 2023 annual Teacher Labour Market report, NFER's analysis of teachers' working hours showed that teaching involves more working hours in a typical working week than for similar graduates in other occupations. Whilst the number of hours full-time teachers worked during a typical week has been falling since 2017/18, teachers were found to work 4.5 hours per week more on average than similar graduates in 2021/22⁶⁷.
68. In the Department's Working Lives of teachers and leaders survey⁶⁸, carried out in spring 2022, most teachers and leaders disagreed that their workload was acceptable (72%) and that they had sufficient control over it (62%). Combined, over half (56%) of teachers and leaders thought both that their workload was unacceptable and that they did not have sufficient control over it. The survey found that average working hours for leaders in both primary and secondary schools remained substantially lower than they were in the 2016 Teacher Workload Survey (TWS) but were slightly higher than those reported in the 2019 TWS. The average working hours for teachers were significantly lower than reported in the 2016 and 2019 TWS; however, this reduction was driven by reduced primary teacher hours specifically, while working hours for secondary teachers were not significantly different to those reported in the 2019 TWS.
69. On wellbeing, the survey found that teacher and leader wellbeing in English state schools was lower than equivalent wellbeing scores for the UK population. Many teachers and leaders felt that their work was having a negative impact on their health and wellbeing. For example, a large majority said that they experienced stress in their work (86%), around two-thirds felt their job did not give them sufficient time for their personal life (65%), and around half (56%) said their job negatively affected their mental health (45% said it negatively affected their physical health). Leaders, and particularly heads, were more likely than teachers to report that their job did not give them sufficient time for their personal life (70% of leaders and 75% of heads agreed with this statement, compared to 64% of teachers). Heads were more likely than both teachers and all leaders to report that their job negatively affected their mental health (59% compared to 57% of teachers and 53% of all leaders).
70. A quarter (25%) of teachers and leaders reported that they were considering leaving the state school sector in the next 12 months for reasons other than retirement. The most commonly cited reasons for considering leaving were high workload (92%), government initiatives or policy changes (76%), and other pressures relating to pupil outcomes or inspection (69%).

⁶⁶ OME analysis of [SchoolDash Insights](#) data. Available to School Dash subscribers.

⁶⁷ NFER (2023) *Teacher Labour Market in England Annual Report 2023* - <https://www.nfer.ac.uk/teacher-labour-market-in-england-annual-report-2023/>

⁶⁸ Department for Education (2023) *Working lives of teachers and leaders – wave 1* - <https://www.gov.uk/government/publications/working-lives-of-teachers-and-leaders-wave-1>

ITT Performance profiles

71. The Department for Education provides information on the outcomes for final year teacher trainees. The latest data relate to the academic year 2020/21 and were published in July 2022⁶⁹. This cohort is the one that was boosted due to the COVID-19 pandemic. In total there were 35,371 final year postgraduate trainee teachers in 2020/21, a 21% increase from 2019/20. Of these trainees:

- 30,865 (87%) were awarded QTS, an increase of 4,114 trainees or 15% compared to 2019/20.
- 22,380 (63%) were estimated to be teaching in a state-funded school within 16 months of qualification, an increase of 2,655 trainees or 13% compared to 2019/20.
- 2,909 (8%) were yet to complete their course, an increase of 1,518 trainees compared to 2019/20⁷⁰.
- 1,597 (5%) were not awarded QTS, an increase of 425 trainees compared to 2019/20⁷¹.

72. We note that whilst the numbers of trainees went up in 2020/21, there were proportionally fewer trainees awarded QTS and teaching in a state-funded school; 87% of trainees were awarded QTS in 2020/21 compared to 91% in 2019/20. This proportion was stable at 91% between 2017/18 and 2019/20. Whilst 63% of trainees were estimated to be teaching in a state-funded school in 2020/21, 67% were in 2019/20. There were also proportionally more trainees in 2020/21 in the yet-to-complete category compared to previous years. This increase links to the lower proportion of trainees awarded QTS in 2020/21. Due to the disruption caused by the COVID-19 pandemic, some trainees were offered course extensions, which may feed into the increase in the number of students yet to complete.

73. For primary postgraduate final year trainees, 85% were awarded QTS. QTS award rates varied by secondary subject, from 82% in computing to 95% for physical education.

Initial teacher training

74. This section presents information on undergraduate and postgraduate entrants to ITT and includes data relating to entrants' characteristics and delivery against recruitment targets.

Total number of entrants

75. In total there were 28,991 new entrants to ITT in 2022/23, compared to 36,159 in 2021/22. This is a decrease of 20% from 2021/22⁷². Of this overall total:

⁶⁹ OME analysis of Department for Education (2022) *Initial teacher training performance profiles, Academic Year 2020/21* - <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-performance-profiles>

⁷⁰ These trainees will, for example, either go on to be awarded QTS or leave the course before it ends.

⁷¹ These trainees include those who left the course (excluding those who left the course within 90 days of the start) and trainees who did not meet the standards.

⁷² Department for Education (2022) *Initial Teacher Training Census Academic year 2022/23* - <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census/2022-23>

- There were 23,224 new entrants to PGITT in 2022/23, a decrease of 23% from 2021/22.
- There were 5,767 new entrants to undergraduate ITT in 2022/23, a decrease of 5% from 2021/22. Undergraduate entrants accounted for 20% of new entrants in 2022/23, an increase from 14% in 2019/20.

Entrants' characteristics

76. The broad characteristics of ITT entrants are shown in Tables 8 and 9. Postgraduate entrants tend to be older and more diverse than undergraduate entrants. The median age for postgraduate entrants in 2022/23 was 24, compared to 19 for undergraduate entrants. Females account for a larger proportion of primary entrants compared to secondary; this applies to both postgraduate and undergraduate entrants.

