Pay, Conditions of Service and You
Join us

The largest teachers’ union

FREE student membership

Join online at www.teachers.org.uk/join

Joining hotlines:
0845 300 1669
020 7380 6369
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 teaching.

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, free schools 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 the NUT AdviceLine in the first instance.

For advice and guidance in England contact:
NUT AdviceLine
Tel: 020 3006 6266
Email: nutadviceline@nut.org.uk

In Wales contact:
NUT Cymru
Tel: 029 2049 1818
Email: cymru.wales@nut.org.uk

Contents

School Teachers’ Pay ........................................... Page
School Teachers’ Conditions of Service ........... 7
Academies and Free Schools ....................... 11
Independent Schools .................................. 11
Sixth Form Colleges .................................. 11
Teacher Employment Agencies and Businesses . 11
Pensions ..................................................... 12
Redundancy and Redeployment .................. 12
APPENDIX A
Qualified Teachers’ Pay and Allowances ..... 13
APPENDIX B
Administrative and Clerical Tasks .............. 15
NUT regions and Wales .............................. 18

School Teachers’ Pay

1. The national pay structure for school teachers is set out in the ‘School Teachers’ Pay and Conditions Document’ (STPCD) issued annually by the Department for Education (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 2014. Up-to-date information available at www.teachers.org.uk/pay

2. The Government’s far-reaching changes to teachers’ pay arrangements include an end to automatic pay progression, Performance Related Pay (PRP) for all teachers and the end of fixed pay points on pay scales. The abolition of the portability of pay points, with schools having the discretion to pay teachers at any pay point when they move schools, will hit teachers moving schools or taking a career break particularly hard. The existing pay structure has been retained as a reference for pay progression with the full impact of the Government’s changes planned to take effect from 1 September 2014.
3. Following a two-year pay freeze in 2011 and 2012 and an imposed one per cent pay cap in 2013, the Government has just announced a further imposed pay rise of only one per cent for 2014 which is not guaranteed in schools which have adopted new pay structures and stands alongside the imposition of PRP on all teachers. The Government is also planning a further limit on any pay increase for 2015. Along with the increase in pension contributions, the pay cap will continue to cut teachers’ take home pay.

4. This attack is the reason why the NUT is engaged in a campaign to stop the destruction of the national pay system, to say ‘no’ to a pension age of 65 or higher and to stop attacks on teachers’ working conditions. For details of the Union’s campaign go to www.teachers.org.uk/pay

The Main and Upper Pay Ranges

5. At present, classroom teachers, i.e. those who are not head teachers, deputy or assistant head teachers or leading practitioners, are paid either on the Main Pay Range or the Upper Pay Range.

6. From 1 September 2013, a Main Pay Range replaced the former six-point Main Pay Scale. Only minimum and maximum values for payments on the Range are specified. There are no other prescribed pay points and schools are able to determine how teachers progress and by how much. Existing provisions on how points should be awarded for teaching and non-teaching experience have been removed. From the same date, an Upper Pay Range replaced the former three-point Upper Pay Scale. Only minimum and maximum values are specified. There are no longer mandatory points and schools are able to add more points in between if they choose. There are separate pay ranges for England and Wales, Inner London, Outer London and the Fringe Area.

Starting Pay on the Main Pay Range

7. At present, most new entrants to teaching will normally be placed on the first, minimum point of the schools pay scale for teachers on the Main Pay Range.

8. 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.

Getting Information about Starting Pay

9. 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 Range

10. All pay progression decisions from 1 September 2014 will be linked to the outcomes of appraisal. Schools will decide whether to increase the pay on the Main Pay Range based on performance and if so, by how much. The school will determine the criteria for taking decisions on teacher pay progression. That might mean that an NQT passes their induction but discovers that they are still not allowed to progress up the Main Pay Range. Even if a teacher meets all the agreed pay objectives, they could still find their pay progression is withheld.

Threshold Assessment/The Upper Pay Range

11. From 1 September 2013, any qualified teacher on the Main Pay Range can apply to be paid on the Upper Pay Range, not just those on top of the Main Pay Range. Applications for threshold assessment are voluntary. Assessment is carried out by reference to national ‘Teachers’ Standards’ and the outcomes of performance management reviews.

