

# NUT notes 2011-12

## Pay, Conditions of Service and You



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# NUT Notes

## Pay, Conditions of Service and You

This briefing sets out guidance on teachers' pay and conditions of service, including for newly qualified teachers (NQTs) in their first year of service.

The briefing looks first at the pay and conditions of teachers in local authority schools in England and Wales. It then looks at the position of teachers in academies and independent schools, where pay and conditions arrangements may be different, and sixth form colleges, which have their own national arrangements.

For advice on any of the matters set out below, NUT members should contact their NUT regional office in England or NUT Cymru in Wales. For contact details, please see page 13.

Guidance for those on employment based routes leading to qualified teacher status (QTS) is available from the Union separately. These routes are the graduate teacher programme (GTP), the Teach First programme, the registered teacher programme (RTP), and, in England, the overseas trained teacher programme (OTTP). In Wales, those who have qualified overseas are expected to follow the GTP.

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### School Teachers' Pay

1. The national pay structure for school teachers is set out in the School Teachers' Pay and Conditions Document issued annually by the DfE. This applies automatically in all local authority maintained schools in England and Wales but may not apply in all academies. The national pay scales are reviewed in September each year – see Appendix A for full details of the pay scales from 1 September 2011. The NUT website [www.teachers.org.uk/pay](http://www.teachers.org.uk/pay) gives the most up-to-date information available.

#### *The Main and Upper Pay Scales*

2. Classroom teachers, i.e. those who are not head teachers, deputy or assistant head teachers, advanced skills teachers or excellent teachers, are paid either on the Main Pay Scale (MPS) or the Upper Pay Scale (UPS).
3. The Main Pay Scale for classroom teachers is a six-point pay scale on which teachers progress annually on the basis of experience. The three point Upper Pay Scale is available to classroom teachers who have reached the top of the Main Pay Scale.
4. There are separate higher value Main and Upper Pay Scales for Inner London, Outer London and the Fringe Area.

#### *Starting Salary on the Main Pay Scale*

5. New entrants to teaching normally start at point M1 of the Main Pay Scale.
6. Teachers can start higher on the scale on the basis of experience gained outside school teaching, including relevant work experience or unremunerated activities. This is not mandatory but the NUT believes that governing bodies should take such experience into account. The maximum number of points which can be awarded for experience inside or outside of teaching is five.

### **Getting Information about Starting Salaries**

## **Notes**

7. Before formally accepting a post, ascertain the total starting pay which includes the spine point on which you will be placed and any allowances payable. If you want to accept an oral job offer, do so provisionally and say this is subject to receiving a formal offer in writing that includes the above details.

### **Progress on the Main Pay Scale**

8. Each September, classroom teachers who have worked during at least 26 weeks in the previous 12 months are allocated an additional scale point for experience until reaching the maximum point M6 of the Main Pay Scale.
9. These additional points for experience are mandatory provided that the performance of the teacher has not been deemed unsatisfactory.

### **Threshold Assessment/The Upper Pay Scale**

10. Teachers who have reached point M6 of the Main Pay Scale are then eligible to apply for 'performance threshold' assessment. If they are successful, they are permitted to move onto the Upper Pay Scale. The process involves making an application and being assessed against prescribed national standards.
11. Progress on the Upper Pay Scale is based on assessment of the contribution of the teacher concerned to the school. Additional scale points are not normally allocated more often than every two years.

### **Teaching and Learning Responsibility Payments (TLRs)**

12. Teachers with additional leadership and management responsibilities are paid additional Teaching and Learning Responsibility (TLR) payments. The number of posts in each school carrying TLR payments, the different levels of TLR payments and the precise values of TLR payments will be determined within each school. See Appendix A for further information.

### **Special Educational Needs (SEN) Teaching Allowances**

13. Allowances may be available for teaching children with special educational needs. The system for paying SEN allowances changed from September 2010. The two payment levels – SEN1 and SEN2 – were replaced by spot value allowances within an SEN range. The minimum and maximum of the range equates to the previous values of SEN1 and SEN2. Details of the changes can be found at [www.teachers.org.uk](http://www.teachers.org.uk) See Appendix A for further information.

### **Recruitment and Retention Payments**

14. Schools can make payments for recruitment and retention. The value of any such payment is determined by the school governing body and is for a fixed term of up to three years. Payments for retention may be renewable in exceptional circumstances.