77. Young entrants form the largest component of each cohort of ITT students. In 2022/23, 93% of undergraduate entrants were aged under 25, an increase of 2 percentage points from 2021/22. 53% of postgraduate entrants were aged under 25, a slight increase from 52% in 2021/22. Despite the changing labour market, the characteristics of ITT entrants have remained broadly similar to previous years.

Table 8: Characteristics of postgraduate ITT entrants, England, academic year 2019/20 to 2022/23⁷³.

	2019/20	2020/21	2021/22	2022/23
Primary Male (%)	17	17	16	16
Primary Female (%)	83	83	84	84
Secondary Male (%)	38	39	39	39
Secondary Female (%)	61	61	61	61
Minority ethnic group (%)	19	19	20	22
Non-minority ethnic group (%)	81	81	80	78
Declared disability (%)	13	13	14	Not available
No disability declared (%)	87	87	86	Not available
Under 25 (%)	50	51	52	53
Median age	24	24	24	24

⁷³ Figures for 2022/23 are provisional and are subject to change. 2021/22 figures have been revised. Percentages may not sum to 100 due to rounding. Due to a technical issue, disability data is not available for 2022/23. OME analysis of Department for Education (2022) *Initial Teacher Training Census Academic year 2022/23* - <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census>

Table 9: Characteristics of undergraduate ITT entrants, England, academic year 2019/20 to 2022/23⁷⁴.

	2019/20	2020/21	2021/22	2022/23
Primary Male (%)	13	11	12	10
Primary Female (%)	87	89	88	90
Secondary Male (%)	30	23	44	44
Secondary Female (%)	70	77	56	56
Minority ethnic group (%)	12	15	17	17
Non-minority ethnic group (%)	88	85	83	83
Declared disability (%)	16	17	17	Not available
No disability declared (%)	84	83	83	Not available
Under 25 (%)	90	91	91	93
Median age	19	19	19	19

ITT performance against targets

78. 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 completed⁷⁵. This results in ITT recruitment targets for both the primary phase and for secondary subjects. Recruitment to PGITT in 2022/23 was not limited for any subject except Physical Education (as with 2021/22). Therefore, although targets for certain subjects may have decreased from 2021/22 to 2022/23, this does not mean there will necessarily be fewer trainees recruited⁷⁶.
79. In 2022/23, the 23,224 new entrants to PGITT accounted for 71% of the ITT target, down from 97% contribution to target in 2021/22. Within the overall total, 59% of the secondary PGITT target was achieved (12,356 new entrants), down from 79% in 2021/22. This was driven by a decrease in the number of secondary entrants and a slight increase in target numbers.
80. For primary, the 10,868 new entrants in 2022/23 accounted for 93% of the target. This is a decrease from 131% in 2021/22, driven by fewer entrants and higher target numbers.
81. Table 10 shows the number of postgraduate ITT recruits and target figures for the primary and secondary phases over recent years. Figure 19 highlights how the primary target has had a higher percentage of its ITT target reached compared to the secondary phase over the last eight years. The secondary postgraduate ITT target

⁷⁴ Figures for 2022/23 are provisional and are subject to change. 2021/22 figures have been revised. Percentages may not sum to 100 due to rounding. Due to a technical issue, disability data is not available for 2022/23. OME analysis of Department for Education (2022) *Initial teacher training Census Academic year 2022/23* - <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census>

⁷⁵ In 2020, the TWM replaced the Teacher Supply Model (TSM). The TWM considers both recruitment and retention alongside estimates of teacher demand. From the 2021/22 training year (ITT2021), the TWM model has been used by the Department for Education to set postgraduate ITT targets.

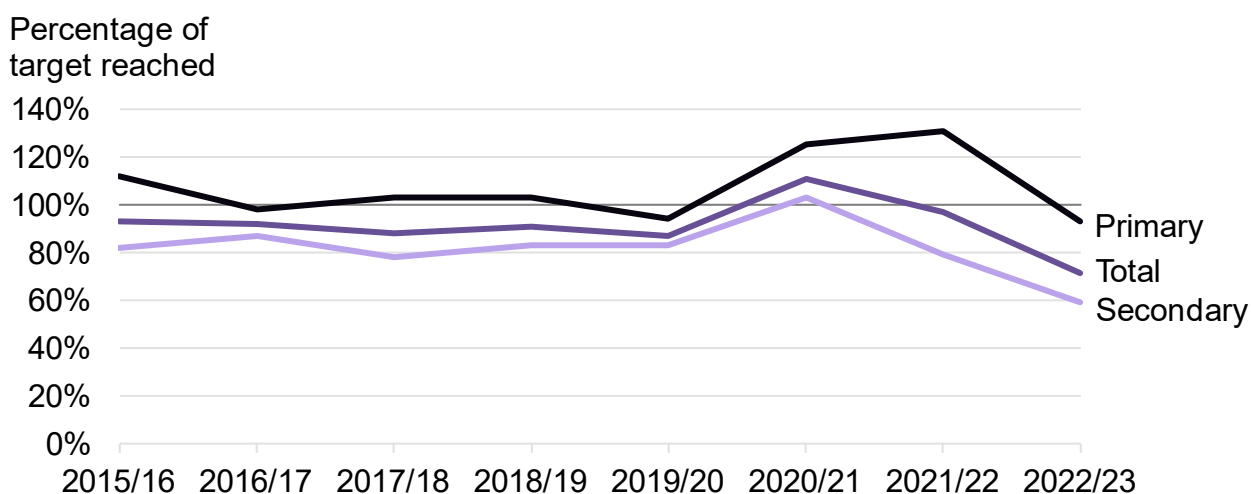
⁷⁶ Department for Education (2022) *Postgraduate initial teacher training targets Academic Year 2022/23* - <https://explore-education-statistics.service.gov.uk/find-statistics/postgraduate-initial-teacher-training-targets/2022-23>

was only achieved in one of the last eight years; this was in 2020/21 when there was a boost to entrants driven by the COVID-19 pandemic. For 2022/23, the percentage of postgraduate primary target reached (93%) was similar to 2019/20 levels. The percentage of postgraduate secondary target reached in 2022/23 (59%) was its lowest level since 2015/16.