12. Progression on the Upper Pay Range from September 2014 is based on the same system as for the Main Pay Range. Decisions must be related to teacher performance and therefore based on appraisal. Progression on the Upper Pay Range will be allowed every year rather than every two years.
13. For a more detailed Union briefing on the new pay arrangements go to www.teachers.org.uk/pay

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

14. Teachers with additional leadership and management responsibilities are paid additional 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. New fixed-term TLR3 payments have been introduced. They must be linked to time-limited school improvement projects or one-off externally driven responsibilities.

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

15. Allowances may be available for teaching children with special educational needs. Schools may pay SEN payments at any value within the SEN payment range. The SEN payment values apply in all parts of England and Wales.

**Recruitment and Retention Payments**

16. Schools determine the purpose and values of any recruitment and retention payments to teachers. There are no nationally prescribed values for such payments.

**Pay in London and the South East**

17. Teachers in the following Inner London local authorities are paid on the separate Inner London pay ranges: 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.

18. Teachers in the following Outer London local authorities are paid on the separate Outer London pay ranges: Barnet; Bexley; Bromley; Croydon; Enfield; Harrow; Haringey; Hillingdon; Hounslow; Kingston upon Thames; Redbridge; Richmond upon Thames; Sutton and Waltham Forest.

19. Teachers in the following areas are paid on the separate London Fringe Area pay ranges: 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**

20. Part-time teachers are paid on a pro rata basis at 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**

21. Supply teachers may be employed directly by local authorities or school governing bodies, or via teaching agencies. Supply teachers employed directly by the local authority or the governing body of a school are subject to the provisions of the STPDC. As indicated, changes made to teachers’ pay and pay structure applies to supply teachers.

22. 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 range on the same basis as full-time teachers. Supply teachers employed via agencies are not covered by the above.

© Copyright National Union of Teachers 2014
Contracts

Accepting a Contract

23. 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.

24. 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.

25. Teachers must have at least two years’ continuous employment (if their period of continuous employment began on or after 6 April 2012) to bring a claim for unfair dismissal. The qualifying period does not apply to claims for automatic unfair dismissal (e.g. dismissal for carrying out trade union or health and safety activities). 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

26. A fixed-term contract is a temporary contract which terminates on either:
   - the expiry of a specific period, e.g. after 12 months
   - the occurrence of a specific event, e.g. a return from maternity leave
   - the completion of a particular task, e.g. a secondment
   - the length of the contract is determined by the relevant circumstances and might not be defined at the outset.

27. 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 known from the outset, e.g. 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 the NUT AdviceLine. For contact details, please see page 3.

28. 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.

29. Non-renewal of a fixed-term contract amounts legally to a dismissal and an employer should follow the dismissal procedure before terminating or refusing to renew a fixed-term contract. A teacher with continuous service of at least two years (if their period of continuous employment began on or after 6 April 2012) might be entitled to claim unfair dismissal if an employer fails to do this.

30. NUT members who are told that their fixed-term contract is to be terminated early or not renewed should seek advice from the NUT AdviceLine. For contact details, please see page 3.

Part-time Contracts

31. 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.

32. NUT members experiencing difficulties with contracts should seek advice from the NUT AdviceLine. For contact details, please see page 3.
School Teachers’ Conditions of Service

33. 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.

34. Copies of the STPCD, ‘Burgundy Book’ and any local agreements should be available in schools. Conditions of service for teachers in academies, free schools, 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.

Professional Duties

35. In 2003 changes to teachers’ professional duties, working time obligations and other areas came 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.

36. 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.

37. Teachers should not routinely be required to undertake administrative and clerical tasks which do not require the exercise of teachers’ professional skills and judgement. Such tasks should be undertaken by support staff. An illustrative list of 21 such tasks is contained in Appendix B.

Working Time: Full-Time Teachers

38. 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 1,265 hours per year ‘at such times and such places as may be specified by the head teacher’.

39. 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.

40. Governing bodies and head teachers are required by the STPCD to have regard to the need for teachers to be able to achieve a satisfactory work/life balance.

Working Time: Part-Time Teachers

41. 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 1,265 hours, less teaching time.

© Copyright National Union of Teachers 2014
42. 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.

43. 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**

44. 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.

45. 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**

46. 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 68-71).

47. 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.

48. 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**

49. 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, e.g. practical and oral examinations.

50. The above provisions may be affected by proposed changes to teachers’ working conditions, as mentioned earlier.

**Sick Pay**

51. 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.
52. 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.

53. 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.

