

## **School Teachers' Review Body (STRB): Remit for the 30<sup>th</sup> Report**

### **Response of the Association of School and College Leaders**

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## **Introduction**

1. The Association of School and College Leaders (ASCL) represents over 19,000 education system leaders, heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of state-funded and independent schools and colleges throughout the UK. ASCL members are responsible for the education of more than four million young people in more than 90 per cent of the secondary and tertiary phases, and in an increasing proportion of the primary phase. This places the association in a strong position to consider this issue from the viewpoint of the leaders of schools and colleges of all types.
2. ASCL welcomes the opportunity to make a written response to the STRB following the letter from the Secretary of State dated 18 September 2019.

## **Matter for recommendation**

**An assessment of the adjustments that should be made to the salary and allowance ranges for classroom teachers, unqualified teachers and school leaders to promote recruitment and retention, within the bounds of affordability across the school system as a whole and in the light of [the Secretary of State's] views on the need for an uplift to starting salaries.**

3. We start by welcoming the STRB's 29<sup>th</sup> Report which included a recommendation for a 2.75 per cent uplift across all pay and allowance ranges for teachers and school leaders. We were pleased that the Secretary of State did not deviate from the STRB's recommendation in 2019 as happened in 2018.
4. We were also pleased that the STRB agreed with our position that a targeted award was not appropriate.
5. However, the 2.75 per cent was only just above inflation, and we were disappointed that the award was not higher in order to begin to address the erosion in pay since 2010.
6. Furthermore, in light of the paltry award made to the Upper Pay Range and Leadership Pay Range in 2018, this increase still makes for a cut in real terms across the two years for those experienced teachers and school leaders. Indeed, the cumulative award over the two years for those on the Leadership Pay Range equated to an average increase of less than inflation for both years.

## **Affordability**

7. We were disappointed that the Secretary of State did not act on the response of the majority of consultees, which was backed up with strong evidence, that a two per cent pay award was not affordable within the sector as indicated in his submission. The financial modelling examples we provided showed that expecting schools to fund two per cent from their already overstretched existing budgets would leave significant shortfalls and would result in schools needing to make cuts from other areas after their budgets had already been set if they were to make the award.
8. This also highlighted how imperative it is that the report and the response to it are published in a much timelier manner. Again, the report was published at the very

end of the Summer Term, leaving no time for any budgetary considerations to be acted upon until the start of the new academic year. Indeed, many schools had already finished for the Summer break when the announcement was made. This also served to increase workload and stress on school leaders who had to wait six weeks before they knew exactly what additional cuts and savings they would need to make, and in very short order once the term started.

9. The additional funding provided for the 2018 award in the form of the pay grant was based on the assumption that schools had budgeted for a one per cent increase in 2018/19 budgets. How that was then conjectured into them having budgeted for two per cent in 2019/20 budgets is baffling to say the least.
10. All this against a backdrop of increasing costs and reducing budgets just serves to leave school leaders even more disenfranchised with the system.
11. We welcome the announcement made by the Prime Minister on 30 August 2019 of an additional £7.1 billion funding for schools by 2022. However, it is now apparent that over 16,500 schools will lose out under the new funding arrangements.

## **Recruitment and Retention**

### Recruitment

12. We acknowledge and welcome the announcement for a £30,000 starting salary for teachers from September 2022 (we will go on to discuss this in detail under the matter for recommendation later in this report).
13. The 2018 School Workforce Census<sup>1</sup> (SWC) and National Pupil Projections<sup>2</sup> forecast a 15 per cent increase in secondary pupils alone by 2026. This represents an additional 429,000 pupils in secondary schools. Purely based on the 2018 secondary Pupil Teacher Ratio (PTR) rate, assuming no resignations, this would require over 26,000 additional secondary school teachers.
14. Although targets for recruitment to Initial Teacher Training<sup>3</sup> (ITT) in primary were slightly exceeded (103 per cent) in 2017/18 and 2018/19 this dropped to 96 per cent for 2019/20, partly due to a drop in numbers and partly as the target was increased. The picture in secondary is different, and although it has risen slightly over the last three years, (78 per cent in 2017/18, 83 per cent in 2018/19), it is still worryingly low at 85 per cent in 2019/20.
15. What is even more concerning is that when you interrogate the recruitment by subject it is clear that the slight rise in recent years is being driven by an oversupply in some secondary subjects, primarily humanity subjects.
16. There is a good deal of undersupply, with Mathematics at just 64 per cent, Modern Foreign Languages at 62 per cent and Physics not even meeting half of the target at a staggering 43 per cent.

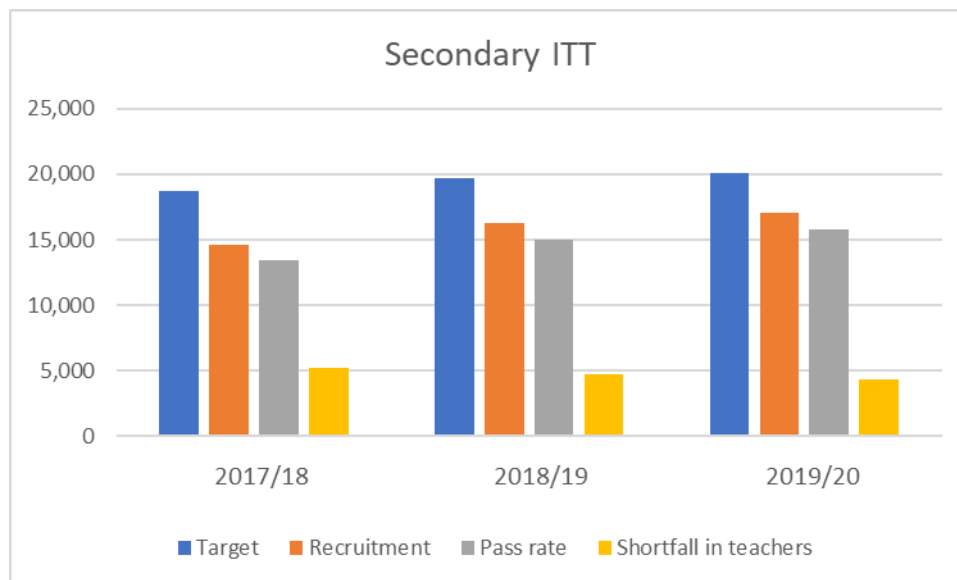
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<sup>1</sup> <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2018>

<sup>2</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/815634/National\\_pupil\\_projections\\_future\\_trends\\_in\\_pupil\\_numbers\\_July\\_2019\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/815634/National_pupil_projections_future_trends_in_pupil_numbers_July_2019_update.pdf)

<sup>3</sup> <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2019-to-2020>

17. We recognise the oversupply in Biology at 166 per cent and suspect that the strategy is to ask biologists to teach the other sciences where there are vacancies. However, evidence from EPI<sup>4</sup> was clear about the importance of subject specialist, and we would be concerned if the Department was going to rely on teachers undertaking the Teacher Subject Specialism Training (TSST) courses as the government is consistently missing its enrolment targets. In terms of STEM subjects, only 73% of the government's enrolment target has been reached with numbers declining from 96% of 3,000 spaces filled to just 55% from 2016 to 2019<sup>5</sup>.
18. The overall undersupply is further exacerbated by a pass rate<sup>6</sup> of 91 per cent in 2017/18 (92 per cent secondary). This rate has remained the same in recent years at between 87-92 per cent.
19. An example of the impact of this is shown below, using the 92 per cent pass rate, but of course these figures do not illustrate the cumulative shortfall:



20. The number of teachers returning to the profession (re-entrants) has remained flat at around 16,000 per year from since 2012<sup>7</sup> despite the Department attempting to harness this potential market. In November 2018 these re-entrants represented 36.8 per cent of entrants to the profession, with a further 10.4 per cent being new to state education and 52.8 per cent being Newly Qualified Teachers (NQT).
21. There has been a significant decline in the number of entrants from overseas, from both inside and outside the European Economic Area (EEA)<sup>8</sup>. The table below demonstrates the numbers involved and shows the level of decline. Over