Table 10: Postgraduate ITT new entrants and targets, 2017/18 to 2022/23⁷⁷.

Target	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Primary	12,500	12,888	12,216	14,380	14,110	10,868
Primary target	12,121	12,552	13,003	11,467	10,800	11,655
<i>Percentage of Primary target</i>	103%	103%	94%	125%	131%	93%
Secondary	14,646	16,327	16,701	20,014	15,983	12,356
Secondary target	18,726	19,674	20,087	19,485	20,230	20,945
<i>Percentage of Secondary target</i>	78%	83%	83%	103%	79%	59%
Total	27,146	29,215	28,917	34,394	30,093	23,224
Total TSM target	30,847	32,226	33,090	30,952	31,030	32,600
<i>Percentage of total target</i>	88%	91%	87%	111%	97%	71%

Figure 19: Percentage of postgraduate ITT recruitment target reached, for primary, secondary and total, 2015/16 to 2022/23⁷⁸.



82. Figure 20 focuses on 2022/23 and shows the absolute numbers of postgraduate trainees and target numbers, as well as the percentage of the target reached by subject. Only four subjects shown reached or exceeded their targets in 2022/23 (History, Physical Education, Classics and Drama). The figure 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, Mathematics and Art & Design both reached 90% of their targets; this equated to shortfalls of 196 for

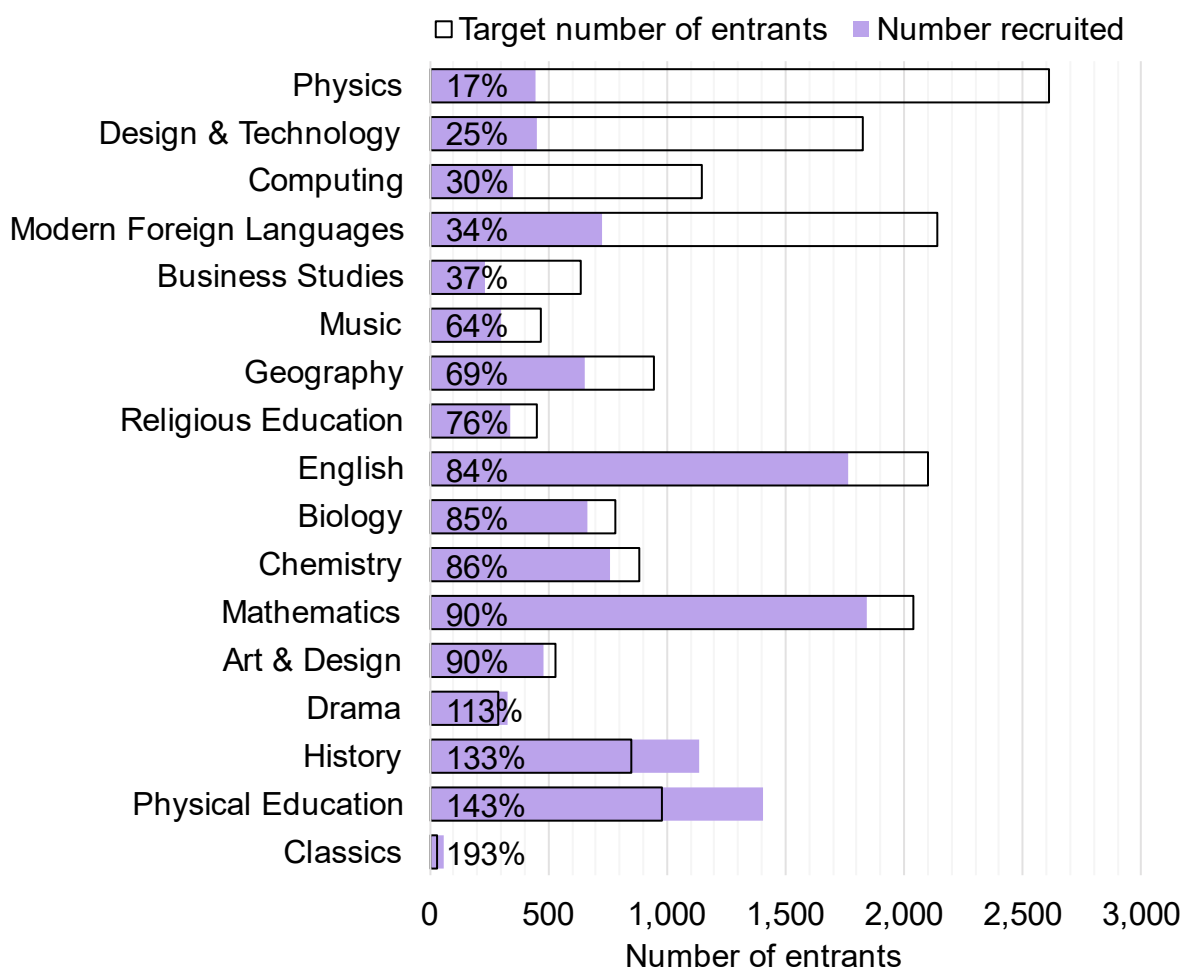
⁷⁷ Figures for 2022/23 are provisional and are subject to change. 2021/22 figures have been revised. OME analysis of Department for Education (2022) *Initial Teacher Training Census Academic year 2022/23* - <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census>

⁷⁸ Ibid.

Mathematics and 52 for Art & Design. The subject with the largest shortfall in entrants was Physics, at 2,166.