54. 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.

55. 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

56. 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

57. 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 consecutive weeks’ paid paternity leave, with the possibility of more if the father qualifies for additional paternity leave and additional statutory paternity pay. Under this right, mothers are able to transfer the last six months of their maternity leave, or part of that leave, to the father. 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.

58. 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.

59. Parents of children under the age of 17 or of disabled children under the age of 18 are entitled to apply for flexible working, e.g. to work reduced hours.

Notice to Leave Your Job

60. 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.

61. 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.

62. Periods for notice required by academies, free schools and sixth form colleges are usually the same but they can differ so check the period in advance. They may be longer in independent schools. Please also see paragraphs 72-77.
Leave of Absence

63. Local agreements determine the right of teachers to paid or unpaid leave of absence for such purposes as looking after sick dependents, 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.

64. 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 and to time off with pay for trade union duties and activities.

65. 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

66. 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

67. 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

68. The NUT Guide ‘Induction’, at www.teachers.org.uk/nqt/induction, identifies the entitlement of 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.

69. 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 planning, preparation and assessment (PPA) time in addition to the ten per cent induction release time they should be receiving.

70. 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.”

71. In England, the ‘Teachers’ Standards’, which all teachers are required to meet, also apply to NQTs. At the end of the induction period, head teachers will make a recommendation to the appropriate body about whether the ‘Teachers’ Standards’ have been met. They will assess NQTs according to what should reasonably be expected of them working in the relevant setting and circumstances within the framework set out by the standards. To see the ‘Teacher Standards’ visit www.education.gov.uk. In Wales, the external mentor must provide written evidence to the appropriate body, usually the local authority, based on the NQT’s Induction Profile, along with any evidence from the NQT on whether the NQT has met the ‘Practising Teacher Standards’. Visit http://wales.gov.uk/docs/dcells/publications/120907inductionguidanceen.pdf for further information.
Academies and Free Schools

72. Teachers employed in academies and free schools are not automatically covered by the national pay and conditions arrangements for school teachers set out above. Although academies and free schools 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. Qualified teachers in academies and free schools are entitled to membership of the Teachers’ Pension Scheme under the funding agreement.

73. The NUT is committed to ensuring that pay and conditions for teachers in academies are the same or comparable to those for teachers in local authority maintained schools. The overwhelming majority of academies continue to use the STPCD provisions on pay and working time and ‘Burgundy Book’ provisions on conditions of service. If you are thinking about applying for jobs in academies you should consult the advice on the NUT website at www.teachers.org.uk/academies-pay-and-conditions which includes a checklist of issues to ask about before accepting a job. Some of these are:

- whether the academy applies the national pay scales and whether pay progression operates on the same basis as in local authority maintained schools
- whether different requirements exist on working time, such as a longer working day or working year or requirements to work out of hours or outside school terms
- whether conditions of service are the same as national arrangements and what qualifying periods are needed for sickness and maternity benefits
- whether other terms and conditions outside the scope of national pay and conditions are different to the usual arrangements in local authority maintained schools, such as additional requirements in respect of probation or notice, leave of absence entitlements, etc.

74. The NUT’s ‘Academies Toolkit – Protecting Members in Academies’ which can be found on the NUT website at www.teachers.org.uk/academies-pay-and-conditions provides practical tips and guidance on how to work together to protect teachers’ terms and conditions in academies and free schools.

75. Advice is also available from NUT Advice Line. For contact details, please see page 3.

Independent Schools

76. 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 before their teachers can be members of the scheme. Most independent schools belong to the scheme.

Sixth Form Colleges

77. 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 www.teachers.org.uk/6fcs/payandconditions 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 separate agreement on pay and conditions of service. All teachers in sixth form colleges are automatically entitled to membership of the Teachers’ Pension Scheme.

Teacher Employment Agencies and Businesses

78. Teachers who find work through agencies may face specific problems about pay and conditions of service, since such agencies apply their own pay and conditions for teachers even if they are working in local authority maintained schools.

79. The NUT is concerned that many agencies 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. The NUT provides advice to agency-employed NUT supply members on their rights under the ‘Agency Worker Regulations’ (AWR).

Notes

Academies, free schools 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.
80. There is a dedicated area of the NUT’s website for supply teachers in the School Sector Policy Section www.teachers.org.uk/supply

Pensions

Stay in the Teachers’ Pension Scheme (TPS)
Teachers are now paying an average 9.6 per cent for their pensions and under the Government’s plans would work longer and get less in retirement. The NUT’s firm advice remains though that teachers should be in the TPS. When you start teaching, don’t opt out.