### **Pay in London and the South East**

15. Teachers in the following Inner London local authorities are paid on the separate Inner London pay scales: Barking & Dagenham; Brent; Camden; City of London; Ealing; Greenwich; Hackney; Hammersmith & Fulham; Haringey; Islington; Kensington & Chelsea; Lambeth; Lewisham; Merton; Newham; Southwark; Tower Hamlets; Wandsworth; and Westminster.
16. Teachers in the following Outer London local authorities are paid on the separate Outer London pay scales: Barnet; Bexley; Bromley; Croydon; Enfield; Harrow; Havering; Hillingdon; Hounslow; Kingston upon Thames; Redbridge; Richmond upon Thames; Sutton; and Waltham Forest.
17. Teachers in the following areas are paid on the separate London Fringe Area pay scales: the District Council Areas of Bracknell Forest, Slough, and Windsor & Maidenhead (formerly in Berkshire); South Buckinghamshire and Chiltern (in Buckinghamshire); Basildon, Brentwood, Epping Forest, Harlow and Thurrock (in Essex); Broxbourne, Dacorum, East Hertfordshire, Hertsmere, St Albans, Three Rivers, Watford and Welwyn Hatfield (in Hertfordshire); Dartford and Sevenoaks (in Kent); Crawley (in West Sussex); and the whole of Surrey.

### ***Part-Time Teachers' Pay***

18. Part-time teachers are paid on a pro rata basis to the pay rate they would receive if employed full-time in the same post. The percentage of the full-time pay rate is calculated on the basis of a school's timetabled teaching week and the proportion of the week which the teacher is deemed to work.

### ***Supply Teachers' Pay***

19. Supply teachers may be employed directly by local authorities or school governing bodies, or via teaching agencies. Teachers employed by local authorities or governing bodies and engaged for the whole day must be paid 1/195th of the annual pay rate they would receive if employed full-time. Those engaged for less than a day may be paid an hourly rate set by the local authority or school. They progress up the pay scales on the same basis as full-time teachers. Supply teachers employed via agencies are not covered by the above.

## **Contracts**

### ***Accepting a Contract***

20. Once a post has been offered and that offer has been accepted, then legally a contract comes into existence, even if there is nothing in writing to confirm the agreement.
21. It is important to understand the nature of the post under offer. Most teaching posts are permanent full-time posts. Alternatively, employers may offer fixed-term or part-time contracts.
22. Teachers are protected from unlawful discrimination on grounds of race, sex, disability, sexual orientation, trans status, religious belief and age from day one of their employment contract.

### ***Fixed-Term and Temporary Contracts***

23. A fixed-term contract is a temporary contract which terminates on either:
- the expiry of a specific period, eg after 12 months;
  - the occurrence of a specific event, eg a return from maternity leave; or
  - the completion of a particular task, eg a secondment.

The length of the contract is determined by the relevant circumstances and might not be defined at the outset.

24. Fixed-term or temporary contracts should, in the NUT's view, be used only where there is a genuine fixed-term or temporary need which is seen from the outset to be so, eg to cover temporary sickness absence. The NUT does not approve of fixed-term or temporary contracts as a means of 'probation'. Similarly a part-time contract does not have to be offered for a fixed term. Where the justification for a fixed-term contract being offered is 'budgetary reasons' alone, members should seek advice from their NUT regional office in England or NUT Cymru in Wales. For contact details, please see page 13.
25. It is unlawful for an employer to include a provision in a fixed-term contract which excludes the right of an employee to claim unfair dismissal or redundancy. NUT members who are asked to sign contracts incorporating waiver clauses should consult the NUT for advice. Under the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2000, an employer cannot treat a fixed-term or temporary employee, in terms of pay, conditions of service or pension, less favourably than a comparable permanent teacher. Fixed-term teachers are further entitled to equal access to training and development opportunities and to promotion.
26. Non-renewal of a fixed-term contract amounts legally to a dismissal and an employer should follow the statutory dismissal procedure before terminating or refusing to renew a fixed-term contract. A teacher with continuous service of a year or more might be entitled to claim unfair dismissal if an employer fails to do this.
27. NUT members who are told that their fixed-term contract is to be terminated early or not renewed should seek advice from their NUT regional office in England or NUT Cymru in Wales. For contact details, please see page 13.