- 83. For STEM subjects (Biology, Chemistry, Computing, Mathematics and Physics), 54% of the PGITT target was reached in 2022/23, lower than 2021/22 at 69%. None of the individual STEM subjects reached their target in 2022/23. Furthermore, all STEM subjects reached a lower percentage of their target in 2022/23 than in the previous year, except for Mathematics which reached 90% of its target in the last two years.

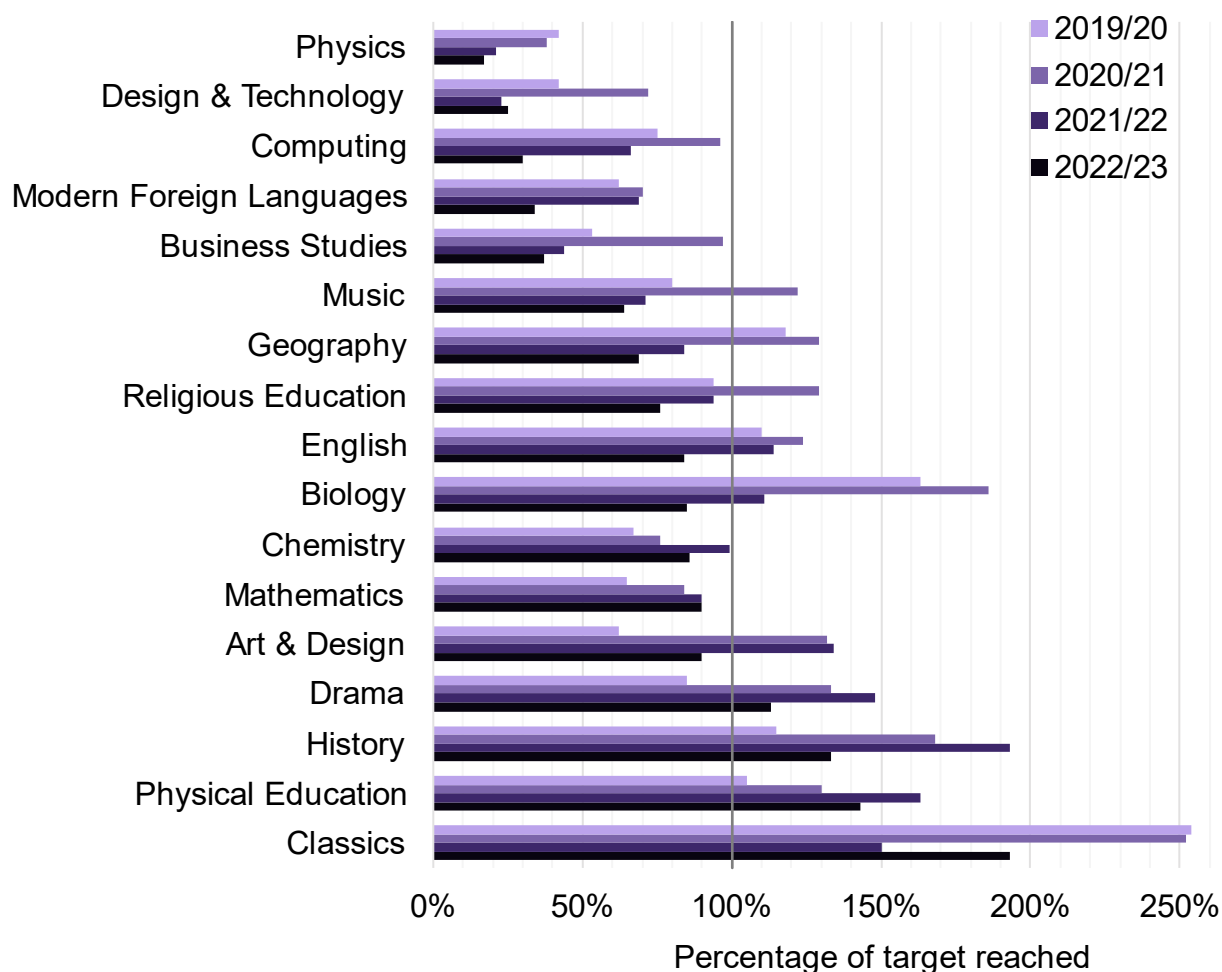
Figure 20: Secondary subjects’ target numbers of postgraduate entrants versus the numbers recruited in 2022/23. Subjects are sorted in order of the percentage of their target reached⁷⁹.



- 84. Figure 21 shows recruitment levels against targets for selected subjects in the last four years. In 2022/23, only two subjects reached a higher proportion of their target compared to 2021/22 (Design & Technology and Classics). The figure also reflects the increased number of entrants in 2020/21, where most subjects saw some increase in the proportion of their target met compared to 2019/20.

⁷⁹ Ibid.

Figure 21: Postgraduate ITT contribution to targets by subject, 2019/20 to 2022/23. Subjects are sorted in order of contribution to targets in 2022/23⁸⁰.



85. In order to provide a sufficient supply of teachers for 2024/25, the Department estimates that 35,540 trainees are required to start PGITT in the 2023/24 academic year. This is a 9.0% increase from the 2022/23 PGITT target. Within this overall increase, the 2023/24 target for primary PGITT trainees decreased by 21.2% and the target for secondary PGITT trainees increased by 25.9%⁸¹. NFER's forecast for ITT recruitment in 2023/24, based on application data, indicates that less than half of the secondary teachers that schools need may be recruited. NFER anticipates that all secondary subjects except History, Classics and Physical Education will be below their 2023/24 targets⁸².

Bursaries

86. Table 11 shows recent changes to bursaries for postgraduate subjects. The 2020/21 academic year had bursaries available for most subjects; many of these were dropped in 2021/22 and fewer subjects attracted bursaries in 2023/24 compared to 2020/21. We also note that some subjects which did not reach their target number of

⁸⁰ Ibid.