Support the NUT’s Campaign
The NUT is working to defend teachers’ pensions. Support the NUT’s campaign. Go to www.teachers.org.uk/campaigns/protect-teachers for more information.

81. The NUT’s firm advice is that teachers should be in the 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.

82. 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.

83. 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 (currently 14.1 per cent) 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.

84. 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.

85. Further information on the TPS can be obtained from the Teachers’ Pensions website www.teacherspensions.co.uk or the NUT website www.teachers.org.uk/taxonomy/term/2230

Redundancy and Redeployment

86. 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.
Appendix A
Qualified Teachers’ Pay and Allowances

School Teachers’ Pay From 1 September 2014
The Government has announced a further imposed pay cap of only one per cent for September 2014.

The pay structure is now advisory only. Schools are able, if they wish, to set their own pay spine points within the mandatory minimum and maximum values set out below although most have chosen to retain the structure below unaltered.

Please check the NUT website at www.teachers.org.uk/pay for updates on this and other pay issues.

Introduction
The tables in this section give details of the pay levels 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 17-19 for details of the above areas.

Pay Structure for Qualified Teachers

<table>
<thead>
<tr>
<th>England &amp; Wales</th>
<th>Inner London</th>
<th>Outer London</th>
<th>Fringe Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sept 2014</td>
<td>1 Sept 2014</td>
<td>1 Sept 2014</td>
<td>1 Sept 2014</td>
</tr>
<tr>
<td><strong>Main Pay Range</strong></td>
<td><strong>£ p.a.</strong></td>
<td><strong>£ p.a.</strong></td>
<td><strong>£ p.a.</strong></td>
</tr>
<tr>
<td>Minimum M1</td>
<td>22,023</td>
<td>27,543</td>
<td>25,623</td>
</tr>
<tr>
<td>M2</td>
<td>23,764</td>
<td>28,980</td>
<td>27,211</td>
</tr>
<tr>
<td>M3</td>
<td>25,675</td>
<td>30,490</td>
<td>28,896</td>
</tr>
<tr>
<td>M4</td>
<td>27,650</td>
<td>32,079</td>
<td>30,685</td>
</tr>
<tr>
<td>M5</td>
<td>29,829</td>
<td>34,547</td>
<td>33,287</td>
</tr>
<tr>
<td>Maximum M6</td>
<td>32,187</td>
<td>37,119</td>
<td>35,823</td>
</tr>
<tr>
<td><strong>Upper Pay Range</strong></td>
<td><strong>£ pa</strong></td>
<td><strong>£ pa</strong></td>
<td><strong>£ pa</strong></td>
</tr>
<tr>
<td>Minimum</td>
<td>34,869</td>
<td>42,332</td>
<td>38,355</td>
</tr>
<tr>
<td>Maximum</td>
<td>37,496</td>
<td>45,905</td>
<td>41,247</td>
</tr>
</tbody>
</table>

(Note – Points M2-M5 are not now mandatory points)

Pay Structure for Qualified Teachers

Additional Payments and Allowances | £ p.a. | £ p.a.

Teaching and Learning Responsibility (TLR) Payment Bands

<table>
<thead>
<tr>
<th>TLR3 Band</th>
<th>Minimum</th>
<th>511</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLR2 Band</td>
<td>Minimum</td>
<td>2,587</td>
</tr>
<tr>
<td>TLR1 Band</td>
<td>Minimum</td>
<td>7,471</td>
</tr>
</tbody>
</table>

Special Educational Needs (SEN) Allowance Range

| SEN Range | Minimum | Maximum | 4,034 |


| England & Wales | Minimum | Maximum | 58,096 |
| Inner London   | Minimum | Maximum | 65,324 |
| Outer London   | Minimum | Maximum | 61,131 |
| Fringe Area    | Minimum | Maximum | 59,151 |
Pay Structure for Leadership Teachers

<table>
<thead>
<tr>
<th>Leadership Spine</th>
<th>England &amp; Wales</th>
<th>Inner London</th>
<th>Outer London</th>
<th>Fringe Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Sept 2014</td>
<td>1 Sept 2014</td>
<td>1 Sept 2014</td>
<td>1 Sept 2014</td>
</tr>
<tr>
<td>Minimum</td>
<td>38,215</td>
<td>45,436</td>
<td>41,247</td>
<td>39,267</td>
</tr>
<tr>
<td>Maximum</td>
<td>107,210</td>
<td>114,437</td>
<td>110,243</td>
<td>108,271</td>
</tr>
</tbody>
</table>

The minimum and maximum values of broad pay bands for head teachers according to the school group size can be found on the NUT website at www.teachers.org.uk/pay.
Appendix B

Administrative and Clerical Tasks

The list has been removed from the STPCD but is given here for guidance.

