PRIME MINISTER

GOVERNMENT EVIDENCE TO THE ACAS PANEL

Sir Keith Joseph seeks your approval to a position statement which the Government could put before the independent panel appointed by ACAS.

This has been discussed at official level but is not yet formally agreed interdepartmentally.

The draft seems to raise all the right issues. The only paragraph which gave me pause was paragraph 6, which discusses resources. It refers to the offer made last August, without mentioning the figure of £1 1/4 billion. However the omission seems inevitable if the Government is to maintain the line that the Scottish inquiry, and with it the ACAS process, are not cash limited in advance.

Agree the proposed statement, subject to the views of colleagues?

(David Norgrove)

24 March 1986

CMA

CONFIDENTIAL

PRIME MINISTER

GOVERNMENT EVIDENCE TO THE ACAS PANEL

As you know, we invited our officials to agree through MISC 123 a position statement which the Government could put before the independent panel appointed by ACAS.

In drafting that paper, I have been conscious that it needs to be fully consistent with the recent answers which Malcolm Rifkind and I have given on the subject in the House and that it should not provoke the local authorities or the unions into breaking up the ACAS exercise. We must always remember that both sides are waiting in the wings to blame us for the failure of these talks. When the management panel met last Friday, some employers even queried the Government's right to put in its own paper and I now have the attached letter from the leader of the employers asking me not to put in a separate statement because it would place the talks in immediate jeopardy!

Against this background, we should certainly emphasise both our conditional commitment and the limits to it - as I have done by attaching my August 5 1985 statement. It is all too likely that the talks will break down sooner or later because of the deep differences between and among employers and unions - provided that we don't allow them to hide their differences by breaking off the talks at once and putting the blame on us. I have tried in the draft paper attached to strike the right balance and I hope that colleagues will now be content for this to go forward as the Government's opening position paper.

We have been asked to put it in before Easter so I should be grateful for comments by close of play on Tuesday.

Copies of this letter and its attachment go to members of MISC 122 and Sir Robert Armstrong.

K.J.

Department of Education and Science 24 March 1986

5 AUGUST 1985 ANNEX A

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 b explicitly recognised that employing authorities would take a of all relevant factors - including their assessments of the quality of individual teachers' work, the responsibilities att to particular posts, the demand for specific skills and qualifi tions, and the difficulty of filling particular post- - 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 necesssary 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.

ANNEX B

P&S Committee
12th 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:-

	Paybill		Increase for Individual Teacher	
	Cost 1985/86	Cost 1986/87	Highest	Lowest
(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

	Paybill Cost 1985/86	Paybill Cost 1986/87	Increase for Individual Teacher Highest	Increase for Individual Teacher Lowest
(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 cut.

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.

	Proposed Salary Maxima from 1.9.86	1.9.87	Managmenet Panel's increased offer from 1.9.86 over scale maxima at 1.11.85
	£	£	%
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.

Group	Proposed Salary Maxima from 1.9.86	Management Panel's increased offer from 1.9.86 over scale maxima at 1.11.85
	£	%
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	

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

APPENDIX 1

SALARY SCALES REFLECTING EMPLOYERS' OFFER

NEW STRUCTURE
FROM 1.9.86

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

Scale Point	Existing Salary	Increase of £480/5% + 1%	£ increase	%inc.
0	5442	5976	534	9.81
1	5694	6231	537	9.43
2	5883	6423	540	9.18
3	6072	6612	540	8.89
4	6252	6795	543	8.69
5	6489	7035	546	8.41
6	6732	7278	546	8.11
7	6975	7524	549	7.87
8	7230	7782	552	7.63
9	7482	8037	555	7.42
10	7734	8292	558	7.21
11	8004	8565	561	7.01
12	8280	8844	564	6.81
13	8556	9123	567	6.63
14	8886	9456	570	6.41
15	9207	9774	573	6.23
16	9597	10173	576	6.00
17	9915	10509	594	5.99
18	10287	10905	618	6.01
19	10659	11298	639	5.99
20	11031	11694	663	6.01
21	11403	12087	684	6.00
22	11931	12648	717	6.01
23	12363	13104	741	5.99
24	12963	13740	777	5.99
25	13395	14199	804	6.00
26	N/A	14658	N/A	N/A

ENTRY GRADE

TEACHER GRADE

SENIOR TEACHER GRADE

PRINCIPAL TEACHER GRADE

APPENDIX 2

Deputy Heads Teachers Scale maximum at Offer Level.

Group	Current maximum	Maximum with 6% Increase
	£	£
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

Group	Current Maximum	Maximum with 6% increase
	£	£
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