## Part-time Contracts

28. A part-time contract is one where the teacher is contracted to work for a proportion of the hours of a full-time teacher. The contracts are often referred to as 'regular' part-time contracts. Under the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, part-time employees are entitled to equal pay and pensions (pro rata) and to terms and conditions which must not be less favourable than those of comparable full-time teachers. Part-time teachers are further entitled to equal access to training and development opportunities and to promotion.
29. NUT members experiencing difficulties with contracts should seek advice from their NUT regional office in England or NUT Cymru in Wales. For contact details, please see page 13.

## Notes

Conditions of service for teachers in academies, independent schools and sixth form colleges may be different from those outlined below.

See paragraphs 68-71.

## School Teachers' Conditions of Service

30. The conditions of service for teachers in local authority maintained schools are found in the following documents:
  - The School Teachers' Pay and Conditions Document. This sets out provisions on teachers' professional duties, working time and cover, and is determined by the Government taking into account recommendations made by the School Teachers' Review Body;
  - The 'Burgundy Book'. This document covers many other areas such as sick pay, maternity pay and notice. It is a national agreement between local authorities and the teachers' organisations;
  - Local agreements. These may set out further provisions on issues such as cover or maternity pay improving upon the above or may cover other issues not covered above such as leave of absence, and will be agreed locally between the individual local authority and the teachers' organisations;
  - Other statutory entitlements.
31. Copies of the School Teachers' Pay and Conditions Document, Burgundy Book and any local agreements should be available in schools. Conditions of service for teachers in academies, independent schools and sixth form colleges may again be different from those in local authority maintained schools and are considered in separate sections in this document.
32. Changes to teachers' professional duties, working time obligations and other areas have come into force as a result of a 'National Agreement' on workforce reform reached between the Government, local authorities and certain unions. The NUT did not sign this 'Agreement' on the basis that it threatened the future of teaching as an all-graduate and properly trained profession and was not in the best interests of education generally.

## Professional Duties

33. Teachers can be required to undertake a wide range of duties, including planning and teaching lessons; assessing and reporting on pupil progress; preparing pupils for external examinations; promoting the safety and well-being of pupils; maintaining discipline among pupils; attending staff meetings and parents' evenings; and in-service training.
34. Teachers cannot routinely be required to undertake clerical and administrative tasks which do not require the exercise of teachers' professional skills and judgement. Such tasks should now be undertaken by support staff. An illustrative list of 21 such tasks is contained in Appendix B.

## Working Time: Full-Time Teachers

35. Full-time teachers are required to work for up to 195 days per year, of which up to 190 days can be teaching days; and for up to 1265 hours per year 'at such times and such places as may be specified by the head teacher'.
36. Teachers are further required to work 'such reasonable additional hours as may be needed' to discharge their professional duties, in particular marking, preparation and report writing. This obligation is not open-ended. It is qualified by the use of the word 'reasonable' with the aim of reducing unreasonable demands and providing teachers with appropriate work/life balance.
37. Governing bodies and head teachers are required by the School Teachers' Pay and Conditions Document to have regard to the need for teachers to be able to achieve a satisfactory work/life balance.

## Notes

Conditions of service for teachers in academies, independent schools and sixth form colleges may be different from those outlined below.

See paragraphs 68-71.

### **Working Time: Part-Time Teachers**

38. Part-time teachers' working hours are calculated on the basis of the proportion of the full-time teaching week for which they are employed to teach. The amount of additional directed time they work will be based on that proportion applied to the full 1265 hours, less teaching time.
39. For example, a part-time teacher who teaches for 15 hours in a teaching week of 25 hours will be expected to be available for work for a maximum of 759 hours of directed time of which a maximum of 570 hours (15 x 38 weeks) would be teaching time and the remainder would be non-teaching duties.
40. All part-time teachers are entitled to an agreed statement of working time obligations covering both teaching and non-teaching activities such as in-service training and attendances at staff meetings and parents' evenings.

### **Cover for Absent Colleagues**

41. Teachers have a contractual right to 'only rarely' cover for absent colleagues. The NUT's view is that teachers should only be asked to undertake cover in exceptional circumstances such as emergency situations.
42. All schools should have a 'cover strategy' to deal with planned and unplanned teacher absence. You should familiarise yourself with the cover strategy in your school.