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.
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.
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.

© Copyright National Union of Teachers 2014
NUT regions and Wales

1 NORTHERN NUT REGIONAL OFFICE
3 McMillan Close, Saltwell Business Park,
GATESHEAD NE9 5BF
t: 0191 482 7700
e: northern@nut.org.uk

2 NORTH WEST NUT REGIONAL OFFICE
25 Chorley New Road,
BOLTON BL1 4QR
t: 01204 521 434
e: north.west@nut.org.uk

3 YORKSHIRE/MIDLAND NUT REGIONAL OFFICE
Lazarus House (First Floor),
14 Prince's Street, DONCASTER DN1 3NJ
t: 01302 342 448
e: yorkshire.midland@nut.org.uk

4 MIDLANDS NUT REGIONAL OFFICE
8 Edward Street,
BIRMINGHAM B1 2RX
t: 0121 647 4397
e: midlands@nut.org.uk

W WALES NUT CYMRU
Ty Sinnott, 18 Neptune Court,
Vanguard Way,
CARDIFF CF24 5PJ
t: 029 2049 1818
e: cymru.wales@nut.org.uk

5 EASTERN NUT REGIONAL OFFICE
Elm House, 45a Anvil Way,
Kennett, NEWMARKET CB8 8GY
t: 01638 555 300
e: eastern@nut.org.uk

7 SOUTH WEST NUT REGIONAL OFFICE
1 Lower Avenue, Heavitree,
EXETER EX1 2PR
t: 01392 258 028
e: south.west@nut.org.uk

6 SOUTH EAST NUT REGIONAL OFFICE
Britton House, College Road,
ARDINGLY, Haywards Heath RH17 6TT
t: 01444 894 500
e: south.east@nut.org.uk

8 LONDON NUT REGIONAL OFFICE
The Pavilion, 90 Point Pleasant,
Riverside Quarter, Wandsworth,
LONDON SW18 1PP
t: 020 8477 1234
e: london@nut.org.uk
For everything you need as a new teacher go to www.newteachers.tes.co.uk

The NUT and the TES are working together to provide you with all the information you need in one place

Advice and guidance from the NUT
Jobs and resources from the TES
TO JOIN US PLEASE COMPLETE IN BLOCK CAPITALS

**SURNAME:**

**FIRST NAME(S):**

**TITLE:** Miss [ ] Ms [ ] Mr [ ] Mrs [ ] Other [ ]

**DATE OF BIRTH:** / / 

**YOUR PERMANENT HOME ADDRESS:**

**MOBILE:**

**HOME TEL:**

**PERSONAL EMAIL:**

PLEASE COMPLETE EITHER SECTION A OR B

**SECTION A UNIVERSITY BASED**

**NAME OF UNIVERSITY, COLLEGE OR SCITT:**

**COURSE:**

- PGCE [ ]
- PGCE(FE) [ ]
- BEd [ ]
- BA(QTS) [ ]
- BSc(QTS) [ ]
- SCITT [ ]

Other [ ]

**When does your course finish?**

- 2015 [ ]
- 2016 [ ]
- 2017 [ ]
- 2018 [ ]

**SECTION B SCHOOL BASED**

**PROGRAMME:**

- School Direct (non-salaried) [ ]
- School Direct (salaried) [ ]
- Teach First [ ]
- Overseas Trained Teacher [ ]

**NAME OF SCHOOL:**

**ADDRESS:**

**POSTCODE:**

**When does your programme finish?**

- 2015 [ ]
- 2016 [ ]
- 2017 [ ]

Information about your rights to data protection as an NUT member is available at www.teachers.org.uk/dataprotection

Signed [ ]

NUT COLLEGE CODE [ ]

Return your completed application form to your regional office in England or NUT Cymru in Wales. See page 18 for contact details.