



DEPARTMENT OF EDUCATION AND SCIENCE

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FROM THE SECRETARY OF STATE

David Norgrove Esq
Private Secretary
No 10 Downing Street
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NBM.

26 March 1986

Dear David,

TEACHERS' PAY AND DUTIES

1. Sir Keith Joseph minuted the Prime Minister on 24 March attaching draft evidence to the ACAS panel. AT FLAT
2. I now attach for information a copy of the agreed note which was submitted to the Chairman of the ACAS panel earlier today. I understand that the Chairman takes the view that it would be unhelpful if the teacher unions were in a position to use selective quotations from any of the notes offered by the parties to the talks at next week's unions' conferences. His panel will be considering the material next Wednesday, but we understand that he proposes not to authorise release to other parties until 4 April or later by which time the unions' Easter conferences will be concluded.
3. Accordingly we are giving no publicity to the fact of submission or the content of the note. If asked next week our Press Office will merely confirm that we have indeed offered the ACAS panel a note giving the Government's view on the main issues, that the Government position is already well known and that the use made of the material must be for the ACAS panel to consider as part of their general preparation for the next meeting now called for 14 April. We will not be led by press speculation into discussing content or possible differences of view with the employers. That could only be unhelpful at this stage. You and copy addressees of this letter might wish to advise press officers to take a similarly low-key approach, should inquiries be addressed to them.
4. Copies of this letter go to private secretaries to Members of MISC 122, and private secretaries to the Secretaries of State for Wales and Northern Ireland and the private secretary to Sir Robert Armstrong.

Yours sincerely
Rob Smith
R L SMITH
Private Secretary

EDUCATION: TEACHERS PAY: PL6

TEACHERS' PAY AND DUTIES

1. At the meeting at ACAS on 7 March the ACAS panel asked that the various interests represented should put on paper a brief indication of the main issues and of their position on them. This paper is the Government's response to that request.

2. The Government believes that the teaching profession is of outstanding importance to the future of the country. As was stated in paragraph 1 of the White Paper "Teaching Quality" (Cmnd 8836, published in March 1983):

"The teacher force... is the major single determinant of the quality of education. The supply, initial training, appointment and subsequent career development and deployment of school teachers are of vital concern to the Government and to the nation."

3. The Government has developed, both in "Teaching Quality" and in the March 1985 White Paper "Better Schools" (Cmnd 9469), policies for the improvement of school education in England and Wales. The Government believes that, over a period, pupils' achievements can be considerably improved. For this goal to be reached there must be a teaching force of the right quality which is properly trained, motivated, managed and paid.

4. The experience of the last few years has deepened the Government's conviction that these matters cannot be tackled in isolation one from another. To consider pay alone is not enough. The real need is to set the teaching profession on a new footing for the future. Moreover, given the need to maintain firm control over public expenditure (in the interests of reducing inflation, interest rates and taxation) and to ensure that resources are available to support growth and fuller employment throughout the economy, this new deal, while providing greater job satisfaction and better career prospects for teachers, will also need to ensure that the resources used in education

are deployed to maximum advantage.

5. With that in mind, the Government sees the principal issues which need to be tackled as follows:

- the creation of a pay structure giving more pay to effective teachers and offering pay levels and promotion prospects which will attract, retain and motivate people of the right quality in each part of the country. The pay structure also has to meet schools' needs for mathematicians, physicists and others in short supply. (In paragraph 7 there is a brief description of one possible practical application of these broad principles.) The Government has already acknowledged that good teachers should be paid more. However, to devote scarce resources to an undifferentiated increase without restructuring would not begin to deal with the problems of the profession.
- levels of pay should be looked at in today's circumstances rather than in relation to historical comparisons, which are crucially dependent upon the choice of base date. The exercise must also take account of the Government's objective of keeping public expenditure under control and what the taxpayer and ratepayer can afford.
- a formal clarification of teachers' duties covering the full range of their professional responsibilities. This clarification should be imported into the individual teacher's contract of employment. Any clarification will need to recognise the distinction between duties undertaken under the direction of the head teacher and those duties (such as preparation and marking) which are discharged at a time and place of the teacher's own choosing. It is possible to set a period of time within which the former duties must be performed;

how and when the latter set of duties is performed must be left to the professional discretion of the teacher. If there is to be improved performance and quality in the schools, it is vital that teachers should know what is expected of them; their employers and indeed society as a whole should know what they can reasonably expect of teachers.