⁸¹ Department for Education (2023) *Postgraduate initial teacher training targets, Academic year 2023/24* - <https://explore-education-statistics.service.gov.uk/find-statistics/postgraduate-initial-teacher-training-targets/2023-24>

⁸² NFER (2023) *NFER statement on the latest DfE Initial Teacher Training targets* - <https://www.nfer.ac.uk/news-events/press-releases/nfer-statement-on-the-latest-dfe-initial-teacher-training-targets/>

entrants in 2022/23 do not have a bursary available for 2023/24, for example, Business Studies and Religious Education. There is evidence to suggest that the value of bursaries can influence ITT recruitment, whereby increases in bursaries can increase the number of applicants. The reverse is also true, whereby decreases in bursary amounts have dampened application numbers^{83,84}.

Table 11: Postgraduate bursaries by subject available in academic years 2020/21 to 2023/24. Subjects sorted by percentage of ITT target reached in 2022/23^{85,86}.

Subject (postgraduate)	2020/21 (£)	2021/22 (£)	2022/23 (£)	2023/24 (£)	ITT target performance 2022/23
Physics	26,000	24,000	24,000	27,000	17%
Design & Technology	15,000	0	15,000	20,000	25%
Computing	26,000	24,000	24,000	27,000	30%
Modern Foreign Languages ⁸⁷	26,000	10,000	15,000	25,000	34%
Business Studies	9,000	0	0	0	37%
Music	9,000	0	0	0	64%
Geography	15,000	0	15,000	25,000	69%
Religious Education	9,000	0	0	0	76%
English	12,000	0	0	15,000	84%
Biology	26,000	7,000	10,000	20,000	85%
Chemistry	26,000	24,000	24,000	27,000	86%
Art & Design	9,000	0	0	0	90%
Mathematics ⁸⁸	26,000	24,000	24,000	27,000	90%
History	9,000	0	0	0	133%
Physical Education	0	0	0	0	143%

Overseas teachers awarded qualified teacher status

87. In addition to trainee teachers, there are existing teachers from overseas who can be awarded QTS without ITT, given their previous experience. All overseas nationals arriving in the UK from 1 January 2021, including those from the European Economic Area (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

⁸³ NFER (2021) *Do bursaries change who applies to teacher training?* - <https://www.nfer.ac.uk/news-events/nfer-blogs/do-bursaries-change-who-applies-to-teacher-training/>

⁸⁴ NFER (2022) *The impact of pay and financial incentives on teacher supply* - <https://www.nfer.ac.uk/the-impact-of-pay-and-financial-incentives-on-teacher-supply/>

⁸⁵ Department for Education (2022) *Funding: initial teacher training (ITT)* - <https://www.gov.uk/government/publications/funding-initial-teacher-training-itt>

⁸⁶ Department for Education (2022) *Initial teacher training bursaries funding manual: 2020 to 2021 academic year* - <https://www.gov.uk/government/publications/initial-teacher-training-itt-bursary-funding-manual/initial-teacher-training-bursaries-funding-manual-2020-to-2021-academic-year>

⁸⁷ The bursaries shown apply to all 'Languages' and for 2022/23 and 2023/24 include 'Ancient Languages'.

⁸⁸ The bursary in 2020/21 applies to secondary Mathematics. A bursary of £9,000 was available for primary Mathematics.

routes are also available, such as the Graduate visa or the Youth Mobility Scheme visa. More information is available via the Department's website⁸⁹.

88. Awarding of QTS is possible for two groups of overseas trained teachers (OTTs):
- Those fully qualified in the EEA or Switzerland of which there were 704 awarded QTS in the year to March 2022. This represented a 64% decrease of 1,272 from the previous year and follows a 20% decrease in the year before that⁹⁰.
 - Since 2012, those fully qualified in Australia, Canada, New Zealand and the United States of which there were 980 awarded QTS in the year to March 2022. This represented a 2% increase of 15 from the previous year and follows a 32% decrease the previous year.
89. Overall, there were 1,684 OTTs awarded QTS in the year to March 2022, which was a decrease of 43%, from 2,940 the previous year. This follows a smaller decrease of 24% in the year before that. The reduction in the number of OTTs, which may be associated with the points-based immigration system, may lead to further pressures on teacher supply.
90. We note that teachers trained in Wales can also apply for QTS recognition. In the year to March 2022, 1,356 teachers trained in Wales were awarded QTS. This represents an increase of 287 or 27% from the previous year. 551 teachers qualified from Scotland and Northern Ireland were also awarded QTS in the year to March 2022, an increase of 91 or 20% from the previous year.
91. 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, free school or private school. Unqualified teachers from overseas can also teach in maintained schools for up to four years whilst they achieve QTS through a recognised route.

⁸⁹ Department for Education (2022) *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>

⁹⁰ Teaching Regulation Agency (2022) *Annual reports and accounts, 2021 to 2022* - <https://www.gov.uk/government/publications/teaching-regulation-agency-annual-report-and-accounts-2021-to-2022>

APPENDIX A

Transcript of remit letter from the Secretary of State¹

Dear Mike,

I am delighted to be writing to you today, in my new role as Secretary of State for Education, to thank you for the important work of the School Teachers' Review Body (STRB) over the last year, and for your contributions in your first year as Chair. I recognise the valuable role of the STRB in the pay round process and the expert advice that it provides, and I look forward to engaging with this process over the year ahead.

Your 2022/23 recommendations delivered a significant 8.9% uplift to starting salaries, supporting the Government's commitment to make teaching more competitive in the graduate labour market, with starting salaries now at £28,000. I would also like to acknowledge your recommendations for the 2023/24 pay award and to thank you for the work undertaken by the STRB to reach those conclusions. This letter now asks for your recommendations and views on the pay and conditions of teachers and leaders for 2023/24.