<sup>4</sup> Teacher Labour Market in England, EPI, August 2018

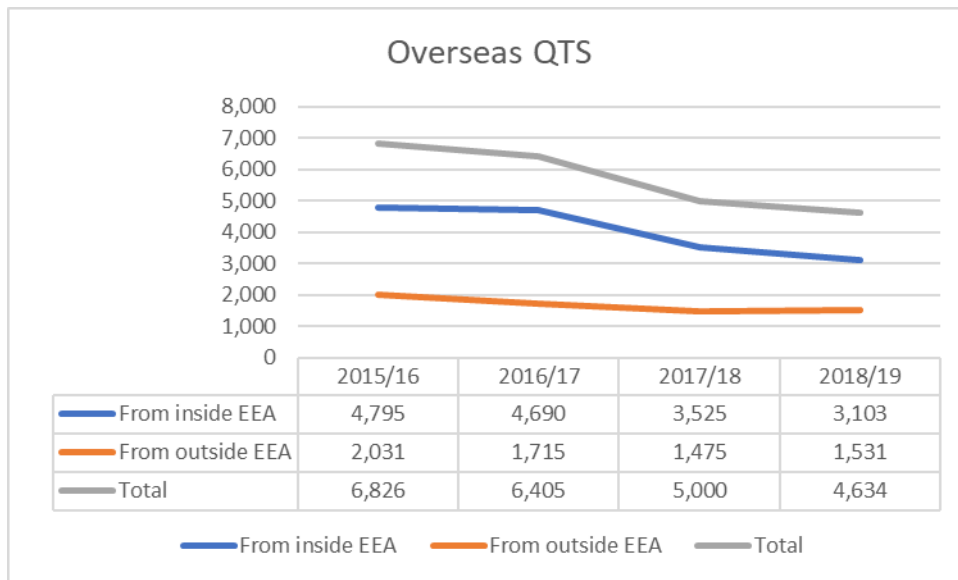
<sup>5</sup> <https://schoolsweek.co.uk/dfe-67-million-tsst-stem-scheme-david-cameron/>

<sup>6</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/815634/National\\_pupil\\_projections\\_future\\_trends\\_in\\_pupil\\_numbers\\_July\\_2019\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/815634/National_pupil_projections_future_trends_in_pupil_numbers_July_2019_update.pdf)

<sup>7</sup> <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2018>

<sup>8</sup> <https://www.gov.uk/government/publications/teaching-regulation-agency-annual-report-and-accounts-2018-to-2019>

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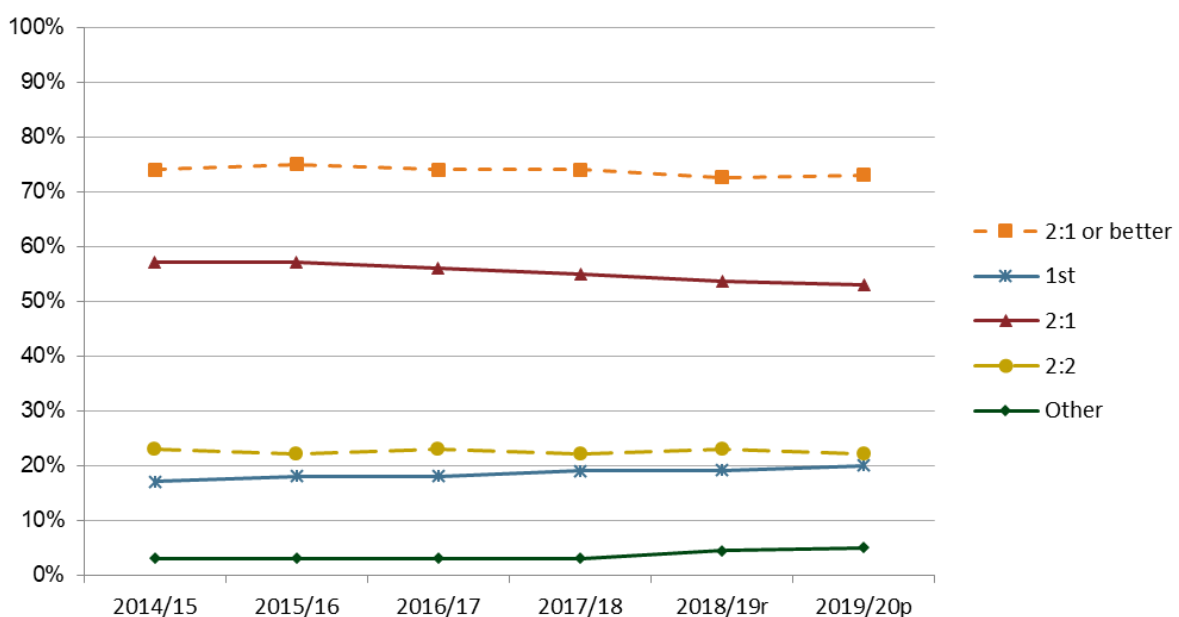
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period,

number of overseas entrants has declined by 32 per cent overall.

22. We believe that this is caused by the UK’s forthcoming departure from the European Union (EU) and may well signify a downward trend in interest towards moving to the UK to teach. This view is supported by NFER research.<sup>9</sup>

Quality of candidates entering the profession

23. The percentage of new entrants in postgraduate programmes with a first class or 2:1 in their first degree has remained stable at 73 per cent.<sup>10</sup> In the academic year 2019/20, 20 per cent of new postgraduate entrants to ITT had first class degrees. This is a slight increase from 19 per cent in 2017/18 and 2018/19.<sup>11</sup>
24. The chart below is taken from the ITT census 2019/20 and shows ‘trends in qualifications of postgraduate new entrants to initial teacher training, academic years 2013/14 to 2019/20 (provisional).’



<sup>9</sup> <https://www.nfer.ac.uk/teacher-labour-market-in-england-annual-report-2019/>

<sup>10</sup> <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2019-to-2020>

<sup>11</sup> <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2018-to-2019>

## School Leaders

25. In addition to the crisis in recruiting teachers, information in the 2018 SWC also shows that recruitment of school leaders continues to be problematic. There has been a steady decline in the number of teachers appointed to these roles since 2011, as can be seen in the table below.

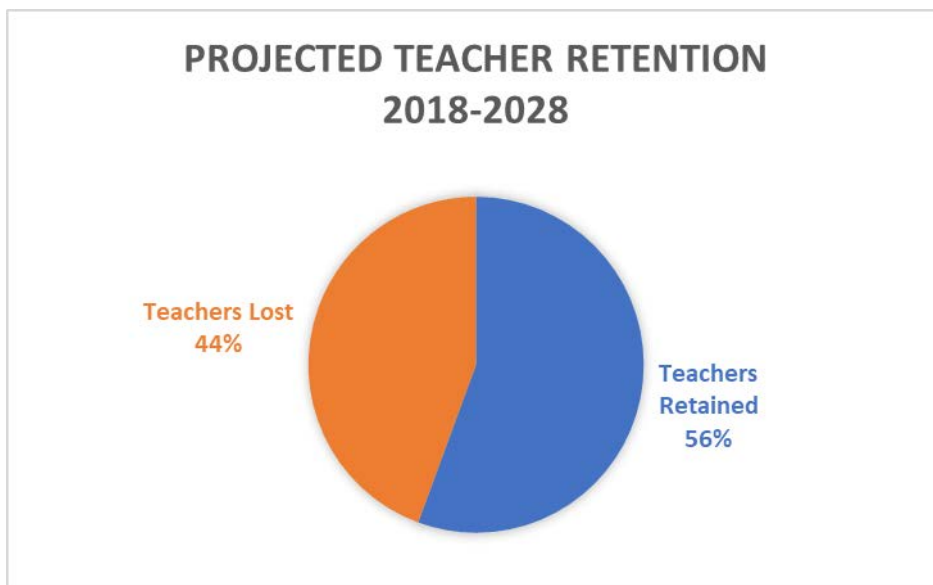
New appointments	2011	2012	2013	2014	2015	2016	2017	2018	Total
Head teachers	551	436	482	422	457	481	429	414	3,672
Deputy heads	504	412	411	415	338	370	307	344	3,101
Assistant heads	578	495	530	579	521	564	533	531	4,331
<b>Total</b>	<b>3644</b>	<b>3355</b>	<b>3436</b>	<b>3430</b>	<b>3331</b>	<b>3431</b>	<b>3286</b>	<b>3307</b>	<b>11,104</b>

### Retention

26. Whilst we acknowledge, and support, the introduction of the Early Careers Framework (ECF), as the national rollout is not due to start until September 2021 and will be a two year programme, it will be a number of years before any evidence of impact on retention can be evaluated.
27. The first period where we will be able to see if the ECF is having an impact on retention will be between 2023 and 2026, and by that time we will be fast approaching the bulge of the current increase in the pupil population. If there is not a significant reversal of the current decline in retention over the first five years of a teacher's career then the profession will be facing an unprecedented crisis.
28. The STRB 29<sup>th</sup> report<sup>12</sup> stated that the evidence they received showed that *'the teacher supply situation had continued to deteriorate, particularly in secondary'*. The report highlighted the following:
- a) *'Retention rates for teachers in the early years of their careers have continued to worsen, a trend that we have noted for several years now'*.
  - b) *'There is also evidence that retention rates are starting to deteriorate for experienced teachers, and there has been a marked increase in the number of teachers aged over 50 leaving the profession'*.
  - c) *'Retention rates for head teachers have fallen in recent years and our consultees report that it is increasingly difficult to attract good quality applicants to fill leadership posts at all levels. We have heard similar concerns from some of those we spoke to during our school visit programme'*.
29. Figures from the latest SWC show that for teachers that qualified in each of the last ten years, retention rates have generally declined each year.