- the introduction of more systematic management at both local education authority (LEA) and school level, both to oversee the performance by teachers of their specified duties and to establish effective arrangements for the appraisal, in-service training, deployment, and career progression of teachers.
- the arrangements for settling teachers' pay and conditions of service together in the future. The current arrangements (with pay negotiated in the Burnham Primary and Secondary Committee and conditions in CLEA/ST) have not delivered satisfactory results. The Government would welcome proposals for changes in current arrangements that would offer the prospect of being a real improvement on present arrangements and allow pay and conditions of service to be determined in the same forum as part of an integrated package.
- the restoration of morale amongst teachers whose committed and conscientious performance is vital to the achievement of the Government's educational objectives and the raising of educational standards. The Government believes that changes along the lines set out above would restore morale and improve opportunities for career progression on merit.

6. On 5 August 1985 the Secretary of State for Education and Science made a statement setting out the Government's position. This is attached as Annex A. The statement includes the Government's

provisional view of what teachers' duties should be: since then the Government has accepted that midday supervision should not lie within the range of teachers' duties. The statement also announced the Government's willingness to see additional expenditure in future years if a satisfactory agreement could be reached on a new pay structure and a definition of duties. In the autumn it was announced that £40 million a year would be devoted to new arrangements for midday supervision. The Government remains willing to release the rest of the extra resources from 1986-87, by increasing public expenditure provision and contributing its share through the Rate Support Grant mechanism, if a satisfactory agreement can be reached. The Government has made no new commitment to allow for extra spending on teachers' pay. When the ACAS-assisted negotiations are complete, their conclusions will be considered in full by the Government.

7. On 12 September 1985 the Management Panel made a unanimous offer designed to meet the conditions for the release of extra resources announced on 5 August. The terms of this offer are at Annex B. It was rejected by the Teachers' Panel and subsequently overtaken by a revised Burnham offer. The Government believes, however, that the 12 September package included important elements which ought to be reflected in any future agreement. These were the incorporation of a clear definition of teachers' duties; better induction arrangements for new entrants; appraisal for all to help professional development and to inform management decisions; far more promotions - an extra 74,000 or one-fifth of all teachers excluding heads and deputies; better opportunities for rewarding good teachers and teachers with skills which are in short supply; and better rewards for the heads and deputies who are responsible for running the schools. Attention is called to the 12 September package because it illustrated one way of establishing a closer link between pay and performance and responsibility. Other models are clearly possible.

Department of Education and Science

26 March 1986

5 AUGUST 1985

STATEMENT BY SECRETARY OF STATE FOR EDUCATION AND SCIENCE

The Government's plans for Better Schools depend on a well qualified and well trained teaching force committed to achieving the planned improvements in curriculum, examinations and standards of achievement. Work in hand to improve initial and in-service teacher training is all directed towards making our schools better.

The recent fall in school rolls has sharply reduced promotion opportunities. The Government believes a substantial improvement in teachers' career prospects is needed. That is why I told the local authority associations and the teacher unions in May - filling out and confirming the offer made in July 1984 - that the Government would be willing to provide conditionally some additional resources for teachers' pay in 1986-87. The condition is an acceptable and firm agreement in principle by October 1985 which would ensure progress towards the Government's objectives. This timing would enable those resources to be incorporated in the Rate Support Grant settlement for 1986-87. Little clear progress has so far been made in response to this initiative, and disruption in the schools has continued. It is essential to achieve a lasting settlement which will enable school work to proceed steadily, and which will support the necessary improvements in quality.