Pay awards must strike a careful balance, recognising the vital importance of teachers and other public sector workers, whilst delivering value for the taxpayer, considering private sector pay levels, not increasing the country's debt further, and being careful not to drive prices even higher in the future. In the current economic context, it is particularly important that you have regard to the Government's inflation target when forming recommendations.

I know that schools are facing higher and sometimes unpredictable costs, and that these costs affect individual schools differently. I write to ask the STRB to carefully evaluate the Department's evidence on what it considers a fair pay award for teachers, while recognising the impact pay rises will have on schools' overall budgets.

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 in 2023/24. This should aim to promote recruitment and retention whilst taking into account the Government's commitment to uplift starting salaries to £30,000 and the cost pressures facing both the school system as a whole and individual schools.

Matters for your views

In your last report, you indicated that you would welcome the opportunity to assist in developing recommendations on broader structural issues. The Department and the STRB have a shared aim to provide a coherent and fulfilling career path for teachers and leaders. I invite the STRB to offer an initial view on areas within the STRB's scope which would most benefit from future exploration to support this aim. This should be considered in the context of the Government's ambitious professional development reforms in Initial Teacher Training, the Early Career Framework and National Professional Qualifications.

¹ Gov.uk (2023) *School Teachers' Review Body remit letter for 2023* - <https://www.gov.uk/government/publications/school-teachers-review-body-remit-letter-for-2023>

Should my Department then decide to progress this work further, it would consider engaging the STRB through the remit process for future years.

Considerations to which the STRB should have regard

In considering your recommendations on pay and views on wider structural matters you should have regard to the following:

- a) Potential equalities impacts associated with any changes proposed to the STPCD.
- b) The cost pressures that schools are already facing and may face over the year (and how they affect individual schools).
- c) The need to ensure that any proposals are not too difficult or onerous for schools to implement.
- d) 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.
- e) Evidence of the wider state of the labour market in England.
- f) Forecast changes in the pupil population and consequent changes in the level of demand for teachers.
- g) The Government's commitment to increasing autonomy for 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.

I should be grateful if the STRB could aim to provide a report on this matter in **May**.

Finally, I would like to thank you again for the STRB's invaluable contribution to teacher pay policy. I look forward to receiving your view and recommendations.

With my very best wishes,

The Rt Hon Gillian Keegan MP
Secretary of State for Education

APPENDIX B

Conduct of the review

1. 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

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

Government

- The Department for Education

Organisations representing teachers

- Association of School and College Leaders (ASCL)
- National Association of Head Teachers (NAHT)
- The NASUWT
- The National Education Union (NEU)
- Community Union

Association of local authorities

- National Employers' Organisation for School Teachers (NEOST)

Organisations representing governors

- National Governance Association (NGA)

3. We also notified the following organisations of the remit:

- Association of Directors of Children's Services (ADCS)
- British Association of Teachers of Deaf Children and Young People (BATOD)
- 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
4. Our secretariat wrote to consultees on 16 November 2022 to invite them to submit written representations on the remit matters by 27 January 2023. The Department subsequently informed us that it would be unable to meet this deadline. The STRB set a revised deadline of 22 March for all consultees.
 5. The following organisations made written submissions: ASCL, the Department, NAHT, the NASUWT, NEOST, the NEU, NGA, Community Union and BATOD. In addition, five of the teacher and school leader unions (ASCL, NAHT, the NASUWT, the NEU and Community Union) submitted a joint statement.
 6. Our secretariat shared all the consultees’ written submissions and invited consultees to submit supplementary representations commenting on others’ submissions by 12 April. Supplementary submissions were received from the following consultees: ASCL, NAHT, the NASUWT, the NEU and Community Union.
 7. The following consultees made oral representations: The Department, ASCL, NAHT, the NASUWT, NEOST, the NEU, NGA and Community Union. All made these representations in the period 19-21 April 2023.
 8. Links to all the written submissions we received are provided in Chapter 2 of this report.

Visits and Meetings

9. In total, we held 17 meetings of the Review Body between 23 September 2022 and 12 May 2023.
10. We also heard from teachers, school leaders and other people involved in the education sector during our 2022/23 visit programme. We conducted three face-to-face visits and held three discussion groups between September and December. We spoke to a range of staff, including primary and secondary teachers, school leaders and managers. We would like to thank all participants for their time and valuable input into the discussions.
11. In December, the Chair and some members of the STRB attended a briefing on the economy by HMT officials.
12. As part of our evidence-gathering process, we also received presentations that provided us with information about the wider context to our consideration of teachers’ pay and conditions.
 - In October, we received a presentation from officials from the Department about the context to the forthcoming pay round.
 - In November, we held a question and answer session with Leora Cruddas CBE, Chief Executive of the Confederation of School Trusts.

- In November, we received a presentation from NFER summarising their report *The impact of pay and financial incentives on teacher supply*¹.
13. We would like to thank all those who presented to us over this period.

¹ NFER (2022) *The impact of pay and financial incentives on teacher supply* - <https://www.nfer.ac.uk/the-impact-of-pay-and-financial-incentives-on-teacher-supply/>

APPENDIX C

Findings from the STRB's 2022/23 visit programme

1. The Review Body undertook a programme of face-to-face and virtual visits in late 2022 and early 2023. Groups of STRB members visited schools in Kent, Coventry and Shropshire and undertook virtual discussions with groups of teachers and leaders in Northumberland and with senior staff in a small number of multi-academy trusts. Some of the discussion groups included staff from a range of schools while others drew discussants from a single school.
2. The recruitment of participants in the discussions this year was facilitated by Dartford Grammar School, Shropshire County Council, Coventry City Council, Northumberland County Council, Hamwic Education Trust and Aspirations Academies. We are very grateful to all those who made the visits possible.
3. We were able to speak to staff across school phases and in both the local authority maintained and academy sectors. The discussions were informative and enhanced our understanding of a range of issues. We summarise key points below.