<sup>12</sup> <https://www.gov.uk/government/publications/school-teachers-review-body-29th-report-2019>

30. In order to see the impact of this trend continuing, we have used the information from the SWC to extrapolate forward trajectories for retention rates for teachers who have qualified in the ten years since 2008.
31. Where there is no data, we have used the average of the years available, or where no average is available, the average across the time available so far. This actually represents a slightly better scenario than if the projections continued to decline slightly.
32. The results make stark reading. The chart below how many teachers will be lost to the profession if the current trend continues: 44% lost compared with the current rate of 38%.



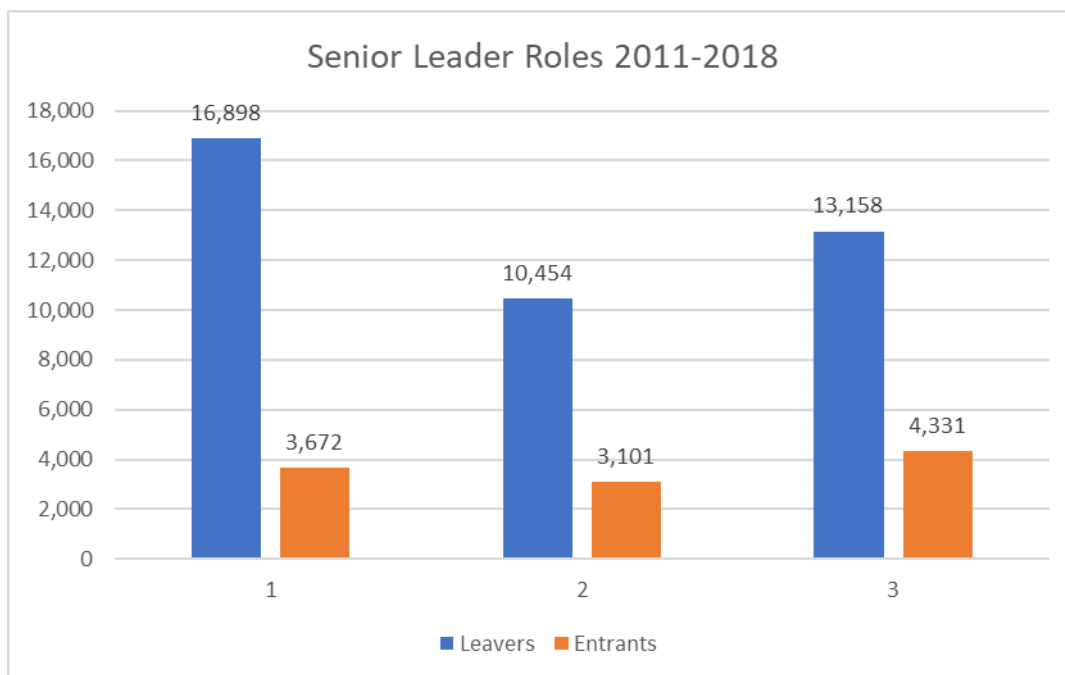
33. The total headcount of teachers qualifying in the ten-year period up to 2018 was 267,590. The projections show that just 149,301 of these would be retained, meaning that over 118,000 would have left the profession over the projected ten-year period.
34. This, coupled with all the other recruitment and retention issues, has the potential to culminate into what looks like a 'perfect storm' for teacher supply.

#### School Leaders

35. The 2018 SWC shows a slight decline in the numbers of senior leaders leaving the profession. However, the rate of decline since 2017 is less for Deputy Headteacher roles (3.2 per cent) and Assistant Headteacher roles (3.5 per cent) than it is for Headteacher roles (7.3 per cent).
36. Although the figures above show a slight decline in the numbers of senior leaders leaving, this is not reflected in overall percentages as a proportion of the teaching workforce overall. After an increase in 2014, the percentages had dipped slightly in 2016 (11.87 per cent) but are now showing signs of steadily increasing (12.2 per cent).



37. This would appear to corroborate the feelings of disenchantment felt by senior leaders due to the differentiated pay awards, real terms cuts and increased accountability.
38. When this is coupled with the information on recruitment of senior leaders in paragraph 25, it helps illustrate that there is also a recruitment and retention crisis for senior leader roles (Headteachers, Deputy Headteachers, Assistant Headteachers).
39. The chart below shows the impact of this from 2011 to 2018.



### Vacancy rates

40. Vacancy rates overall in secondary have more than doubled since 2010, although have remained broadly stable since 2014.<sup>13</sup>
41. Classroom teacher vacancy rates overall, which includes primary and secondary, have trebled since 2010, showing that the issue is just as pertinent in primary as in secondary.
42. The picture is the same for most subjects including Mathematics and English, but all Sciences has increased. There has been a sharp increase year-on-year since 2013 in the vacancy rate for commercial/business studies (0.4 per cent in 2013 to 1.6 per cent in 2018).
43. The vacancy rate for Headteacher posts has doubled since 2010, and after an increase the rate for Deputy/Assistant Head posts has started to decline. However, this could be as a result in a reduction in the number of posts available, due to restructuring of senior leadership teams.

<sup>13</sup> School Workforce Census, November 2018

44. The information reported in the SWC is not necessarily reflective of the picture relating to school leaders, as the majority of these posts by definition cannot be left vacant. There is a bigger issue in how these vacancies are temporarily filled and the quality of candidates available.
45. Record teacher vacancies were recorded during 2019 by TeachVac; up 9% on 2018 to more than 64,000<sup>14</sup>.

### **£30,000 Starting Salary**

46. The Secretary of State's announcement in September 2019 that teachers' starting salaries should increase to £30,000 by September 2022 was a welcome one. However, we have yet to see the financial modelling used by the Government to demonstrate how much of the additional funding also announced it will take up.
47. Year on year we have highlighted the issue of teachers' starting salaries in comparison with other graduate professions, and whilst we are confident that this is a positive move, it needs careful thought and planning to ensure it is implemented appropriately and does not have unintended consequences.
48. A £30,000 graduate starting salary would be in line with the current median graduate starting salary, which has remained the same since 2015.<sup>15</sup> However, with the highest graduate salary expected to reach £60,000 for the first time in 2019<sup>9</sup>, it is highly likely that the median starting salary will have increased by 2022.
49. The latest edition of 'The Times Top Ten Graduate Employers'<sup>16</sup> names the Civil Service as the UK's number one graduate employer. Graduates starting on the 'Civil Service Fast Stream' can expect a starting salary in the region of £27,000. Two other public sector employers also feature: Police Now is named as the highest-climbing graduate employer and Prison Now is named as the highest new entry. Police Now offers starting salaries of £24,177 - £30,369 depending on the force. The Prison Now 'Unlocked' Graduate Scheme offers starting salaries of up to £30,000. These salaries will increase over the next three years, so that even if/when the £30,000 starting salary for teachers is introduced, they may still be behind other public sectors. It should also be noted that both these professions are ones where a degree is not a pre-requisite, as it is for teaching, so the starting salary for teachers should arguably be higher. Please see attached document for comparable professions for teachers and school leaders (Appendix A).
50. However, when comparing the £30,000 starting salary for teachers with the forward projected median salary (2022) for all graduates, in eight degree subjects, the other degree subjects look likely to be lower than teachers.<sup>17</sup>