In order to make the position clear the Government has decided to announce the level of the additional resources which, if acceptable progress is made by October, it would be willing to provide for teachers' pay by local education authorities in 1986-87 and over the three following years. These resources are additional to what would be provided in the course of normal annual public expenditure planning and pay negotiations.

As I made clear in May, the Government is looking for a firm agreement by October which would ensure progress towards two broad objectives.

1. A clear definition of the range of teachers' duties linked to their contracts of employment. I issued in May a note setting out the Government's provisional view of these duties (of which a copy is attached).

2. A pay structure providing substantially more promotion opportunities for the better teachers to higher scales than are at present available combined with promotion arrangements and differentials designed to recruit and motivate teachers of the right quality across whole range of school responsibilities.

The Government looks for an agreement under which it would be explicitly recognised that employing authorities would take account of all relevant factors - including their assessments of the quality of individual teachers' work, the responsibilities attached to particular posts, the demand for specific skills and qualifications, and the difficulty of filling particular posts - in considering promotion to the higher scales.

Provided acceptable agreements on these issues are reached by October, and there is an end to disruption in the schools, the Government would be willing to provide for up to an additional £200 million expenditure by local education authorities on teachers' pay in England and Wales in 1986-87, rising in broadly equal steps to a maximum of up to £450 million in 1989-90. The Government would be willing to see part of those resources used to help pay for the mid-day supervision of schools by teachers, or by other persons, if it is agreed that such supervision should not form part of teachers' standard duties.

I must emphasise that there will not be any addition for this purpose to the 1986-87 Rate Support Grant settlement unless acceptable agreements are reached by October and there is an end to disruption. There is still time for agreements to be reached. I urge the teacher unions to end their plans for further disruption, and direct their energies to negotiating the necessary agreements and to the education of the pupils in the schools.

Government's provisional view of teachers' duties enclosed in letter from
Sir Keith to Councillor Philip Merridale, 21 May 1985

STATEMENT OF TEACHERS' DUTIES

Teachers must

Pupils

1. teach assigned timetabled classes
2. take an appropriate share of collective staff responsibility to cover the classes of absent colleagues
3. plan, prepare, evaluate and review personal teaching methods and programmes in accordance with education authority and school policies
4. take an appropriate share of collective staff responsibility to supervise pupils on arrival at and departure from school and during the school day [including the midday break?]
5. mark, record and report on pupils' work (including homework) and progress in accordance with education authority and school policies
6. provide guidance and counsel on educational, social and career matters in accordance with education authority and school pastoral and counselling policies

Parents

7. consult and liaise with parents, attending meetings arranged for the purpose

Curriculum & Examinations

8. take part in arrangements for presenting pupils in public examinations
9. contribute to the preparation and development of courses of study and teaching materials in response to change in public examinations and assessment procedures and in accordance with education authority and school curricular policies

Staff Matters

10. take part in performance appraisal in accordance with education authority arrangements
11. take part in courses of in-service training and other schemes of professional development
12. take an appropriate share of collective staff responsibility for the professional development of colleagues, including new entrants to teaching
13. attend staff meetings

General

14. carry out such other related duties and responsibilities at the school as may be reasonably allocated, as need arises, by the head.