### **Planning, Preparation and Assessment (PPA) Time**

43. This positive improvement in the conditions of service of teachers was introduced following a long campaign by the NUT and other organisations. Now all qualified teachers, including head teachers with teaching commitments, are entitled to a minimum of ten per cent of their timetabled teaching time for planning, preparation and assessment. The ten per cent figure is a minimum. Newly qualified teachers (NQTs) are, in addition, entitled to a reduced timetable (see paragraphs 64-67).
44. PPA time should be provided as part of a teacher's normal weekly or fortnightly timetable. It should take place during the time in which pupils are taught at the school. It must not be bolted on before or after pupil sessions. In order for the time to be put to meaningful use, it must be allocated in blocks of no less than 30 minutes. PPA time must not be encroached upon for other purposes, including provision of cover.
45. It is the NUT's policy that PPA time should be made available through the employment of qualified teachers, including instructors. It is important that PPA time does not result in a reduction in the quality of education provided to children and young people.

### **External Examinations**

46. Teachers should not be required routinely to invigilate external examinations, including national curriculum tests (in England only), GCSE and AS/A2 examinations. Where schools reorganise their timetables for 'mock' examinations to replicate the public examinations process, teachers should not be required to invigilate. Teachers can be required, however, to supervise other internal examinations and tests; and those aspects of external examinations requiring the professional input of a qualified teacher, eg practical and oral examinations.

### **Sick Pay**

47. Teachers' entitlements to sick pay and sick leave are set out in the Burgundy Book. There is a sliding scale according to length of service as set out below:
  - during the first year of service: full pay for 25 working days and after completing four calendar months' service, half pay for 50 working days;
  - during the second year of service: full pay for 50 working days and half pay for 50 working days;
  - during the third year of service: full pay for 75 working days and half pay for 75 working days;
  - during the fourth and successive years: full pay for 100 working days and half pay for 100 working days.
48. The scale shown here is the minimum. Certain local authorities will have agreed local improvements. Service with previous local authorities counts towards this scheme. Working days are only those days on which the school is open.

49. Teachers in their first years of service who have limited entitlements only under the above sick pay scheme will receive Statutory Sick Pay (SSP), payable for the first 28 weeks of absence. After the first 28 weeks they can claim Employment and Support Allowance from the state.
50. To secure their sick pay entitlement, teachers should inform schools as soon as possible when they are ill. A doctor's certificate 'fit note' is not necessary until the eighth calendar day of illness, although from the fourth day of absence schools will ask for a completed self-certificate form. A teacher suffering a long illness is likely to be asked to send a doctor's certificate each month.
51. Teachers who are sick on the last day before a holiday period will not automatically be classed as being on sick leave for the entire holidays. Teachers should let schools know how long the period of sickness lasts. Schools should be informed if teachers fall ill during holiday periods and illnesses last for more than three days. Sick pay during the holidays is not counted against sick pay entitlement which is calculated on the basis of working days. Teachers who are on half sick pay and recover during the holidays should inform their schools so that they can return to full pay.

### **Parents' Rights**

52. All teachers, irrespective of their length of service, are now entitled to 52 weeks' maternity leave. Statutory maternity rights entitle women teachers to statutory maternity pay after six months' service. The teachers' maternity scheme provides teachers who have at least one year's service with higher contractual maternity pay. Calculating maternity entitlements is not easy. Detailed guidance is contained in the document 'Maternity Matters', available at [www.teachers.org.uk/maternitymatters](http://www.teachers.org.uk/maternitymatters)
53. Statutory paternity leave rights entitle a child's father or the spouse or partner (same or opposite sex) of a child's mother to two weeks' paid paternity leave. Fathers/partners may be entitled to more favourable contractual leave and pay by local agreement and the NUT provides advice on statutory and local entitlements.
54. Statutory adoption and paternity rights are available to new adoptive parents. Some teachers may have contractual rights to adoption and paternity leave and members should take advantage of whichever is more favourable. Again, the NUT provides advice on statutory and contractual adoption rights for members.
55. Parents of children under the age of 17 years or of disabled children under the age of 18 are entitled to apply for flexible working, for example, to work reduced hours.

### **Notice to Leave Your Job**

56. Other than by agreement, teachers may leave their jobs on only three occasions each year. The three final dates for giving notice to leave are: 31 October for contracts to end on 31 December; 28 February for contracts to end on 30 April or the last day of the Easter break; and 31 May for contracts to end on 31 August. Departing teachers are paid up to the end of their contracts.
57. Teachers wishing to leave their posts but who miss these deadlines will need to seek the permission of the head teacher or governing body. Such permission may be refused and they may be required to stay until the end of the following term.
58. Periods for notice required by academies and sixth form colleges are usually the same. They may be longer in independent schools. Please also see paragraphs 68-71.