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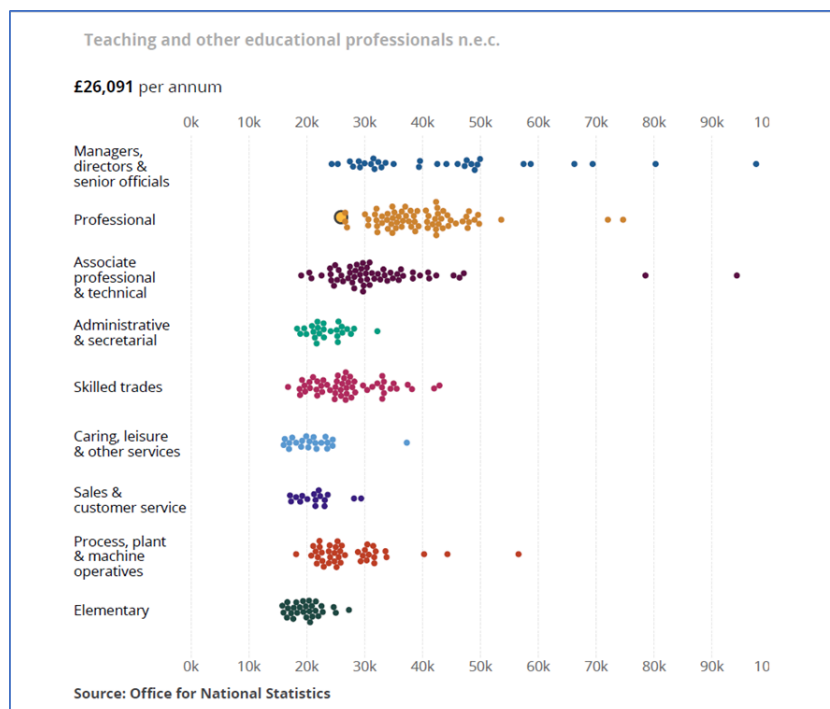
<sup>14</sup> TeachVac: [https://teachvac.wordpress.com/2019/12/30/teacher-vacancies-hit-new-high-in-2019/?fbclid=IwAR0dtFmAB-oJKY8THUNBFAsPWP8DaEXpegPUUhPazA\\_7VfFXapn17M1dgVQ](https://teachvac.wordpress.com/2019/12/30/teacher-vacancies-hit-new-high-in-2019/?fbclid=IwAR0dtFmAB-oJKY8THUNBFAsPWP8DaEXpegPUUhPazA_7VfFXapn17M1dgVQ)

<sup>15</sup> The Graduate Market in 2019, High Fliers

<sup>16</sup> <https://www.highfliers.co.uk/download/2019/top100/Top-100-Release-2019.pdf>

<sup>17</sup> <https://ffteducationdatalab.org.uk/2019/09/will-30k-starting-salaries-make-teaching-competitive-with-other-graduate-jobs/>

51. The chart below, which shows the annual full-time gross pay by occupation, was taken from the 2019 Annual Survey of Hours and Earnings (ASHE)<sup>18</sup>. This highlights just how poorly salaries for teachers compares with other professionals
52. Nevertheless, it must be noted that the starting salary is just one part of the package that people look at when considering a career in teaching. They also look at the potential salary available over time through progression, along with other conditions of employment.
53. With the flatter pay progression structure which the Secretary of State has alluded to, there would still be recruitment issues but, more significantly, this may also worsen the retention issues. The longer-term prospects would not offer enough appeal, but would also cause further retention issues, as current teachers and new teachers would not be sufficiently rewarded as they progressed through their career.
54. We believe that the only way to ensure that increasing starting salaries to £30,000 addresses recruitment issues and does not cause detriment to the pay structure and teacher retention rates, is for all pay points and ranges to be uplifted in line with the £30,000 starting salary, so that the percentage differentials remain the same as they currently are, including all the London weighted areas.
55. To increase all pay points and ranges in this way would go some way to restoring experienced teachers' and school leaders' pay to where it should be following years of erosion due to the public sector pay cap and annual pay awards below the rate of inflation. As we have stated many times, teachers on the Upper Pay Range and Leadership Pay Ranges have been particularly hit by this due to differentiated awards in recent years.



56. In our previous evidence we stated that these teachers were disillusioned and disenfranchised by this, and this was acknowledged in the STRB's 29<sup>th</sup> report:

<sup>18</sup> [Annual Survey Hours and Earning 2019](#)

*‘Overall, while in previous years we have recommended some targeting of early career teachers, we do not think that this is the right approach for this round. On visits, we were struck by how negatively many school leaders and senior staff viewed the Government’s targeted approach to uplifts last year. If the most experienced teachers believe they are being repeatedly disadvantaged in order to direct resources towards the newest recruits, this will not create a good environment for the retention of teachers at any stage of their careers.’*

57. We have modelled pay scales using the above rationale (see Appendix B), and as a comparison, we have also increased the pay scales from 2010 in line with inflation (using estimates for 2019-2022). As the examples in the chart below show, for the upper pay range and leadership pay ranges this increase would still leave salaries slightly short of where they would have been had they increased in line with inflation.

Example	2010	CPI Increase to 2022	Increase in line with £30,000 starting	Increased in line with CPI 2010-2022	2022 - Increased in line with £30,000 starting	Difference
M1	£21,588	£7,512	£8,412	£29,100	£30,000	£900
M6	£31,552	£10,979	£12,423	£42,531	£43,975	£1,444
U1	£34,181	£11,894	£11,852	£46,075	£46,033	-£42
U3	£36,756	£12,790	£12,744	£49,546	£49,500	-£46
L10	£46,808	£16,288	£15,806	£63,096	£62,614	-£482
L24	£65,693	£22,953	£22,539	£88,646	£88,232	-£414

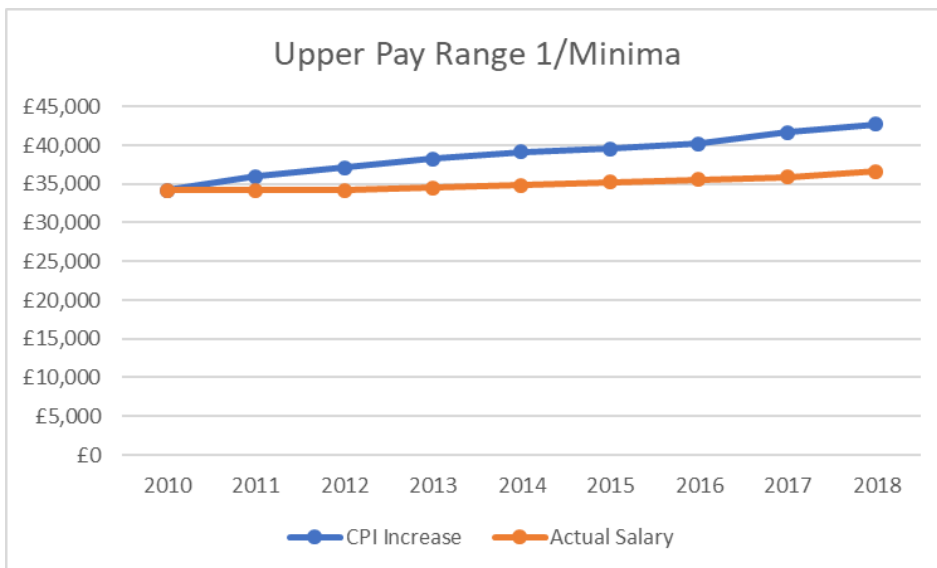
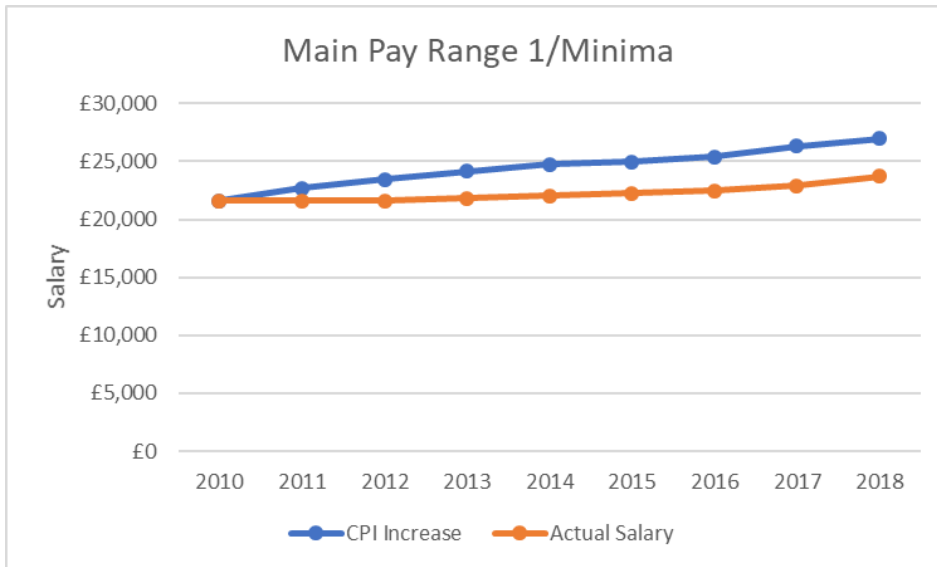
58. Further, to uplift all pay ranges would help to repair some of the damage done to the morale of those teachers on the Upper Pay Range and the Leadership Pay Ranges and help make them feel their role was valued. However, it would not repay the real terms’ salary that they have lost in the period since 2010.
59. Again, we have modelled the impact of this for illustration purposes.