P&S Committee
11th September 1985

MANAGEMENT PANEL PROPOSALS FOR IMPROVED
PAY AND CAREER STRUCTURE

1. The Management Panel submits the following set of proposals in an earnest attempt to resolve the current dispute in the interests of the profession itself, local education authorities and, not least, pupils and parents.
2. The Secretary of State's conditional offer to release additional resources of £200 million in 1986/87 rising to £450 million by 1989/90 has made it possible to put forward new proposals, but financial constraints continue to mean that the improvements we are offering will need to be phased over a period.
3. The Secretary of State's proposal to increase the total of LEA expenditure on which rate support grant would be paid in 1986/87 is dependent upon satisfactory progress being achieved by October 11th towards an agreement which meets the government's objectives. The Management Panel feel that it is essential that this offer is grasped so that additional money can find its way into teachers' pockets next year and that the opportunity can be taken of improving career structure and promotion prospects of teachers.
4. The proposals now put forward therefore form a total package which needs to be considered as a whole.

CURRENT SALARIES

5. The first stage in the Management Panel's package is for an offer as follows:-

| | <u>Paybill</u> | | <u>Increase for</u> | |
|--|-------------------------------|-------------------------------|---|---------------|
| | <u>Cost</u> <u>1985/86</u> | <u>Cost</u> <u>1986/87</u> | <u>Individual Teacher</u> <u>Highest</u> | <u>Lowest</u> |
| (i) From 1st April 1985 an increase of £480 or 5% on all scale points and allowances (except London and Social Priority Allowances) | 5.43 | 5.43 | 8.82 | 5.00 |
| (ii) From 1st September 1985 the merger of Scale 1 and 2 on the understanding that scale 1 teachers would be expected to undertake the duties of teachers currently on scale 2 | - | - | 4.09 | 3.65 |

| | <u>Paybill</u> | | <u>Increase for</u> | |
|---|-------------------------------|-------------------------------|---|---------------|
| | <u>Cost</u> <u>1985/86</u> | <u>Cost</u> <u>1986/87</u> | <u>Individual Teacher</u> <u>Highest</u> | <u>Lowest</u> |
| (iii) From 1st November 1985 a further 1% increase (on the base) on all salary points | 0.42 | 1% | 1% | 1% |
| (iv) From 31st March 1986 all teachers on their salary maximum to receive an additional increment. (Teachers on scale 1 will benefit from the merger of scales 1/2 and will not be affected.) | - | 1.65 | 4.9 | 3.4 |
| TOTAL | 5.85 | 8.08 | | |

6. Clearly, the cost of the additional increment takes up part of the additional resources for 1986/87 earmarked by the Secretary of State.

MIDDAY SUPERVISION

7. An additional call on these resources from 1986/87 is to deal with the supervision of pupils during the midday break. The Management Panel has asked the local authority Associations to consider a scheme to enhance the support available to headteachers during the midday break. This will involve payments to teachers, or others, undertaking these duties on separate contracts.

IMPROVEMENTS IN THE CAREER STRUCTURE AND PROMOTION PROSPECTS OF TEACHERS

8. The Management Panel also propose significant improvements to the career structure from September 1986.
9. The Management Panel has designed the following set of proposals drawing on the common understanding of the professional role of teachers in schools. It has taken into account the criticisms and shortcomings of the existing arrangements and built on its strengths. This has had to be done bearing in mind the financial limits set by the Secretary of State.
10. Within these limits the Management Panel has been able to put forward significantly improved promotion opportunities for teachers. These promotions will be used to meet a variety of criteria and will include: rewarding those undertaking additional responsibilities; recognising that the school's curricular requirements call for a greater input of skills and experience which are in short supply; acknowledging that the schools location places special demands on the teachers or where the exceptional performance of the teacher's duties call for additional recognition.
11. The acceptance of a systematic system of appraisal should enhance teaching quality and the professional development of all teachers. In addition the outcomes of appraisal should be directly relevant when judgements are made about promotion. These proposals are put forward in the expectation that all parties will co-operate in the development of a scheme of appraisal. An early start would be needed to make a worthwhile contribution to a national framework for appraisal within which LEAs would develop their own schemes.

12. All the salary figures that follow reflect the employers' offer for improvements in current salaries set out in paragraph 6. The comparative figures are shown in Appendix I.