### **Leave of Absence**

59. Local agreements determine the right of teachers to paid or unpaid leave of absence for such purposes as looking after sick dependants, weddings, study leave or moving house. There will not always be an entitlement to time off; if leave is given, it may not always be with pay. Sometimes decisions on leave are delegated to head teachers. If teachers are employed by local authorities, however, then it is the local authorities which are ultimately able to determine the right to paid leave of absence.
60. There are statutory rights to reasonable unpaid leave of absence for family emergencies, to unpaid parental leave for parents of children under five or of disabled children under 18 years and to time off with pay for trade union duties and activities.
61. The local authority can provide information about entitlements to leave of absence. The NUT provides advice to members in cases of dispute.

**Grievance, Disciplinary and Capability Procedures**

62. Local procedures must include certain minimum steps under the 2009 ACAS Code of Practice on Discipline and Grievance, including the right to union representation and the right to appeal. The NUT provides advice to members on these procedures.

**Lunch Break**

63. Teachers cannot be required to supervise children, attend meetings or undertake any other duties during the lunch break. Teachers are entitled to a clear daily lunch break. NUT policy recommends that the break should be a minimum of an hour. Teachers who volunteer to supervise pupils during lunch breaks, whether in the eating areas or elsewhere, are entitled to free lunches in respect of such duties.

**Teachers Undergoing Induction**

64. NUT advice on induction, 'Induction – Your Guide to Induction', identifies the entitlement of newly qualified teachers (NQTs) to support and advice during their induction year. It explains how the NUT can support and protect members undergoing induction. NQTs are entitled to a planned induction programme, tailored to their individual needs and circumstances based on their Career Entry and Development Profiles in England or their Career Entry Profiles in Wales.

65. Head teachers must provide NQTs with a reduced teaching load of no more than 90 per cent of the timetable of other main scale teachers in the school without responsibility points. The NUT believes that schools should protect the release time and allocate it at appropriate intervals on a weekly or fortnightly basis. NQTs must receive a minimum of ten per cent PPA time in addition to the ten per cent induction release time they should be receiving.

66. The Welsh Government Circular 21/06 states that "It is recommended that the ten per cent professional development time in secondary schools is arranged in blocks rather than single lessons..." In general, however, the time should be "used as part of a coherent induction support programme and distributed appropriately throughout the induction period as best suits both the NQT and their school."

67. In England, the Core Standards which all main scale teachers are required to meet now apply to NQTs. At the end of the induction period, head teachers will make a recommendation to the Appropriate Body – in most cases the local authority – about whether the Core Standards have been met. To see the Core Standards visit [www.tda.gov.uk/teacher/developing-career](http://www.tda.gov.uk/teacher/developing-career) In Wales, head teachers make a recommendation to the Appropriate Body – usually the local authority – on whether the NQT has met the End of Induction Standard. See the End of Induction Standard in Appendix A of Welsh Government Circular 21/06.

**Academies**

68. Teachers employed in academies are not automatically covered by the national pay and conditions arrangements for school teachers set out above. Although academies are state funded, they can establish their own pay and conditions of service provisions for newly appointed teachers and these may not be the same. Teachers in academies are, however, automatically entitled to membership of the Teachers' Pension Scheme.

69. The NUT website at [www.teachers.org.uk/academies-pay-and-conditions](http://www.teachers.org.uk/academies-pay-and-conditions) contains advice for members considering applying for jobs in academies, including a checklist of issues to ask about before accepting a job. Some of these are:

- whether the academy applies the national pay and conditions arrangements;
- whether different requirements exist on working time, such as a longer working day or working year or out of hours working time obligations;
- whether pay progression operates on the same basis as in local authority maintained schools; and
- whether there are additional requirements in respect of probation or notice.

Advice is also available from NUT regional offices. For contact details, please see page 13.

**Independent Schools**

70. Independent schools are privately run and can establish their own pay and conditions provisions for teachers. These again may not be the same as the above national arrangements for school teachers. Independent schools have to be accepted into the Teachers' Pension Scheme (TPS) before their teachers can be members of the scheme. Most independent schools belong to the scheme.

## Sixth Form Colleges

71. Teachers in sixth form colleges in England are covered by the separate national agreement on teachers' pay and conditions of service in sixth form colleges. The NUT website contains information on pay and conditions for teachers in sixth form colleges in England. Teachers in FE colleges and sixth form colleges in Wales are covered by a further separate agreement on pay and conditions of service. All teachers in sixth form colleges are automatically entitled to membership of the Teachers' Pension Scheme.