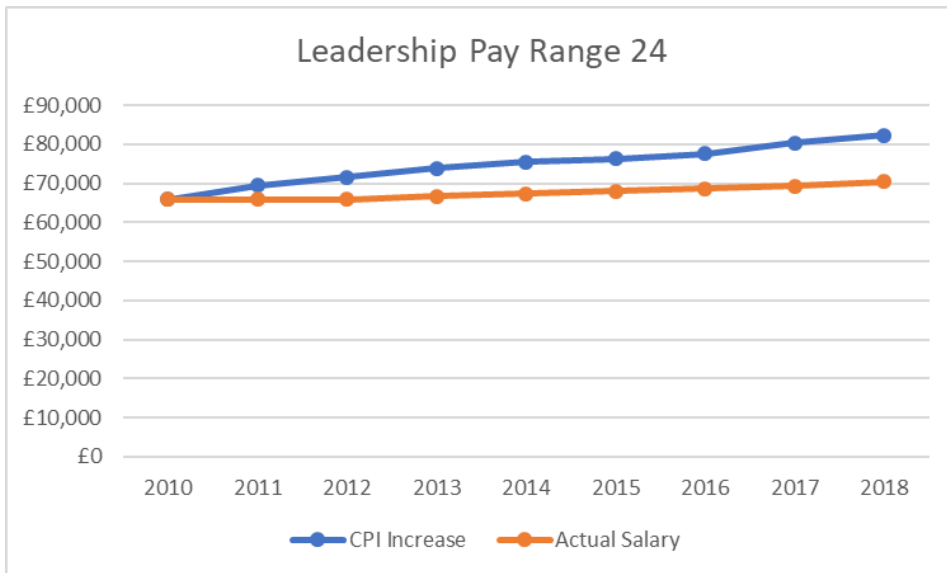
	Actual Salary		With CPI Increases	Cumulative real terms loss	Average annual loss
Point	2010	2018	2018	2010-18	
M1	£21,588	£23,720	£26,963	£20,316	£2,540
M6	£31,552	£35,008	£39,408	£28,380	£3,548
U1	£34,181	£36,646	£42,692	£33,439	£4,180
U3	£36,756	£39,406	£45,908	£35,960	£4,495
L10	£48,808	£49,937	£58,463	£46,039	£5,755
L24	£65,963	£70,370	£82,387	£64,889	£8,111

60. These are just a sample using the minima/maxima of Main Pay Range and Upper Pay Range, and two points on the Leadership Pay Range. The amounts involved are simply staggering, ranging from just over £20,000 for the bottom of Main Pay Range to almost £65,000 for point 24<sup>19</sup> on the Leadership Pay Range.

<sup>19</sup> Joint Union Teacher Pay Scales

61. The charts below show the difference between actual salaries, assuming employers have made pay awards in line with the School Teachers' Pay and Conditions' Document (STPCD) recommendations, and what the salaries would have been if they had been increased in line with inflation.





62. In a bid to find some middle ground, we have tried uprating the pay scales with less than current differentials between points. However, this does not make any sense until it is 75 per cent or more, as the higher end of the main pay range does not increase sufficiently and has a lower value than the middle. We have created the pay scales using the 75 per cent (Appendix C) and used these to provide additional modelling (Appendix D).

#### Impact on Affordable Pupil Teacher Ratio (PTR)

63. We have used the data from five sample secondary schools to calculate the affordable Pupil Teacher Ratio (PTR) and the proportion of budget available to spend on teachers in 2022/23.
64. The calculation table and assumptions used for this exercise can be found in Appendix D.
65. This calculation provides the number of full-time equivalent (FTE) teachers that a school can afford.
66. The results of the modelling are quite startling. When comparing the current number of affordable teachers with the number for 2022/23, all schools could afford less teachers. The results show an average decrease of 10% (between 8.6%-12.5%). This means that each school would only be able to afford approximately 90% of the teaching workforce that they currently employ.
67. This exercise has only used the uprated pay scales at 75 per cent differentials, if the pay scales were all uprated in line with the same percentage increase as the minimum of the main pay range, then the results would be even worse.

#### **Starting Pay for Teachers in London Weighted Areas**

68. In our modelling for the pay scales we have maintained the current weightings for the three London pay areas. Our uprated pay scales, including the London weighted areas, can be found in Appendices B and C.

69. It is our strong contention that the weighted areas are still needed. A recent study by Trust for London<sup>20</sup> estimates that the cost of living and working in London is 20 per cent more expensive than the rest of the UK. For the fourth consecutive year, London has been named as the world's most expensive city to live in. The average price of a Greater London rental property is £1,565 pcm compared with a UK average of £749 pcm. This makes London more than twice as expensive to rent.
70. However, the current weightings between England and Inner London vary across the pay ranges. On the minimum of the main pay range, it represents a difference of 25.1 per cent. As the pay range increases, this difference reduces to approximately 22 per cent for the upper pay range. The difference reduces even further for the leadership pay range, at 18.1 per cent for the minimum and just 6.7 per cent for the maximum.
71. The study showed that a family with one child living in Inner London would need around 60 per cent more than the equivalent family living in private rented accommodation in the UK outside of London. In Outer London a family with one child would need around 35 per cent more than a similar family living in an urban area outside London.
72. House prices tell a similar story, the average house price in London is £484,584 compared with a national average of £226,906, again this cost is more than doubled for London.
73. The table below is taken from the Trust for London study '*A Minimum Income Standard for London 2018*' and shows the comparable salaries required for Inner and Outer London. When contrasted with teachers' current salaries, this shows that the London weightings are desperately important, more now than ever.

Household type		UK outside London	Inner London earnings needed	Outer London earnings needed
Single, working-age	2018	£18,400	£32,400	£26,900
	2016	£17,300	£29,600	£25,700
	2014	£17,100	£27,100	£24,500
Couple, two children, primary and preschool age (each parent)	2018	£20,000	£31,300	£28,400
	2016	£18,900	£28,400	£29,900
	2014	£20,400	£28,800	£28,500

74. It is also the case that teacher retention problems are more acute in London than across the UK. The DfE Teacher Analysis Compendium 4 in September 2018<sup>21</sup> found that NQTs outside the capital were more likely to remain in service in their early career than those who started as an NQT in London. It also found that NQTs in Inner London were the most likely to leave after 5 years, with just 57 per cent still in post (2012 to 2017).

<sup>20</sup> <https://www.trustforlondon.org.uk/publications/minimum-income-standard-london-2018/>

<sup>21</sup> [Analysis of teacher supply, retention and mobility, DfE, September 2018](#)



## **Matter for recommendation**

**Additional advice to schools on the performance-related pay progression pathway for classroom teachers including advisory pay points on the main and upper pay ranges. Views on the role of progression to the upper pay range and the continued case for separate main and upper pay ranges.**

### **Advisory Pay Points**

75. Since the removal from the STPCD of the fixed pay points on all pay scales and allowances in 2013, we have seen the vast majority of employers choose to mirror the old fixed pay points. Some of those who haven't, have chosen to increase the number of points on the Main Pay Range by introducing mid-points to allow them to offer enhanced progression without putting too much additional pressure on their budgets.
76. In conjunction with NAHT, NEU and Voice, we have continued to produce and publish a guidance document containing the updated pay scales each year.
77. It is our view that the pay system as a whole would be better with the fixed pay points reinstated into the STPCD, but this has to apply to all pay ranges, not just the Main and Upper Pay Ranges. We would want them to be included in the STPCD in an advisory capacity for minimum pay, rather than compulsory fixed points, therefore still allowing employers flexibility to offer higher pay to recruit and retain staff where they wish to and are able to.
78. There is fragmentation across the system caused by some employers applying the annual uplift to all pay points and some only applying it to the minima and maxima of each range. This is then fragmented even further by some employers who have previously applied the uplift to all points and then only being able to afford to apply them to the minima and maxima, primarily as a result of the funding crisis. The inclusion of advisory pay points in the STPCD would go some way to resolving this issue moving forwards. However, it is our view that it should be made absolutely clear that the annual pay award must be applied to all points within all pay ranges and allowances. This must be a compulsory element of the STPCD going forward.
79. For those teachers and leaders not on the minima or maxima of the pay range, they will have seen even bigger real terms cuts than the figures we have quoted earlier, as they may not have received a 'cost of living' award even when one was recommended in the STPCD. This can only serve to worsen the recruitment and retention situation, and in particular for those on the leadership pay range.
80. For teaching to remain competitive and to help to address the recruitment and retention crisis, it is essential that adjustments to pay ranges are made centrally so that all staff receive them.
81. To ensure equitable treatment for all staff, funding should be provided to assimilate all teachers and leaders who are currently on lower valued points to the minimum advisory pay points as published by joint unions which we are calling to be included in the Document.