Entry Grade £7035 to £7278 (points 5 and 6 of Scale 1)

13. All newly appointed teachers will serve two years on this grade. During this time, their performance will be appraised. Provided that they satisfy the criteria for transfer, they will move to the Teacher Grade. During the first year on the grade the teaching load will be reduced to 90% of the normal load in the school.
14. All such teachers will receive counselling, support and induction to afford every opportunity to attain the standard necessary to progress their career.
15. Further development of the Entry Grade arrangements will be needed in discussion with the Teachers.
16. The starting salary matches that currently paid to graduates but additional salary arrangements might be needed for mature entrants.

Teacher Grade £8037 to £10,509 (point 9 of scale 1 to point 7 of scale 3)

17. All teachers currently being paid below the grade minimum will be lifted to that point by the time the first EG teachers arrive there, other teachers will transfer on their existing point. This will benefit teachers on the lower points and give increases up to 14.0% in some cases in the first year.
18. Teachers will be expected to undertake the following duties based on a contractual provision common to all teachers on this grade:-

Pupils

1. teach assigned classes
2. take an appropriate share of collective staff responsibility to cover the classes of absent colleagues
3. plan, prepare, evaluate and review personal teaching methods and programmes in accordance with education authority and school policies
4. take an appropriate share of collective responsibility to supervise pupils on arrival at and departure from school and during the school day, including before and after the midday break
5. mark, record and report on pupils' work (including homework) and progress in accordance with education authority and school policies
6. provide guidance and counsel on educational, social and career matters in accordance with education authority and school pastoral and counselling policies

Parents

7. consult and liaise with parents, attending meetings arranged for the purpose

Curriculum and Examinations

8. take part in arrangements for presenting pupils in public examinations

9. contribute to the preparation and development of courses of study and teaching materials in response to change in public examinations and assessment procedures and in accordance with education authority and school curricular policies

Staff Matters

10. take part in performance appraisal in accordance with education authority arrangements
11. take part in courses of in-service training and other schemes of professional development
12. take an appropriate share of collective staff responsibility for the professional development of colleagues, including new entrants to teaching
13. attend staff meetings

General

14. carry out such other related duties and responsibilities at the school as may be reasonably allocated, as need arises, by the head.

Senior Teacher Grade £9456 to £12,087 (point 4 of scale 3 to point 6 of scale 4)

19. In addition to those of the Teacher Grade, duties of the Senior Teacher Grade would include:-
 - (a) Acting as a curricular consultant throughout the school.
 - (b) Taking a leading professional role in the review, development and management of assigned curricular, pastoral or organisational activities.
 - (c) Acting as a mentor to newly appointed teachers.
 - (d) Taking responsibility for the school in the brief absence of the head where there are no posts above senior teacher.
20. This promotion post would be available in schools in the ratio of one senior teacher grade for every two posts on teacher grade (including entry grade) with a detailed formula to be worked out.
21. In all but the smallest primary schools, 67% of teachers would be on the teacher grade and 33% on the senior teacher grade. Achieving this proportion would give promotions to 30,000 teachers currently on scales 1 and 2.
22. In the majority of secondary schools, 25% of teachers would be on this grade and lead to promotions for 23,000 teachers in those schools who are currently on scales 1 and 2.
23. This grade would accommodate those teachers on scale 3 who were not promoted to Principal Teacher Grade. Those on the lower points would benefit from being assimilated to the new minimum.

Principal Teacher Grade £11,298 to £14,658 (point 4 of scale 4 to max. of senior teacher plus one increment)

24. In addition to the duties set out for other grades, Principal Teachers would duties would include being accountable for:-

supervising, directing, monitoring and appraising the performance of a group of teachers including observing lessons and scrutiny of schemes of work.

25. Such posts would only be established in schools in Group 8 and above. They would be introduced on a sliding scale so that in the average size of secondary school one post in every four will be on this grade. The Management Panel would wish to retain discretion for authorities to exceed the national provision in this respect.