## Notes

## Teacher Employment Agencies and Businesses

72. Teachers who find work through agencies may face specific problems about pay and conditions of service, since such agencies may apply their own pay and conditions for teachers even if they are working in local authority maintained schools.
73. The NUT is concerned about many agencies that undercut national pay and conditions of service. The growth of teacher employment agencies and businesses means that some teachers may find work only through such agencies and consequently may face specific problems. The NUT provides advice to agency-employed NUT members facing problems.
74. As a result of the NUT's pressure, a number of local authorities are taking steps to establish supply arrangements that do not exploit teachers and are supportive of schools.

## Pensions

### *Stay in the Teachers' Pension Scheme*

The Government's plans for public sector pensions threaten you, when you enter the profession, with paying more, working longer and getting less in retirement. The NUT's firm advice remains that teachers should be in the Teachers' Pension Scheme. When you start teaching, don't opt out!

### *Support the NUT's campaign*

The NUT is working with the other teachers' unions to defend teachers' pensions. Support the NUT's campaign. Go to [www.teachers.org.uk/pensions](http://www.teachers.org.uk/pensions) for more information.

75. The NUT's firm advice is that teachers should be in the Teachers' Pension Scheme (TPS) to secure a comfortable retirement. Retirement may seem some way off, but those who join a good pension scheme take the most important step in securing their financial future.
76. The TPS provides a guaranteed inflation-linked pension and the opportunity of a tax free lump sum. Features include ill-health retirement benefits, death and family benefits, including for unmarried partners, and facilities to buy extra pension. Employers pay a substantial contribution towards your pension, so opting out is like turning down free money.
77. The contribution that teachers pay attracts tax relief, so the net cost to new teachers is reduced by 20 per cent. Teachers who leave the TPS will lose the benefit of the employer's contribution and the tax relief on their own contributions, saving the Government and employers a considerable amount of money but losing their own valuable pension benefit.
78. Teachers starting employment in local authority maintained schools, academies or sixth form colleges, whether part-time or full-time, are now automatically enrolled in the TPS, as are those starting in independent schools which have been accepted into the TPS.
79. Further information on the TPS can be obtained from the Teachers' Pensions website [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)

## Redundancy and Redeployment

80. The NUT provides advice and support to members in the event of redundancy and redeployment. The NUT strongly opposes the use of 'last in, first out' as a criterion for selection in redundancy procedures. Redundancy selection and redeployment criteria must be free from unlawful discrimination.

Academies and independent schools can establish their own pay and conditions arrangements for teachers and these may not be the same as those set out in Appendix A.

## Appendix A Qualified Teachers' Salaries and Allowances

### School Teachers' Pay From 1 September 2011

The Government has imposed a two-year pay freeze across the whole public sector for 2011 and 2012. This will mean that the real value of teachers' pay will be cut as inflation increases but teachers' pay is frozen. The NUT is campaigning to defend pay and public services.

Please check the NUT website at [www.teachers.org.uk](http://www.teachers.org.uk) for updates on this and other pay issues.

### Introduction

The tables in this section give details of the pay levels from 1 September 2011 for each of the four pay spines:

- England and Wales generally (E&W) outside of London and the Fringe Area
- Inner London
- Outer London
- Fringe Area

See paragraphs 15-17 for details of the above areas.

### Pay Structure for Qualified Teachers (Other than Leadership Group Members, Advanced Skills Teachers (ASTs) and Excellent Teachers) 1 September 2011 to 31 August 2012

<i>Spine Point</i>	<i>England &amp; Wales</i>	<i>Inner London</i>	<i>Outer London</i>	<i>Fringe Area</i>
<b>Main Pay Scale</b>	<b>£ p.a.</b>	<b>£ p.a.</b>	<b>£ p.a.</b>	<b>£ p.a.</b>
M1	21,588	27,000	25,117	22,626
M2	23,295	28,408	26,674	24,331
M3	25,168	29,889	28,325	26,203
M4	27,104	31,446	30,080	28,146
M5	29,240	33,865	32,630	30,278
M6	31,552	36,387	35,116	32,588
<b>Upper Pay Scale</b>	<b>£ p.a.</b>	<b>£ p.a.</b>	<b>£ p.a.</b>	<b>£ p.a.</b>
U1	34,181	41,497	37,599	35,218
U2	35,447	43,536	38,991	36,483
U3	36,756	45,000	40,433	37,795
<b>TLR Payments</b>	<b>£</b>			
TLR 2 minimum	2,535			
TLR 2 maximum	6,197			
TLR 1 minimum	7,323			
TLR 1 maximum	12,393			

### Special Educational Needs (SEN) Teaching Allowances

The minimum of the SEN range is £2,001 and the maximum £3,954.