### **Performance-related Pay Progression**



82. We firmly believe that there is no place for the 'cost of living' element of the pay system to be linked to performance, and as such we encourage employers and our members to keep it separate from pay progression increases. This should be made clear in the STPCD.
83. Furthermore, there is currently no evidence that performance-related pay impacts positively on pupil outcomes, and growing evidence that it may have a negative impact on retention<sup>22</sup> and workload<sup>23</sup>, with the majority (66 per cent) of teachers surveyed feeling that their school's current pay policy had added to their workload.
84. Recent research suggests that performance-related pay does not work in schools in the same way that it does in business<sup>24</sup>. Linking pay to performance, which can be difficult to effectively and accurately measure in an increasingly subjective accountability system, can actually demotivate teachers.
85. Research also shows that while the majority of evidence relates to hourly pay, there is a growing body of literature that emphasises gender pay gap in pay systems where pay is based on performance, and the gender gap in performance related pay is greater than base pay.<sup>25</sup>
86. There is also evidence that women are less likely than men to be employed in jobs in which pay are based on performance, and that conditional on receipt of performance related pay, women receive a lower share relative to males, in particular among the highest paid employees.<sup>26</sup>
87. This does nothing to address the imbalance of representation of female senior leaders, particularly in the secondary phase.
88. Furthermore, the bureaucracy involved in linking performance to pay impacts negatively on workload for both the school leaders operating the system, and the staff being appraised.
89. Our current position is that all employers, not just academies, should have the autonomy to choose whether or not to continue with a performance-related pay system or to develop an alternative robust appraisal system that is not linked to pay.
90. It is our view that the performance-related pay element of the pay system needs to be removed from the STPCD at the earliest opportunity.

## **Case for Retaining Separate Main and Upper Pay Ranges**

### **Background**

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<sup>22</sup> 'Factors affecting teacher retention: qualitative investigation', DfE/Cooper Gibson Research, March 2018

<sup>23</sup> 'Evaluation of Teachers' Pay Reform', DfE, October 2017

<sup>24</sup> 'Better Schools for all?' Nuffield Foundation, June 2019

<sup>25</sup> [Understanding the Gender Pay Gap in the Public Sector, August 2019](#)

<sup>26</sup> As 20

91. Following the publication of the 1998 Green Paper '*Teachers – meeting the challenge of change*'<sup>27</sup> the resulting reform of the pay structure for teachers began in 2000. The aim was to aid teachers' recruitment and retention by offering higher salaries more quickly and access to a higher pay scale.
92. The upper pay scale (UPS) and the Threshold Standards were introduced in September 2000 and implemented in September 2002. At the same time, the main pay scale (MPS) was shortened from 9 points to 6, starting at what was M2 on the old scale. The old point 9 and the new point 6 had exactly the same monetary value at the point of assimilation.
93. On the original 5 scale points, the first (U1) was approximately £2,000 more than the top of MPS (M6) which represented 8.35 per cent and the top (U5) was approximately £6,500 more, which represented 25.3 per cent.
94. The erosion of teachers' pay over time, through public sector pay caps and differentiated pay awards, means that there is currently just £1,683 difference between the maxima of the main pay range and the minima of the upper pay range. This represents 4.7 per cent and just over £4,500 difference between the maxima of the main pay range and the maxima of the upper pay range, representing just 12.6 per cent – less than half the original differential.
95. The report, '*Teachers Before the Threshold*'<sup>28</sup> (Marsden, D, 2000), stated that the Green Paper stressed the positive arguments for improving rewards and incentives, but that much of the teachers' responses were likely to be conditioned by what they believe are its true objectives.
96. There was '*general scepticism about the professed goal of raising pupil achievements, and a strong suspicion that there is a hidden agenda of minimising the cost of uprating teachers' salaries, and of getting more work out of them*'<sup>27</sup>.
97. There was also a belief that financial constraints would impose a 'quota' so that many deserving teachers would not be allowed to pass the Threshold.

### **Current Situation**

98. It could be argued that this is also a reflection of the current situation due to the funding crisis, with teachers being denied access to the UPR. However, that is not a reason to return to an old system which was discarded with strong justification. Adequately funding the sector would resolve this.
99. In the first year 180,000 teachers moved from the top of the main pay scale to the first point on the new upper pay scale<sup>29</sup>. This shows how many teachers had been stuck at the top of the main pay scale. It also showed that Headteachers had used the new possibility of progression as a retention measure.
100. We feel that although the current system is operated in a number of different ways, all employers are making it work, albeit to with varying degrees of success as far as retention and improving education standards is concerned. This is confirmed with the views of teachers in a recent NFER survey, with 68 per cent

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<sup>27</sup> <http://www.educationengland.org.uk/documents/gp1998/teachers-change.html>

<sup>28</sup> [http://eprints.lse.ac.uk/3641/1/teachers\\_before\\_the\\_threshold.pdf](http://eprints.lse.ac.uk/3641/1/teachers_before_the_threshold.pdf)

<sup>29</sup> 'An examination of teachers' pay' Incomes Data Services, August 2008

agreeing/strongly agreeing with the statement '*in my school additional responsibilities are required of teachers on the Upper Pay Range*'<sup>30</sup>.

101. When asked, in the same survey, which elements of the pay framework were an incentive to progress their career, the most commonly selected elements were TLR payments (68 per cent) and the Upper Pay Range (67 per cent), with 86 per cent of school leaders citing the Leadership Pay Range.
102. It is our view that it would be preferable to make the necessary changes to the current system and ensure that there is more consistent implementation, than to dismantle the whole system and return to a single pay range.
103. A DfE research report from November 2018 shows that there is also a desire on the part of teachers about the criteria and process for moving from the main pay range to the upper pay range, along with greater parity – consistency across schools and within schools in how progression from the main pay range to the upper pay range happens.<sup>31</sup>
104. In the report, headteachers commented on the need for an overall pay rise across the sector which they felt was more important than issues around the actual framework. Most teachers agreed and commented that they did not think that the pay framework was the problem, but that they were not being paid enough for the hours they were doing.
105. The timescales for progressing from the minima and maxima of pay ranges can be decided, and accelerated, by employers to reward outstanding performance or aid recruitment and retention issues, but many employers state that they do not have the funding to do this.
106. Employers, particularly academies, have the autonomy to operate the pay system to suit their circumstances, but they feel that realistically, without adequate funding they cannot do so.
107. Again, adequately funding the sector would help to resolve some of the current issues. If school leaders cannot afford to use the freedoms and flexibilities of the current system, then that is a funding issue, not a pay system issue. It is only a good tool for recruitment *if* schools can afford to use it.
108. Employers want to retain the separation between the main pay range and upper pay range. They report some inherent problems from staff already on the upper pay range where it was used to reward staff for specific tasks e.g. leading trips, but agree that access to it should be based around excellent classroom practice and sharing that practice, and also staff coaching and mentoring others.
109. It is our view that the system could be improved for outstanding classroom practitioners, not only for those who do not wish to follow a route into a leadership role, but also by offering other career progression pathways. Any system needs to be transparent and in line with existing pay ranges and not impact negatively on the leadership pipeline. We look forward to commenting on these after seeing the DfE proposals.

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<sup>30</sup> <https://www.gov.uk/government/publications/teachers-views-on-the-pay-framework-in-england>

<sup>31</sup> <https://www.gov.uk/government/publications/teachers-leaders-and-governors-views-on-the-pay-framework>

110. Any move to a single pay range, should not be driven solely on the ability to afford the £30,000 starting salaries. It should only ever be to improve the system as whole. Assurances would be required that it would improve retention as well as recruitment and see sustained improvements in the classroom, but there is no evidence of that.

### **Conclusion**

111. In summary, we believe that a significant increase to all pay ranges is required in order to address the erosion of pay since 2010.
112. In order to move towards the £30,000 starting salary and the necessary increases to the whole of the pay system by 2022, we propose that the minimum of the main pay range for England (excluding London areas) is increased in stages. The first increase would be to £26,000 in September 2020 (and all other pay ranges are increased in line with the current differentials between points), and the second to £28,000 in September 2021.
113. We recommend the reinstatement of the advisory pay points to the STPCD, ensuring no detriment to any teacher or leader in the assimilation process. These should be a mandatory element.
114. We recommend retaining the separate main and upper pay ranges.
115. Finally, we recommend that the performance-related pay element of the pay system is removed from the STPCD at the earliest opportunity.
116. I trust that this response is of value to your consultation. ASCL is willing to be further consulted and to assist in any way that it can.

