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FROM THE SECRETARY OF STATE

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Chairman of the Management Panel
Burnham Primary and Secondary Committee
LACSAB
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30, October 1986

Dear John,

SCHOOL TEACHERS' PAY AND DUTIES

When we met on 23 October I expressed my concern about the absence of progress towards an acceptable package covering teachers' pay, professional duties and contracts which the Government would be willing to support. You have long made it clear that such support was an essential condition for finalising any deal with the teachers. It is important that you should know precisely where the Government stands before the negotiating process takes up again, in Nottingham on 8 November. To that end, I have now set out the Government's position in a statement to the House, a copy of which I attach. This letter explains the considerations underlying the Government's proposals and offers further details.

I do not regard the shape of the "Coventry" salary structure as satisfactory. It compresses differentials, cuts back on promotion opportunities for better teachers and those who carry additional responsibility, and fails to provide the flexibility which management must have if it is to deal with subject shortages, transfers between schools and the staffing of difficult schools. I am concerned about the list of additional pay demands presented by the teachers two weeks ago despite their earlier majority support for your Coventry heads of agreement. I note that all are chipping away at that understanding and I have had to conclude that further negotiations starting from the position reached at Coventry cannot yield a final bargain which properly reflects the needs of schools.

You have long known that the Government is willing to see increased expenditure on teachers' pay, on stated conditions. The first is that there must be a pay structure with adequate differentials to reflect the varying responsibilities of teachers and the need to recruit, retain and motivate teachers throughout the school system and at all stages of their careers. The second is that school teachers' contracts and conditions of service

should be brought into line with the 19 points discussed at Coventry. Contracts must leave no room for ambiguity about teachers' duties and must expressly provide for school teachers to cover for absent colleagues and for them to be available to work at the direction of head teachers for 1300 hours over 195 days each year.

You also know that the Government has had the Main Report for Scotland under consideration for some weeks now and that we have been taking a close interest in the negotiations in England and Wales. I have to tell you plainly that the Government has concluded that the employers and unions in England and Wales should reach agreement on a pay package based on the relevant Main recommendations, with such adaptation as is needed to accommodate differences in the educational systems North and South. If a Burnham agreement on that basis can be reached, within the 16.4% cost envelope of the Main Report, for implementation in two equal stages on 1 January 1987 and 1 October 1987 respectively, and if a satisfactory parallel agreement on duties and conditions of service is concluded in CLEA/ST - within the same cost envelope - then the Government will be willing to make additional expenditure provision for teachers' pay this year and next. Fuller details of the basis of agreement which the Government would be willing to underwrite are given in the attachment to this letter. The Government is not willing to provide for any additional expenditure for teachers' pay on any other basis or for any other changes beyond the terms of this letter and its attachment.

Agreements of this kind would involve substantial additional expenditure on teachers' pay. That cost would fall to be shared between tax-payers and rate-payers. For its part the Government would be willing to increase education GREs by the full costs of the changes in pay levels and structure envisaged in the attached proposals - £118m for 1986/87 and £490m for 1987/88. It would increase block grant to local authorities by £56m and £200m in those years.

I recognise that the Government's proposals will involve substantial further work at Nottingham to draw up appropriate agreements which will command our support and justify release of the additional resources. I am confident that with goodwill on all sides that work can be completed swiftly, the agreements formally concluded and parents and pupils assured of uninterrupted education of high quality. I must make it clear that the matter must now be resolved on all the terms and conditions I have set out. For teachers the benefits are great - clarity about the nature of their professional task and cumulative average pay increases of 25% over the 2 years to October 1987.

Lastly, I should give you early warning of my intentions regarding the future of Burnham. The last few years have shown that there is wide acceptance that the present negotiating machinery should be replaced. The Government therefore intends to legislate to end Burnham and to bring forward proposals for new machinery involving an interim committee to advise the Secretary of State on school teachers' conditions of service and the distribution of pay within the resources available at the appropriate time.

Yours sincerely
Kenneth Baker

TEACHERS' PAY AND DUTIES: GOVERNMENT PROPOSALS

The Government believes that the salary structure recommended for Scotland by the Main Committee should be adopted for England and Wales, with such adaptation as is needed to reflect the different education system in England and Wales. The new structure should give a much improved scale maximum for the unpromoted classroom teacher. That maximum would be reached after 6 to 9 years' service, depending on entry qualifications. The availability of promoted posts should be much increased, with new principal teacher posts being phased in over a 3-year period so that in the primary sector 40% of all teachers would be heads, deputies or holders of promoted posts, with a corresponding secondary figure of 60%. The Government believes that the availability of such promotion opportunities within teaching is essential rewards to provide proper for good teaching and additional responsibility. It is also important for staffing and career management reasons - to allow schools to attract teachers in short supply, to facilitate changes of school where that is in the best interests of teacher and school and to provide a management tier within the school which involves a substantial proportion of the school staff.

2. Accordingly, the Government proposes that the present structure should be replaced by a 9-point scale as follows:

SCALE POINT	£
1	7,900
2	8,200
3	8,500
4	9,200
5	10,000
6	10,800
7	11,400
8	12,000
9	12,700

Trained graduates without teaching or other valuable experience would start at point 1, trained good honours graduates at point 3. Employers would have discretion to fix higher starting salaries if they judged that appropriate - examples would be teachers who had undertaken further post-graduate study or research or who offered qualifications or experience of special relevance to teaching. The few non-graduates still entering teaching would start at a sub-scale salary of £7,600, proceeding to point 1 after one year's service. The proposed new induction arrangements currently favoured by employers, unions and the Government could be retained, to apply for the first two years of service but without a separate induction scale.