Pay

- While the 2022 pay award was recognised by some as better than preceding years, it was still widely thought to be insufficient given wider cost of living pressures.
- Some commented that experienced teachers, in particular, had received inadequate awards over a number of years.
- Some heads and teachers thought it right to increase the attractiveness of teaching to graduates so supported the movement towards a £30,000 starting salary. There was, though, concern that this would not be fully funded.
- We also heard of some re-evaluating of the relative attractiveness of new starters compared to more experienced teachers as the cost differential between them narrowed.
- The lack of accompanying funding for the pay award was also highlighted as a problem for schools who had generally budgeted for a lower award.

Workload

- There was a strong emphasis in most discussions on the extent and intensity of the demands on teachers.
- The decline of wider support services was seen as significantly increasing the burden on teachers and leaders, with greater demand for pastoral care. This was increasing pressure on both staffing and budgets.
- Some participants suggested that workload should be an issue of focus for the STRB.

Recruitment and retention

- There was concern about the next generation of teachers, in particular the profession's ability to attract the required quantity and quality of candidates.

- Concerns were raised around the status of the teaching profession, including a perception among some participants of a lack of respect from government, media and parents. This had a negative impact on recruitment and retention.
- There were long-standing shortages in certain subject areas and a view that there needed to be some long-term strategic thinking to alleviate these.
- Concern was raised about an increased turnover of head teachers while middle managers were often not motivated to take on headship roles.
- Some schools faced particular recruitment and retention challenges relating to their geography. For example, the scarcity of affordable housing on the fringes of the London pay areas meant that some younger teachers only remained briefly before leaving their school, or the profession altogether.
- Many schools reported increasingly difficulties with the recruitment and retention of support staff.

School finances

- Financial uncertainty continued to be a major concern for many schools.
- Given the pay award was higher than schools anticipated, some were preparing to run deficit budgets, including drawing on reserves where available. Others were having to consider making difficult staffing decisions.
- Cuts to wider pastoral services had created an additional financial pressure for schools.
- The late announcement of the pay award in 2022 was again unhelpful for the planning of schools' finances.

Other

- There were mixed experiences of the operation of teacher appraisals and pay progression. It was noted that some multi-academy trusts had moved to systems with a greater focus on staff development.
- There was an expectation of 'more' from some teachers on the Upper Pay Range in the form of additional activity/responsibility beyond official/standard expectations. Practice varied considerably across schools.
- While there was some support for greater use of pay flexibilities, there was recognition of the cultural barriers to deviating from normal practice.
- The STPCD was still heavily used and valued by academies.

APPENDIX D**Recommended pay levels from 1 September 2023¹*****Classroom teachers' pay ranges and advisory pay points***

Pay point	England excl. the London area (£)	Change from 2022 (%)	Fringe area (£)	Change from 2022 (%)	Outer London area (£)	Change from 2022 (%)	Inner London area (£)	Change from 2022 (%)
M1	30,000	7.1	31,350	6.8	34,514	6.5	36,745	6.5
M2	31,737	6.5	33,150	6.5	36,320	6.5	38,491	6.5
M3	33,814	6.5	35,204	6.5	38,219	6.5	40,318	6.5
M4	36,051	6.5	37,436	6.5	40,218	6.5	42,233	6.5
M5	38,330	6.5	39,687	6.5	42,654	6.5	44,615	6.5
M6	41,333	6.5	42,689	6.5	46,001	6.5	47,666	6.5
U1	43,266	6.5	44,579	6.5	47,592	6.5	52,526	6.5
U2	44,870	6.5	46,179	6.5	49,353	6.5	55,107	6.5
U3	46,525	6.5	47,839	6.5	51,179	6.5	56,959	6.5

Leading Practitioner Pay Range

Area	Minimum (£)	Change from 2022 (%)	Maximum (£)	Change from 2022 (%)
England excluding the London area	47,417	6.5	72,085	6.5
Fringe area	48,723	6.5	73,393	6.5
Outer London area	51,179	6.5	75,850	6.5
Inner London area	56,377	6.5	81,051	6.5

Classroom teachers' allowance ranges

Allowance	Minimum (£)	Change from 2022 (%)	Maximum (£)	Change from 2022 (%)
Teaching and Learning Responsibility (TLR) payment 3	639	6.5	3,169	6.5
Teaching and Learning Responsibility (TLR) payment 2	3,214	6.5	7,847	6.5
Teaching and Learning Responsibility (TLR) payment 1	9,272	6.5	15,690	6.5
Special Educational Needs Allowance (SEN)	2,539	6.5	5,009	6.5

¹ All pay values have been rounded up to the nearest £.

Leadership group pay range

	England excl. the London area (£)	Change from 2022 (%)	Fringe area (£)	Change from 2022 (%)	Outer London area (£)	Change from 2022 (%)	Inner London area (£)	Change from 2022 (%)
Minimum	47,185	6.5	48,484	6.5	50,929	6.5	56,100	6.5
Maximum	131,056	6.5	132,352	6.5	134,765	6.5	139,891	6.5

Headteacher group pay ranges

Band	England excluding the London area (£)	Fringe area (£)	Outer London area (£)	Inner London area (£)
1	53,380 - 71,019	54,685 - 72,311	57,124 - 74,730	62,304 - 79,856
2	56,082 - 76,430	57,383 - 77,730	59,826 - 80,142	65,007 - 85,267
3	60,488 - 82,258	61,789 - 83,554	64,229 - 85,965	69,407 - 91,095
4	65,010 - 88,530	66,316 - 89,818	68,749 - 92,234	73,933 - 97,359
5	71,729 - 97,639	73,034 - 98,935	75,478 - 101,350	80,655 - 106,476
6	77,195 - 107,700	78,507 - 108,995	80,944 - 111,406	86,119 - 116,535
7	83,081 - 118,732	84,391 - 120,021	86,826 - 122,437	92,007 - 127,564
8	91,633 - 131,056	92,933 - 132,352	95,377 - 134,765	100,552 - 139,891