Louise Hatswell  
Pay and Conditions Specialist  
Association of School and College Leaders  
13 January 2020

## Appendix A

Education	Civil Service	Military Ranks	Other Roles
CEOs of largest trusts	SCS Pay Band 4 Grade 1A Cabinet Secretary	OF10 Admiral of the Fleet (Royal Navy) Field Marshall (Army) Marshal of the RAF (Royal Air Force)	Chief Executive of very large acute NHS trusts and foundation trusts (£500m+) Large Shire Chief Executive
CEOs of large trusts	SCS Pay Band 4 Grade 1 Permanent Secretary	OF9 Admiral (Royal Navy) General (Army) Air Chief Marshall (Royal Air Force)	Chief Executive of large acute NHS trusts and foundation trusts (£400-500m) Small or Metropolitan Authority Chief Executive
CEOs of small trusts	SCS Pay Band 3 Grade 2 Director General	OF8 Vice Admiral (Royal Navy) Lieutenant General (Army) Air Marshall (Royal Air Force)	
Executive Principals	SCS Pay Band 2 Grade 3 Director	OF7 Rear Admiral (Royal Navy) Major General (Army) Air Vice Marshall (Royal Air Force)	
Head Teacher of largest school	SCS Pay Band 1 Grade 4 or Grade 5 Director or Deputy Director	OF6 Commodore (Royal Navy) Brigadier (Royal Marines) Brigadier (Army) Air Commodore (Royal Air Force)	Director of Social Services Area Director
Head Teacher	Grade 6 Grade 7	OF5 Captain (Royal Navy) Colonel (Royal Marines) Colonel (Army) Group Captain (Royal Air Force)	Prison Governor Senior GP
Deputy Head Teacher	Senior Executive Officer	OF4 Commander (Royal Navy) Lieutenant Colonel (Royal Marines) Lieutenant Colonel (Army) Wing Commander (Royal Air Force)	Police Chief Inspector GP Hospital Consultant

Head of School Department	Higher Executive Officer	OF 3 Lieutenant Commander (Royal Navy) Major (Royal Marines) Major (Army) Squadron Leader (Royal Air Force)	Police Inspector Junior GP
Experienced Teacher	Executive Officer	OF2 Lieutenant (Royal Navy) Captain (Royal Marines) Captain (Army) Flight Lieutenant (Royal Air Force)	Police Sergeant Nurse Team Manager Clinical Medical Officer
Newly Qualified Teacher	Executive Officer	OF1 Sub-Lieutenant (Royal Navy) Lieutenant, 2nd Lieutenant (Royal Marines) Lieutenant, 2nd Lieutenant (Army) Flying Officer, Pilot Officer (Royal Air Force)	Police Constable Specialist Nurse Doctor (FHO2) Social Worker
Experienced Teacher	Executive Officer	OR9 Warrant Officer I (Royal Navy) Warrant Officer I (Royal Marines) Warrant Officer I (Army) Warrant Officer (Royal Air Force)	Police Sergeant Senior Prison Officer
Newly Qualified Teacher	Administrative Officer	OR7 – OR8 Warrant Officer II, Chief Petty Officer (Royal Navy) Warrant Officer II, Colour Sergeant (Royal Marines) Warrant Officer II, Staff Sergeant (Army) Flight Sergeant, Chief Technician (Royal Air Force)	Police Constable Nurse team Manager Specialist Nurse Probation Officer Paramedic Social Worker

## UPRATED PAY SCALES FOR £30,000 STARTING SALARY

## MAIN PAY RANGE

	2019	2022	2019	2022	2019	2022	2019	2022
Point	England (excl. the London Area)	England UPDATED	Inner London Area	Inner London UPDATED	Outer London Area	Outer London Area UPDATED	Fringe Area	Fringe Area UPDATED
1 (min)	£24,373	£30,000	£30,480	£37,517	£28,355	£34,901	£25,543	£31,440
2	£26,298	£32,369	£32,070	£39,474	£30,113	£37,065	£27,468	£33,810
3	£28,413	£34,973	£33,741	£41,531	£31,976	£39,358	£29,581	£36,410
4	£30,599	£37,663	£35,499	£43,694	£33,956	£41,795	£31,775	£39,110
5	£33,010	£40,630	£38,230	£47,056	£36,836	£45,340	£34,179	£42,069
6 (max)	£35,971	£43,975	£41,483	£50,713	£40,035	£48,943	£37,152	£45,419

## UPPER PAY RANGE

	2019	2022	2019	2022	2019	2022	2019	2022
Point	England (excl. the London Area)	England UPDATED	Inner London Area	Inner London UPDATED	Outer London Area	Outer London Area UPDATED	Fringe Area	Fringe Area UPDATED
1 (min)	£37,654	£46,033	£45,713	£55,885	£41,419	£50,636	£38,797	£47,430
2	£39,050	£47,739	£47,960	£58,632	£42,951	£52,508	£40,189	£49,131
3 (max)	£40,490	£49,500	£49,571	£60,602	£44,541	£54,452	£41,635	£50,900

## LEADERSHIP PAY RANGE

	2019	2022	2019	2022	2019	2022	2019	2022
Point	England (excl. the London Area)	England UPDATED	Inner London Area	Inner London UPDATED	Outer London Area	Outer London Area UPDATED	Fringe Area	Fringe Area UPDATED
1 (min)	£41,065	£50,203	£48,824	£59,688	£44,323	£54,186	£42,195	£51,584
2	£42,093	£51,459	£49,857	£60,951	£45,353	£55,445	£43,226	£52,845
3	£43,144	£52,744	£50,912	£62,241	£46,400	£56,725	£44,277	£54,130
4	£44,218	£54,057	£51,984	£63,551	£47,479	£58,044	£45,356	£55,448
5	£45,319	£55,403	£53,091	£64,905	£48,582	£59,392	£46,459	£56,797
6	£46,457	£56,794	£54,223	£66,288	£49,714	£60,776	£47,592	£58,182
7	£47,707	£58,216	£55,477	£67,698	£50,969	£62,197	£48,846	£59,606
8	£48,808	£59,560	£56,576	£69,039	£52,067	£63,537	£49,940	£60,941
9	£50,026	£61,046	£57,790	£70,520	£53,284	£65,021	£51,161	£62,431
10	£51,311	£62,614	£59,076	£72,089	£54,571	£66,592	£52,445	£63,998



11	£52,643	£64,239	£60,404	£73,710	£55,898	£68,211	£53,775	£65,621
12	£53,856	£65,719	£61,624	£75,199	£57,117	£69,699	£54,993	£67,107
13	£55,202	£67,362	£62,968	£76,838	£58,465	£71,344	£56,340	£68,750
14	£56,579	£69,042	£64,344	£78,517	£59,833	£73,013	£57,714	£70,427
15	£57,986	£70,759	£65,747	£80,229	£61,241	£74,731	£59,118	£72,140
16	£59,528	£72,640	£67,295	£82,118	£62,787	£76,617	£60,664	£74,027
17	£60,895	£74,308	£68,663	£83,787	£64,156	£78,287	£62,039	£75,704
18	£62,426	£76,176	£70,194	£85,655	£65,689	£80,158	£63,562	£77,562
19	£63,975	£78,066	£71,742	£87,544	£67,237	£82,047	£65,109	£79,450
20	£65,561	£80,001	£73,328	£89,479	£68,820	£83,978	£66,701	£81,393
21	£67,183	£81,981	£74,949	£91,457	£70,445	£85,961	£68,325	£83,374
22	£68,851	£84,016	£76,618	£93,494	£72,107	£87,989	£69,989	£85,405
23	£70,556	£86,096	£78,318	£95,568	£73,812	£90,070	£71,689	£87,479
24	£72,306	£88,232	£80,074	£97,711	£75,564	£92,207	£73,446	£89,623
25	£74,103	£90,424	£81,867	£99,898	£77,361	£94,400	£75,237	£91,808
26	£75,936	£92,661	£83,699	£102,134	£79,194	£96,637	£77,075	£94,051
27	£77,818	£94,957	£85,579	£104,428	£81,075	£98,932	£78,952	£96,341
28	£79,748	£97,312	£87,512	£106,786	£83,007	£101,289	£80,880	£98,694
29	£81,723	£99,723	£89,491	£109,202	£84,979	£103,696	£82,860	£101,110
30	£83,757	£102,205	£91,522	£111,680	£87,013	£106,178	£84,886	£103,583
31	£85,826	£104,729	£93,594	£114,208	£89,089	£108,711	£86,965	£106,119
32	£87,960	£107,333	£95,722	£116,805	£91,215	£111,305	£89,098	£108,722
33	£90,145	£109,999	£97,911	£119,476	£93,406	£113,978	£91,284	£111,389
34	£92,373	£112,718	£100,140	£122,196	£95,633	£116,696	£93,511	£114,107
35	£94,669	£115,505	£102,436	£124,981	£97,927	£119,480	£95,808	£116,894
36	£97,013	£118,365	£104,776	£127,836	£100,268	£122,336	£98,148	£119,749
37	£99,424	£121,306	£107,194	£130,786	£102,685	£125,285	£100,561	£122,693
38	£101,885	£124,308	£109,648	£133,780	£105,145	£128,286	£103,021	£125,694
39	£104,368	£127,338	£112,131	£136,809	£107,624	£131,310	£105,500	£128,719
40	£106,972	£130,515	£114,742	£139,995	£110,234	£134,495	£108,112	£131,906
41	£109,644	£133,775	£117,416	£143,258	£112,905	£137,754	£110,781	£135,162
42	£112,392	£137,127	£120,156	£146,600	£115,647	£141,099	£113,530	£138,516
43 (max)	£114,060	£139,162	£121,749	£148,544	£117,287	£143,100	£115,188	£140,539