3. For promoted teachers, the Government proposes 5 rates of allowance to be added to the scale salary: £900, £1,800, £2,800, £3,800 and £4,800. The first three levels of promoted post would be available for primary schools, all five for secondary. The resulting maximum salaries for primary teachers other than heads and deputies would be £13,600, £14,500 and £15,500: for secondary teachers two further maxima would be available, £16,500 and £17,500.

4. Assimilation to the new scale would be as follows. Scale 1 teachers on points 0-2 of the present Burnham structure move to £7,600, all others to points 1-7 of the new scale: points 3 and 4 to point 1, point 5 to point 2; point 6 to point 3; points 7 and 8 to point 4, points 9 and 10 to point 5, point 11 and 12 to point 6, point 13 to point 7. Scale 2 salaries would be assimilated in the same way, except that those on the 3 highest points of scale 2 would be assimilated to points 7, 8 and 9 of the new scale.

5. Scale 3 and 4 salaries below the present scale 2 maximum would be assimilated as above. Other scale 3 and 4 and all senior teacher points would be assimilated to the new scale maximum. Scale 3 and 4 and Senior Teachers would receive the following additional allowances - scale 3 to receive £900 or £1,800, scale 4 £2,800 or £3,800 and Senior Teacher £3,800 or £4,800.

6. The Main Committee recommended that the availability of promoted posts in Scotland should be increased over a 3-year period. The Government proposes that for England and Wales the availability of promoted posts, including heads and deputies, should be increased over 3 years from September 1987 to 40% for primary and 60% for secondary education.

7. Main recommended single-point salaries for heads, deputies and assistant heads in Scotland. In England and Wales there are no assistant heads and rather more deputies. Also, in England and Wales heads and deputies are on salary scales. The Government would propose a single-point pattern for England and Wales, but retaining the present arrangements for determining school group. The salaries for schools in various groups would be as follows:

SCHOOL GROUP	HEADS' £		DEPUTY HEADS £
1	15500		
2	16000)	
3	16500)	14750
4	17000		15000
5	17750		15575
6	19000		15750
7	20000		16250
8	21250		17000
9	22750		18000
10	24250		19000
11	26000		19750
12	27750		20750
13	29000		21500
14	30500		22250

8. The Government proposes that these new scales should be fully in place by 1 October 1987, with half of the increase payable from 1 January 1987. (For the period to 31 August 1987 that half would be calculated after applying the assimilation rules above to the individual teacher's present salary. For 1-30 September inclusive, the calculation would also take account of any further increment which the teacher would have been due on 1 September under the present salary arrangements.)

9. The Government attaches great importance to the delivery of uninterrupted education for all school pupils. This means that teachers' professional duties must be set down clearly and linked with individual contracts. Parents, public and teachers themselves are entitled to know exactly what can be expected. The Government considers that the list of duties identified in the report of the relevant ACAS working party should be adopted as describing those matters which fall within the professional obligation of all teachers. Those are as follows:

- "1. Plan, prepare, determine and review as necessary personal teaching methods and work programmes.
2. Teach and ensure the discipline and safety of assigned timetabled classes and groups, with the different educational needs of pupils in mind.
3. Set, mark and record pupils' work.
4. Promote the general progress and welfare of a class or group of pupils, and provide initial guidance or counselling on educational, social and career matters.
5. Assess and record pupils' personal and social needs, development, progress and attainment; provide or contribute to oral or written assessments and reports on individual pupils and groups.

6. Contribute to and participate in formal performance appraisal and review, team planning, self-evaluation, in-service training and professional development in assigned areas of the curriculum, and pastoral arrangements.
7. Advise and co-operate with colleagues on teaching programmes, methods, equipment and materials within assigned areas of the curriculum.
- 8'. Co-operate with appropriate specialist agencies and other appropriate outside bodies.
9. Ensure the safety and good order of pupils by carrying out an appropriate share of supervision on pupils' arrival at and departure from school, on dispersal and assembly at the beginning and end of the midday break, whenever pupils are authorised to be on school premises - with the exception of the midday break - and elsewhere when pupils are the responsibility of the school.
10. Consult and liaise with parents, attending meetings arranged for that purpose.
11. Participate in staff meetings and activities.
12. Undertake an appropriate share of the collective staff responsibility to substitute for an absent colleague when required, within limits as agreed.
13. Carry out an appropriate share of such administrative and organisational tasks as flow naturally from the above duties.
14. Take part in arrangements for presenting pupils in public examinations, and contribute expertise to the preparation and development of courses

of study and teaching materials in response to changes in public examinations and assessment procedures.

15. Contribute as required to the appointment, induction, professional development and assessment of junior colleagues, including new entrants to teaching.
 16. Co-ordinate the work of other teachers, as required, taking a leading professional role in the review, development and management of assigned curricular, pastoral or organisational activities.
 17. Supervise ancillary staff where designated to do so.
 18. Order and allocate appropriate equipment and materials.
 19. Carry out such other related duties and responsibilities at the school as may reasonably be allocated, as need arises, by the Head Teachers."
10. Not all teachers will be called upon to carry out all of these duties. Some of the duties listed are inappropriate to new teachers, for example. What is important is that no teacher should be able to decline a reasonable request to undertake such tasks which in aggregate are essential for the uninterrupted well-being of the school and its pupils.
11. Not all the teacher's work need be done on school premises and not all can be accommodated within the pupil's timetabled work or year. The Government does not propose that the teacher's total commitment should be expressed numerically or that it all be met on school premises. But within the full job a substantial proportion must be carried out in accordance with school policies, at the direction of the head teacher.