Pay range and advisory points for unqualified teachers

Pay point	England excl. the London area (£)	Change from 2022 (%)	Fringe area (£)	Change from 2022 (%)	Outer London area (£)	Change from 2022 (%)	Inner London area (£)	Change from 2022 (%)
1	20,598	6.5	21,933	6.5	24,415	6.5	25,831	6.5
2	22,961	6.5	24,293	6.5	26,779	6.5	28,194	6.5
3	25,323	6.5	26,656	6.5	29,141	6.5	30,557	6.5
4	27,406	6.5	28,738	6.5	31,229	6.5	32,640	6.5
5	29,772	6.5	31,102	6.5	33,590	6.5	35,000	6.5
6	32,134	6.5	33,464	6.5	35,954	6.5	37,362	6.5

National Living Wage

The National Living Wage (NLW) (for those aged 23 and over) increased to £10.42 per hour in April 2023². Employers should ensure that implementation of the pay award complies with the NLW policy. We also expect that the Department will want to satisfy itself that employers are compliant.

² Gov.uk (2023) *National Minimum Wage and National Living Wage rates* - <https://www.gov.uk/national-minimum-wage-rates>

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Department
for Education

School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions

September 2023

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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-third report of the School Teachers’ Review Body (the STRB), published on 13 July 2023.
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 2022

5. The main changes to the Document and accompanying guidance since 2022 make provision for the September 2023 pay.

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 2023

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 The School Teachers’ Pay and Conditions (England) Order 2023.²

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 2023 this Document will replace the 2022 Document given effect by the School Teachers’ Pay and Conditions (England)(No.2) Order 2022⁽³⁾ and modified in March 2023 by the School Teachers’ Pay and Conditions (England) (No. 2) (Amendment) Order 2023. The provisions of section 2 of this Document will have retrospective effect from 1st September 2023 as provided for in the Order.

Department for Education

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(1) The Education Act 2002 (c.32).

(2) S.I 2023/1080

(3) S.I. 2022/1043

Part 1 – Pay – general

September 2023 pay award

In line with the recommendations in the STRB's 33rd Report, from 1 September 2023 a 6.5% increase will be applied to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range to achieve a minimum starting salary of £30,000.

All pay uplifts will be back dated to 1 September 2023.

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 2023 – Annual Salary

Minimum and Maximum	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	47,185	56,100	50,929	48,484
Maximum	131,056	139,891	134,765	132,352

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 2023

Headteacher Group	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Group 1	53,380 – 71,019	62,304 – 79,856	57,124 – 74,730	54,685 – 72,311
Group 2	56,082 – 76,430	65,007 – 85,267	59,826 – 80,142	57,383 – 77,730
Group 3	60,488 – 82,258	69,407 – 91,095	64,229 – 85,965	61,789 – 83,554
Group 4	65,010 – 88,530	73,933 – 97,359	68,749 – 92,234	66,316 – 89,818
Group 5	71,729 – 97,639	80,655 – 106,476	75,478 – 101,350	73,034 – 98,935
Group 6	77,195 – 107,700	86,119 – 116,535	80,944 – 111,406	78,507 – 108,995
Group 7	83,081 – 118,732	92,007 – 127,564	86,826 – 122,437	84,391 – 120,021
Group 8	91,633 – 131,056	100,552 – 139,891	95,377 – 134,765	92,933 – 132,352

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 2023

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 2023

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 2023 – Annual Salary

Minimum and Maximum	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	30,000	36,745	34,514	31,350
Maximum	41,333	47,666	46,001	42,689

14. The upper pay range from 1 September 2023

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 2023 – Annual Salary

Minimum and Maximum	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	43,266	52,526	47,592	44,579
Maximum	46,525	56,959	51,179	47,839

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 2023

- 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 2023 – Annual Salary

Minimum and Maximum	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	47,417	56,377	51,179	48,723
Maximum	72,085	81,051	75,850	73,393

17. The unqualified teacher pay range from 1 September 2023

- 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 2023 – Annual Salary

Minimum and Maximum	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	20,598	25,831	24,415	21,933
Maximum	32,134	37,362	35,954	33,464

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 £9,272 and no greater than £15,690;
 - b) the annual value of a TLR2 must be no less than £3,214 and no greater than £7,847.
- 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 £639 and no greater than £3,169. 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 £2,539 and no more than £5,009 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, 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, of which:

- a) 190 days 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 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 any school in which the teacher may be required to work) for 1265 hours, those

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

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

(21) S.I. 1998/1833.

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 2023 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)	30,000	31,350	34,514	36,745
M2	31,737	33,150	36,320	38,491
M3	33,814	35,204	38,219	40,318
M4	36,051	37,436	40,218	42,233
M5	38,330	39,687	42,654	44,615
M6 (MPR maximum)	41,333	42,689	46,001	47,666
U1 (UPR minimum)	43,266	44,579	47,592	52,526
U2	44,870	46,179	49,353	55,107
U3 (UPR maximum)	46,525	47,839	51,179	56,959

Annex 4: September 2023 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)	20,598	21,933	24,415	25,831
U2	22,961	24,293	26,779	28,194
U3	25,323	26,656	29,141	30,557
U4	27,406	28,738	31,229	32,640
U5	29,772	31,102	33,590	35,000
U6 (UTPR maximum)	32,134	33,464	35,954	37,362

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 2023 (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 2022 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:

Full or Part-time	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:

Full or Part-time	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 of directed time for full-time teachers; or the appropriate proportion of the 1265 hours 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 of directed time for full-time teachers or the appropriate proportion of the 1265 hours 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.
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.

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

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; 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%).

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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