## UPRATED FOR 75% DIFFERENTIALS

## MAIN PAY RANGE

	2019	2022		2019	2022	2019	2022	2019	2022
Point	England (excl. the London Area)	England UPRATED	% difference	Inner London Area	Inner London UPRATED	Outer London Area	Outer London Area UPRATED	Fringe Area	Fringe Area UPRATED
1 (min)	£24,373	£30,000	25.06	£30,480	£37,517	£28,355	£34,901	£25,543	£31,440
2	£26,298	£30,852	21.95	£32,070	£37,623	£30,113	£35,327	£27,468	£32,224
3	£28,413	£33,333	18.75	£33,741	£39,583	£31,976	£37,513	£29,581	£34,703
4	£30,599	£35,897	16.01	£35,499	£41,645	£33,956	£39,835	£31,775	£37,277
5	£33,010	£38,725	15.81	£38,230	£44,849	£36,836	£43,214	£34,179	£40,097
6 (max)	£35,971	£41,974	15.32	£41,483	£48,406	£40,035	£46,716	£37,152	£43,352

## UPPER PAY RANGE

	2019	2022		2019	2022	2019	2022	2019	2022
Point	England (excl. the London Area)	England UPRATED	% difference	Inner London Area	Inner London UPRATED	Outer London Area	Outer London Area UPRATED	Fringe Area	Fringe Area UPRATED
1 (min)	£37,654	£43,938	21.40	£45,713	£53,342	£41,419	£48,332	£38,797	£45,272
2	£39,050	£45,567	22.82	£47,960	£55,964	£42,951	£50,119	£40,189	£46,896
3 (max)	£40,490	£47,248	22.43	£49,571	£57,844	£44,541	£51,975	£41,635	£48,584

## LEADERSHIP PAY RANGE

	2019	2022		2019	2022	2019	2022	2019	2022
Point	England (excl. the London Area)	England UPRATED	% difference	Inner London Area	Inner London UPRATED	Outer London Area	Outer London Area UPRATED	Fringe Area	Fringe Area UPRATED
1 (min)	£41,065	£47,918	18.89	£48,824	£56,972	£44,323	£51,720	£42,195	£49,237
2	£42,093	£49,118	18.44	£49,857	£58,178	£45,353	£52,922	£43,226	£50,440
3	£43,144	£50,344	18.00	£50,912	£59,409	£46,400	£54,144	£44,277	£51,666
4	£44,218	£51,597	17.56	£51,984	£60,659	£47,479	£55,403	£45,356	£52,925
5	£45,319	£52,882	17.15	£53,091	£61,951	£48,582	£56,690	£46,459	£54,212
6	£46,457	£54,210	16.72	£54,223	£63,272	£49,714	£58,011	£47,592	£55,534
7	£47,707	£55,589	16.29	£55,477	£64,642	£50,969	£59,390	£48,846	£56,916
8	£48,808	£56,872	15.92	£56,576	£65,923	£52,067	£60,669	£49,940	£58,191
9	£50,026	£58,291	15.52	£57,790	£67,337	£53,284	£62,087	£51,161	£59,613
10	£51,311	£59,788	15.13	£59,076	£68,836	£54,571	£63,587	£52,445	£61,110

11	£52,643	£61,340	14.74	£60,404	£70,383	£55,898	£65,133	£53,775	£62,659
12	£53,856	£62,754	14.42	£61,624	£71,805	£57,117	£66,553	£54,993	£64,078
13	£55,202	£64,322	14.07	£62,968	£73,371	£58,465	£68,124	£56,340	£65,648
14	£56,579	£65,926	13.72	£64,344	£74,974	£59,833	£69,718	£57,714	£67,249
15	£57,986	£67,566	13.38	£65,747	£76,609	£61,241	£71,358	£59,118	£68,885
16	£59,528	£69,362	13.05	£67,295	£78,412	£62,787	£73,160	£60,664	£70,686
17	£60,895	£70,955	12.76	£68,663	£80,006	£64,156	£74,755	£62,039	£72,288
18	£62,426	£72,739	12.44	£70,194	£81,790	£65,689	£76,541	£63,562	£74,062
19	£63,975	£74,543	12.14	£71,742	£83,593	£67,237	£78,344	£65,109	£75,865
20	£65,561	£76,391	11.85	£73,328	£85,441	£68,820	£80,189	£66,701	£77,720
21	£67,183	£78,281	11.56	£74,949	£87,330	£70,445	£82,082	£68,325	£79,612
22	£68,851	£80,225	11.28	£76,618	£89,275	£72,107	£84,019	£69,989	£81,551
23	£70,556	£82,211	11.00	£78,318	£91,256	£73,812	£86,005	£71,689	£83,532
24	£72,306	£84,250	10.74	£80,074	£93,301	£75,564	£88,046	£73,446	£85,579
25	£74,103	£86,344	10.48	£81,867	£95,390	£77,361	£90,140	£75,237	£87,665
26	£75,936	£88,480	10.22	£83,699	£97,525	£79,194	£92,276	£77,075	£89,807
27	£77,818	£90,673	9.97	£85,579	£99,716	£81,075	£94,468	£78,952	£91,994
28	£79,748	£92,921	9.74	£87,512	£101,968	£83,007	£96,719	£80,880	£94,240
29	£81,723	£95,223	9.51	£89,491	£104,274	£84,979	£99,017	£82,860	£96,548
30	£83,757	£97,593	9.27	£91,522	£106,641	£87,013	£101,387	£84,886	£98,908
31	£85,826	£100,004	9.05	£93,594	£109,055	£89,089	£103,806	£86,965	£101,331
32	£87,960	£102,490	8.82	£95,722	£111,534	£91,215	£106,282	£89,098	£103,816
33	£90,145	£105,036	8.62	£97,911	£114,084	£93,406	£108,835	£91,284	£106,363
34	£92,373	£107,632	8.41	£100,140	£116,682	£95,633	£111,431	£93,511	£108,958
35	£94,669	£110,296	8.20	£102,436	£119,345	£97,927	£114,092	£95,808	£111,623
36	£97,013	£113,027	8.00	£104,776	£122,071	£100,268	£116,819	£98,148	£114,349
37	£99,424	£115,835	7.82	£107,194	£124,888	£102,685	£119,635	£100,561	£117,160
38	£101,885	£118,702	7.62	£109,648	£127,747	£105,145	£122,501	£103,021	£120,026
39	£104,368	£121,595	7.44	£112,131	£130,640	£107,624	£125,389	£105,500	£122,914
40	£106,972	£124,629	7.26	£114,742	£133,682	£110,234	£128,430	£108,112	£125,957
41	£109,644	£127,742	7.09	£117,416	£136,797	£112,905	£131,542	£110,781	£129,067
42	£112,392	£130,944	6.91	£120,156	£139,989	£115,647	£134,736	£113,530	£132,269
43 (max)	£114,060	£132,887	6.74	£121,749	£141,845	£117,287	£136,646	£115,188	£134,201

## Appendix D

### Using pupil to teacher ratio and assessing impact of scale differentials at 75%

Affordable PTR = ATC / income per pupil/ proportion budget available for spend on teachers

Assumptions:

Income per pupil £5500 in 2019/20 , rising by 4% ( NFF factor values increase) in 2020/21 (5720) and 2% there-after.

Oncosts 33%

Leadership team of 6FTE

School	NOR	% spend on teachers	ATC 2019	Affordable FTE 2019	Affordable PTR 2019	ATC 2022	Affordable PTR 2022	Affordable FTE 2022	comp.to current FTE	% Diff.
A	1013	56%	£ 51,787	60.2	16.83	£ 62,738	18.84	53.76	-6.44	-9.34
B	950	63%	£ 51,816	63.4	14.98	£ 60,911	16.28	58.35	-5.05	-12.54
C	1217	56%	£ 51,784	71.9	16.93	£ 62,731	18.95	64.21	-7.69	-9.35
D	1043	60%	£ 53,631	63.7	16.37	£ 65,365	18.45	56.54	-7.16	-8.90
E	1116	52%	£ 53,248	60.0	18.60	£ 65,189	21.05	53.02	-6.98	-8.60