26. The proposals provide for the promotion of some 21,000 teachers as well as for the movement of teachers on the lower points of scale 4 to the new minimum point.

ADDITIONAL ALLOWANCES

27. Even with the changes introduced there will be other specific management duties to be undertaken. These duties will vary in their nature and duration, some may be continuing, others may be completed in a term or year, depending on the circumstances of each school. It is felt to be necessary to set a minimum figure on each allowance and to set a limit to the total expenditure available in each school.

28. It is suggested that the minimum allowances should be set at £500 and be available only in schools in group 8 and above in the following annual amounts:-

| | | |
|----------------|---|--------|
| Group 8 | - | £1,000 |
| Groups 9 & 10 | - | £1,500 |
| Groups 11 & 12 | - | £2,000 |
| Groups 13 & 14 | - | £2,500 |

29. LEAs would have discretion to appoint Senior Teachers, Principal Teachers and to pay the allowances in paragraph 29 beyond the limits referred to.

30. These allowances would be paid to senior or principal teachers as determined by the authority.

Review of Age Weighting System

31. The Management Panel has been critical of the effect of the existing age weighting system and intends to review this in the near future. There is concern at the effect of the current system on both Primary and Secondary schools. The proposals below are based on the existing system.

DEPUTY HEADS

32. The post and title is retained and differentials improved to produce the following salary levels. These have been phased over two years in the case of Groups 5 to 10 and are based on existing age weightings.

| | <u>Proposed Salary Maxima from</u> | | <u>Management Panel's increased offer</u> |
|-----|------------------------------------|---------------|---|
| | <u>1.9.86</u> | <u>1.9.87</u> | <u>from 1.9.86 over scale maxima at</u> <u>1.11.85</u> |
| | £ | £ | % |
| 1&2 | 12,087 | | 16.9 |
| 3 | 12,189 | | 17.9 |
| 4 | 12,300 | | 10.7 |
| 5 | 12,633 | 12,900 | 6.2 |
| 6 | 13,167 | 13,400 | 7.9 |
| 7 | 14,199 | 14,400 | 10.5 |
| 8 | 14,922 | 15,100 | 11.0 |
| 9 | 15,433 | 15,600 | 9.0 |
| 10 | 16,266 | 16,400 | 8.5 |
| 11 | 17,247 | | 10.0 |
| 12 | 18,150 | | 10.0 |
| 13 | 18,669 | | 10.0 |
| 14 | 19,461 | | 10.0 |

HEADS

33. For head teachers the Management Panel propose to adjust existing pay differentials to recognise the new tasks that will be expected of head teachers.

| <u>Group</u> | <u>Proposed Salary Maxima</u> | <u>Management Panel's increased offer</u> |
|--------------|-------------------------------|---|
| | <u>from 1.9.86</u> | <u>from 1.9.86 over scale maxima at</u> <u>1.11.85</u> |
| | £ | % |
| 1 | 12,714 | 12.6 |
| 2 | 13,026 | 11.0 |
| 3 | 13,572 | 11.0 |
| 4 | 14,571 | 11.0 |
| 5 | 15,669 | 11.0 |
| 6 | 16,689 | 11.0 |
| 7 | 17,625 | 11.0 |
| 8 | 18,780 | 11.0 |
| 9 | 20,133 | 11.0 |
| 10 | 21,345 | 11.0 |
| 11 | 22,953 | 11.0 |
| 12 | 24,363 | 11.0 |
| 13 | 25,599 | 11.0 |
| 14 | 26,994 | 11.0 |

SPECIAL SCHOOLS

34. These proposals cover the majority of teachers in maintained schools but do not cover the arrangements for special schools. The Management Panel expects the same principles to be applied to special schools.