## Pay Spine for The Leadership Group 1 September 2011 to 31 August 2012

Notes

<i>Spine Point</i>	<i>England &amp; Wales</i>	<i>Inner London</i>	<i>Outer London</i>	<i>Fringe Area</i>
	<i>£ p.a.</i>	<i>£ p.a.</i>	<i>£ p.a.</i>	<i>£ p.a.</i>
L1	37,461	44,540	40,433	38,493
L2	38,400	45,483	41,373	39,433
L3	39,358	46,445	42,328	40,391
L4	40,339	47,423	43,314	41,376
L5	41,343	48,432	44,318	42,382
L6	42,379	49,466	45,351	43,416
L7	43,521	50,610	46,496	44,560
L8	44,525	51,611	47,499	45,557
L9	45,637	52,720	48,609	46,673
L10	46,808	53,894	49,784	47,844
L11	48,024	55,104	50,993	49,056
L12	49,130	56,216	52,106	50,169
L13	50,359	57,445	53,335	51,398
L14	51,614	58,700	54,583	52,650
L15	52,900	59,980	55,869	53,930
L16	54,305	61,392	57,277	55,342
L17	55,553	62,640	58,526	56,596
L18	56,950	64,036	59,925	57,985
L19	58,362	65,448	61,338	59,398
L20	59,809	66,895	62,784	60,849
L21	61,288	68,375	64,264	62,331
L22	62,811	69,897	65,782	63,849
L23	64,367	71,447	67,338	65,400
L24	65,963	73,049	68,934	67,002
L25	67,602	74,686	70,575	68,636
L26	69,275	76,358	72,247	70,314
L27	70,991	78,072	73,962	72,025
L28	72,752	79,835	75,725	73,785
L29	74,554	81,640	77,525	75,593
L30	76,409	83,495	79,381	77,442
L31	78,298	85,384	81,274	79,336
L32	80,244	87,327	83,215	81,283
L33	82,238	89,322	85,213	83,277
L34	84,271	91,356	87,246	85,309
L35	86,365	93,451	89,337	87,404
L36	88,504	95,587	91,473	89,540
L37	90,704	97,793	93,679	91,740
L38	92,948	100,031	95,921	93,985
L39	95,213	102,296	98,185	96,246
L40	97,590	104,679	100,565	98,629
L41	100,028	107,118	103,003	101,065
L42	102,534	109,617	105,502	103,573
L43	105,097	112,181	108,070	106,137

### Pay Ranges for Head Teachers

The pay ranges for head teachers are given below. The values of the spine points can be found in the table above headed 'Pay spine for the leadership group'.

<i>Group</i>	<i>Range of Spine Points</i>	<i>Group</i>	<i>Range of Spine Points</i>
1	L6-L18	5	L18-L31
2	L8-L21	6	L21-L35
3	L11-L24	7	L24-L39
4	L14-L27	8	L28-L43

**Appendix B**

**Administrative and Clerical Tasks**

Teachers should have appropriate support so that they can focus on teaching and learning. They should expect administrative and clerical tasks to be done by support staff.

Consequently, teachers should not routinely be required to undertake administrative and clerical tasks, including the 21 tasks set out below.

1. Collecting money from pupils and parents.
2. Investigating a pupil's absence.
3. Bulk photocopying.
4. Typing or making word processed versions of manuscript material and producing revisions of such versions.
5. Word processing, copying and distributing bulk communications, including standard letters, to parents and pupils.
6. Producing class lists on the basis of information provided by teachers.
7. Keeping and filing records, including records based on data supplied by teachers.
8. Preparing, setting up and taking down classroom displays in accordance with decisions taken by teachers.
9. Producing analyses of attendance figures.
10. Producing analyses of examination results.
11. Collating pupil reports.
12. Administration of work experience (but not selecting placements and supporting pupils by advice or visits).
13. Administration of public and internal examinations.
14. Administration of cover for absent teachers.
15. Ordering, setting up and maintaining ICT equipment and software.
16. Ordering supplies and equipment.
17. Cataloguing, preparing, issuing and maintaining materials and equipment and stocktaking the same.
18. Taking verbatim notes or producing formal minutes of meetings.
19. Coordinating and submitting bids (for funding, school status and the like) using contributions by teachers and others.
20. Transferring manual data about pupils not covered by the above into computerised school management systems.
21. Managing the data in school management systems.

