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cc Policy Unit

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DEPARTMENT OF EDUCATION AND SCIENCE

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FROM THE SECRETARY OF STATE

N BPM, DRS 11/9.

2

~~Prime Minister~~

To see the letter which stated the discussions, and the detailed proposals. Lord Young wrote to support Sir K. Joseph.

9 September 1985

received 10/9.

DRS 11/9.

Chancellor of the Exchequer
Treasury
Parliament Street
London SW1P 3AG

Jean Nigel

TEACHERS' PAY

The Burnham Management Panel meets on Wednesday with a view to adopting the attached package as the basis of an offer to be made to the Teachers' Panel at a full meeting of the Burnham Committee on Thursday.

I believe that this package is in its main features consistent with my statement of 5 August (further copy attached for ease of reference) and that it should be seen as a very constructive response to our objectives for better schools by means of a more differentiated career structure with more promotion opportunities for good quality teachers and a clearer definition of duties. It incorporates our 14-point description of teachers' responsibilities and provides increased differentials together with a strengthened promotion structure. It is not to be expected that the employers would design a package which conforms in every respect with our wishes, but I believe that we must be ready to reach an accommodation with them. Obviously there are very considerable difficulties standing in the way of their negotiating this package into place but such an outcome remains a possibility for Thursday and we must be prepared for it.

As I see it, we have two real choices. I could instruct my representatives to say on Wednesday - when they are certain to be asked where Government stands - that the package does not go far enough to meet our 5 August aspirations and so will not unlock any additional resources. We could expect public condemnation from the local authorities for standing in the way of their constructive efforts to work with central Government; there would be no settlement; and the disruption in the schools would intensify with no other solution in prospect. Alternatively I could instruct my representatives to express our acceptance of the package (without removing their scope to argue for such improvements as they can get) and to say that the additional resources described in the 5 August statement will be released

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if it can be negotiated with the teachers in its present form. They will, of course, make clear that any substantial dilution of our purposes would place at risk this Government endorsement. This will keep us on course for the improvements we are looking for in the schools and enable us to continue publicly to stress our constructive approach to this difficult and long-running dispute. Should the unions and employers then fail to reach a settlement, we would be better placed to attract public support for holding to our realistic and educationally desirable objectives. We would also be seen as standing together with the employers - a highly desirable position in the event of breakdown. (I do not regard it as a real option for my representatives to simply reserve the Government's position. That would be presented by our opponents, the teachers and the employers as failing to address promptly a real attempt at a solution offered by the employers consistently with our 5 August initiative.)

I think we must take the second course and indicate the Government's readiness to accept the package as now drafted. As my representatives must leave for the management panel meeting at 2pm on Wednesday, 11 September, I need to ask for comments by midday on that day.

Copies of this letter go to the Prime Minister, Members of E(PSP), the Secretaries of State for Scotland, Wales and Northern Ireland and Sir Robert Armstrong.

Yours ever,

Keir

MANAGEMENT PANEL PROPOSALS FOR IMPROVED
PAY AND CAREER STRUCTURE

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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. These new proposals have been made possible:-
 - (a) by the Secretary of State's offer to release additional resources of £200 million in 1986/87 rising to £450 million by 1989/90.
 - and (b) as the proposals exceed the Secretary of State's limit, the Management Panel's willingness to inject further resources for which there will not be RSG cover, despite the continuing severe restraints facing local education authorities.
3. Other financial constraints continue to mean that the improvements we are suggesting will need to be phased over a period.
4. The Secretary of State's proposal to increase the rate support grant formula for 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.
5. The proposals now put forward therefore form a total package which needs to be considered as a whole.

CURRENT SALARIES

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

FOR ILLUSTRATION

	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

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	Paybill		Increase for	
	Cost 1985/86	Cost 1986/87	Individual Highest	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		

7. 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

8. 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 on a separate contract, or others, undertaking these duties. Teachers could receive the payments on a voluntary basis.

IMPROVEMENTS IN THE CAREER STRUCTURE AND PROMOTION PROSPECTS OF TEACHERS

9. The Management Panel also propose significant improvements to the career structure from September 1986.
10. 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.
11. 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.

2. There have been a number of criticisms of the existing arrangements for promoting teachers. Some of these criticisms could be alleviated by a more systematic approach to the appraisal of teachers. For those teachers who do not benefit from promotion an accepted system of appraisal will be useful also for identifying other opportunities for their career development. 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 the reform of the salary structure.
13. The complete package already exceeds the Secretary of State's limit of £200 million in 1986/87, but the Management Panel anticipate developing their ideas in discussions with the Teachers' Panel in time to meet the 11th October deadline.
14. All the salary figures that follow reflect the employers' offer for improvements in current salaries set out in paragraph 6. These are shown in Appendix I.

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

15. All newly appointed teachers will serve two years on this grade before being transferred after appraisal 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.
16. All such teachers will receive counselling, support and induction to afford every opportunity to attain the standard necessary to progress their career.
17. 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)

18. 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.
19. 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 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 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 £9,456 to £12,087 (point 4 of scale 3 to point 6 of scale 4)

20. In addition to those of the Teacher Grade, duties of the Senior Teacher Grade would cover:-

- (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.

21. This promotion post would be available in the ratio of one senior teacher grade for every two posts on teacher grade (including entry grade).

22. 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.

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.

24. 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)

25. In addition to the duties set out for other grades in a school, Principal Teachers would be expected to be accountable for:-

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

26. 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.

27. 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

28. 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.

29. 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

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

DEPUTY HEADS

31. 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 Maximum from</u>		<u>Management Panel's increased offer</u>
	<u>1.9.86</u>	<u>1.9.87</u>	<u>from 1.9.86 on scale maximums</u>
	£	£	%
1&2	12,084		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	15,432	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

32. 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 Maximums</u>	<u>Management Panel's increased offer</u>
	<u>from 1.9.86</u>	<u>from 1.9.86 on scale maximums</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

VIEW OF AGE WEIGHTINGS

33. Although these proposals rely on the existing arrangements for determining the groups of schools, the Management Panel has been critical of the effect of the existing age-weightings and would like to review these in the near future.

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

Scale Existing of £480/5%
Point Salary + 1%

NEW STRUCTURE
FROM 1.9.86

£ increase %inc.

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

(This gives a misleading impression! graduates already start at point 5 or point 7.)

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	7250	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

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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

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

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, retain and motivate teachers of the right quality across the 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.

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.