13/9/DOC

SALARY SCALES REFLECTING
EMPLOYERS' OFFER

APPENDIX 1

1e Existing Increase
Point Salary of £480/5%
+ 1%

| | | |
|----|-------|-------|
| 0 | 5442 | 5976 |
| 1 | 5694 | 6231 |
| 2 | 5883 | 6423 |
| 3 | 6072 | 6612 |
| 4 | 6252 | 6795 |
| 5 | 6489 | 7035 |
| 6 | 6732 | 7278 |
| 7 | 6975 | 7524 |
| 8 | 7230 | 7782 |
| 9 | 7482 | 8037 |
| 10 | 7734 | 8292 |
| 11 | 8004 | 8565 |
| 12 | 8280 | 8844 |
| 13 | 8556 | 9123 |
| 14 | 8886 | 9456 |
| 15 | 9207 | 9774 |
| 16 | 9597 | 10173 |
| 17 | 9915 | 10509 |
| 18 | 10287 | 10905 |
| 19 | 10659 | 11298 |
| 20 | 11031 | 11694 |
| 21 | 11403 | 12087 |
| 22 | 11931 | 12648 |
| 23 | 12363 | 13104 |
| 24 | 12963 | 13740 |
| 25 | 13395 | 14199 |
| 26 | N/A | 14658 |

NEW STRUCTURE
FROM 1.9.86

(This does not take into
account the salary increase
payable from 1.4.86).

ENTRY
GRADE

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£ increase %inc.

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|-----|------|
| 534 | 9.81 |
| 537 | 9.43 |
| 540 | 9.18 |
| 540 | 8.89 |
| 543 | 8.69 |
| 546 | 8.41 |
| 546 | 8.11 |
| 549 | 7.87 |
| 552 | 7.63 |
| 555 | 7.42 |
| 558 | 7.21 |
| 561 | 7.01 |
| 564 | 6.81 |
| 567 | 6.63 |
| 570 | 6.41 |
| 573 | 6.23 |
| 576 | 6.00 |
| 594 | 5.99 |
| 618 | 6.01 |
| 639 | 5.99 |
| 663 | 6.01 |
| 684 | 6.00 |
| 717 | 6.01 |
| 741 | 5.99 |
| 777 | 5.99 |
| 804 | 6.00 |
| N/A | N/A |

APPENDIX 2

Deputy Heads Teachers Scale maximum at Offer Level.

| <u>Group</u> | <u>Current maximum</u> | <u>Maximum with 6% Increase</u> |
|--------------|------------------------|---------------------------------|
| | £ | £ |
| Below 4 | 9,753 | 10,338 |
| 4 | 10,482 | 11,112 |
| 5 | 11,223 | 11,895 |
| 6 | 11,514 | 12,204 |
| 7 | 12,123 | 12,849 |
| 8 | 12,681 | 13,443 |
| 9 | 13,356 | 14,157 |
| 10 | 14,142 | 14,991 |
| 11 | 14,790 | 15,678 |
| 12 | 15,567 | 16,500 |
| 13 | 16,011 | 16,971 |
| 14 | 16,689 | 17,691 |

Head Teachers Scale Maximum at Offer Level

| <u>Group</u> | <u>Current Maximum</u> | <u>Maximum with 6% increase</u> |
|--------------|------------------------|---------------------------------|
| | £ | £ |
| 1 | 10,653 | 11,292 |
| 2 | 11,073 | 11,736 |
| 3 | 11,535 | 12,228 |
| 4 | 12,384 | 13,128 |
| 5 | 13,317 | 14,115 |
| 6 | 14,184 | 15,036 |
| 7 | 14,979 | 15,879 |
| 8 | 15,963 | 16,920 |
| 9 | 17,112 | 18,138 |
| 10 | 18,141 | 19,230 |
| 11 | 19,509 | 20,679 |
| 12 | 20,706 | 21,948 |
| 13 | 21,756 | 23,061 |
| 14 | 22,941 | 24,318 |