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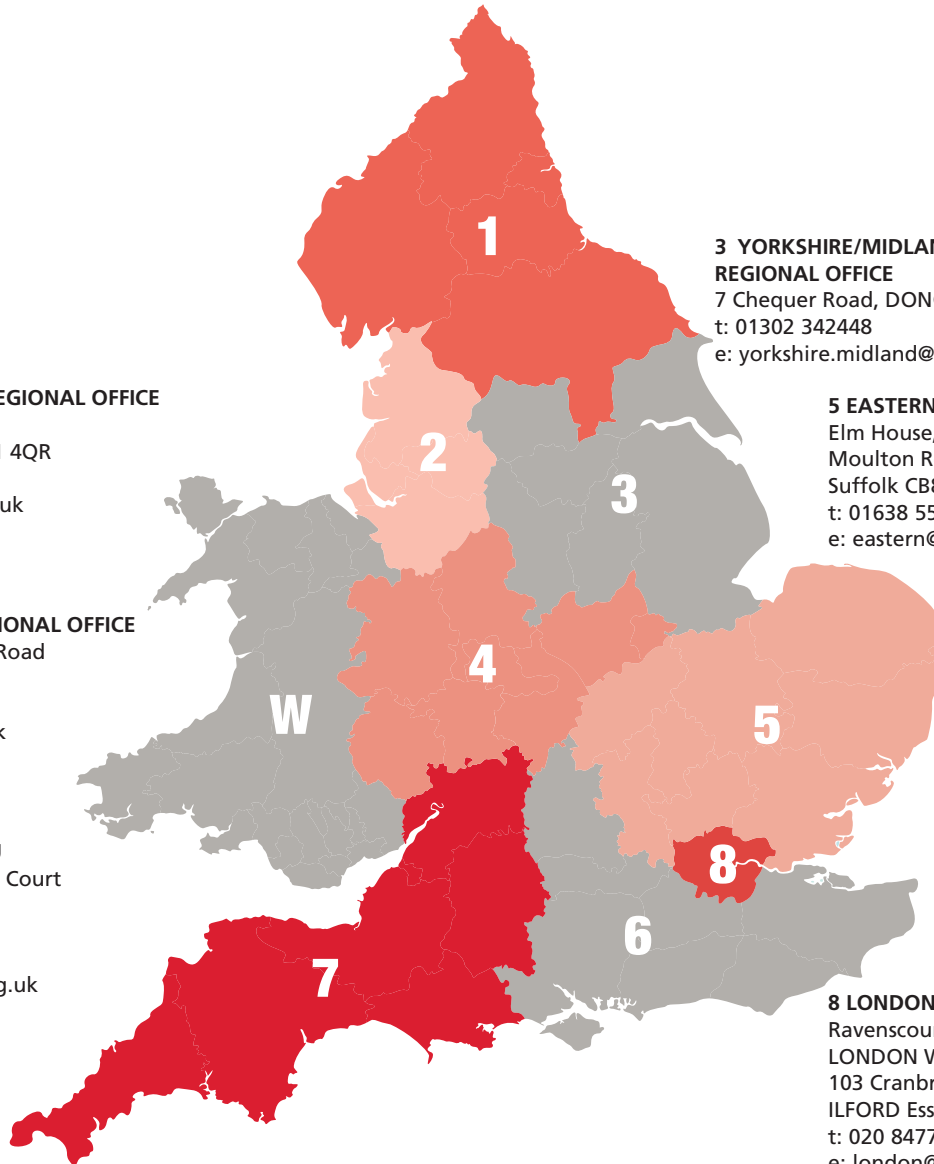
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POSTCODE:

MOBILE TEL:

HOME TEL:

PERSONAL E-MAIL:

PLEASE COMPLETE EITHER SECTION A OR B

### SECTION A

NAME OF UNIVERSITY, COLLEGE OR SCITT:

COURSE: BED  BA(QTS)  BSc(QTS)  PGCE  SCITT  PGCE(FE)

Other:

When does your course finish? 2012  2013  2014  2015

### SECTION B

EMPLOYMENT-BASED TEACHER TRAINING

PROGRAMME: Graduate Teacher  Teach First  Overseas Trained Teacher  Registered Teacher

SCHOOL ADDRESS:

When does your programme finish? 2012  2013  2014

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