

PRIME MINISTER

TEACHERS' PAY STRUCTURES

We spoke about possible reform of the teachers' pay structure on 12 January. I think you should know that Philip Merridale, the Chairman of the Burnham Management Panel, wrote earlier this week to all Education Committee Chairmen, enclosing copies of the attached information leaflet and suggesting that copies should be sent to all teachers. He took this initiative without the authority of his Panel and without any indication to me or any officials here of his intention. Nor did he seek to carry AMA colleagues on Burnham. They have said that the bulk distribution of leaflets should not be made to AMA member authorities, and, against that background, the Panel Chairman has decided to suspend bulk despatch to ACC authorities. The matter will now be considered by the whole Management Panel in February, with my representatives present.

2. The content of the leaflet follows very closely the texts of discussion papers considered with the teacher unions last month, but in any semi-permanent statement of this kind I would have wanted different emphases, for example, on the central importance of performance assessment. The text will very quickly leak to press and unions, but without a bulk distribution questions about its status will be the more easily parried. Officials here have already spoken with Mr Merridale about the risks which attach to his initiative - the outcome of enthusiasm and drive - and I will speak to him privately myself on a suitable occasion. Publicly I will continue my support for the general principles of reform but scrupulously avoid commitment to the detail contained in the leaflet and on the question of additional cost.

3. I am sending a copy of this minute and the leaflet to the Chancellor.

Prime Minutes (2)

To note AT 20/1

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KJ.

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**Burnham
Primary and Secondary
Committee
Management Panel**

**SALARY
STRUCTURE**

“Letting You Know”

Published by: The Burnham Management Panel Secretary,
41 Belgrave Square, London, SW1X 8NZ.

INTRODUCTION

Reform of the Salary Structure is urgent. Much reporting of the Management ideas has been inadequate and partial. The Chairman of the Burnham Management Panel has asked for this report to let everyone know the position.

In 1980 the Management Panel formed a group of Chief Education Officers to produce proposals. In 1981 both Sides of Burnham agreed to set up a working party on structure. The Chief Education Officer Group became the Management Side of the Working Party. They have developed ideas and put them forward.

The ideas are described in this report and have been circulated for comment and views to all education authorities. They will reply during January.

Burnham's Management Panel has not therefore committed itself. Still less has an offer been made to the Teachers' Panel. The ideas are at the discussion stage and are open for comment and opinion.

Because reform is urgent it is hoped to negotiate a new structure in the Spring. But no worthwhile reform can be achieved without cost or implemented without thorough preparation. This makes 1985 the earliest time for putting any new structure into operation.

AIMS

In the Working Party the Management Side has approached the problem from the viewpoint that the pay structure for teachers should provide the maximum facility and support to enable education authorities, schools and teachers to develop the best educational opportunities for pupils. Features which make the pay structure rigid and complex should be removed. The pay arrangements should:-

- Emphasise the central importance of the teacher in the classroom.
- Attract entrants with qualifications and qualities which indicate potential for the long term.
- Provide induction, counselling and experience over several years leading to acceptance as a professional career teacher.
- Ensure a satisfactory and properly rewarded career during which professional development is stimulated and encouraged.
- Enable outstanding development and performance as a teacher to be recognised by financial reward.
- Identify clearly the whole range of work and responsibility expected of a mainstream teacher.
- Identify duties and responsibilities beyond those expected of mainstream teachers and provide recognition and reward.
- Ensure that the character, aims and organisation of each school are reflected in the pay structure for its teachers.

PROPOSALS

These AIMS led the Management Side to put forward suggestions under which:-

AN ENTRY GRADE

Appointment and Salary

Newly qualified teachers would be appointed to a new ENTRY GRADE for a period normally of three years. Pay would be on three salary points chosen by the LEA from a range of six set by Burnham. This would allow LEAs to recognise qualifications, length of study and local 'job markets'. Special arrangements would be made for mature entrants.

Assessment

These teachers would be assigned an experienced teacher as a 'mentor', counselled, supported and assessed and given a lightened teaching load during the first two years. By the end of the third year the process of professional support and professional assessment would have indicated, ideally by mutual agreement, that the teacher has or has not demonstrated the potential for a long term teaching career.

Assessment Criteria

Assessment criteria would be developed in conjunction with the Teacher unions. Recommendations would go from the school to the LEA via a panel of advisers, inspectors, head teachers and experienced classroom teachers. Appeal against unfavourable assessment would be available but in all cases the final decision would lie with the LEA.

Assessment Outcome

Those demonstrating long term potential would transfer to the MAIN PROFESSIONAL GRADE. Most of those not doing so would have concluded that their career did not lie in teaching. In the few remaining cases an offer of an alternative kind of employment would be made if it is available. If all else fails they would be dismissed.

A MAIN PROFESSIONAL GRADE

Salary Levels

It is envisaged that the Salary Scale for the Main Professional Grade would start substantially beyond the top of the Entry Grade and run, via about ten increments, to a maximum beyond the top of existing scale 2.

Duties and Responsibilities

The duties and responsibilities expected of a teacher on the Main Professional Grade would be set down in the Burnham Document and those teachers not undertaking them would not be admitted to the new grade. A draft definition of duties is at page 7 of this report.

Voluntary and Contractual Duties

Some teachers may regard some of these duties as 'voluntary' at present. LEAs see all of them as crucial to the discharge by the LEA of its statutory responsibilities. At the same time all LEAs greatly appreciate the voluntary commitment made by so many teachers to increasing the educational opportunities and experiences of their pupils. They are sure that this will continue.

Allocation of Duties and Responsibilities

Within this broad definition the allocation of duties and responsibilities at school level would be based on the collective responsibility of teachers and there would be arrangements to ensure the fair allocation of specific tasks taking account of the strengths and preferences of each member of staff. One of these tasks would be as 'mentor' for a teacher on the Entry Grade.

Professional and Career Development

It is highly desirable that all teachers should continue to develop their expertise and enhance their performance throughout their careers. The proposal is for an annual professional and career development discussion between the teacher and the professional colleague(s) accountable for performance. The aim would be to identify opportunities for and obstacles to growth leading to action by the teacher and the school which would be evaluated the following year.

Progression through the Main Grade

Progression through the Main Professional scale would be by annual increments as at present. The LEA would have to determine the starting salary for re-entrants and those voluntarily transferring between schools. The existing facility to withhold an increment for unsatisfactory performance would be retained.

Accelerated Progression through the Main Grade

For those teachers whose rate of development is exceptional there would be a facility for accelerated progression towards the scale maximum. A recommendation from the school would arise out of the annual development discussion. It would go to the LEA whose task, ensuring consistency between schools, would

be to award additional increments to individuals where this was merited. Under these arrangements all teachers would reach the maximum of the scale by their mid thirties but most exceptional would do so several years earlier.

Merit Awards

After several years service at scale maximum outstanding classroom teachers would become eligible for a 'merit pay' award in addition to the scale and in addition to any payment for more demanding duties and responsibilities.

Acceleration and Merit Guarantee

Provision for 'accelerated progression' and 'merit awards' would need to be confirmed by a suitable addition to the wording of the Burnham Document.

MORE SENIOR POSTS

The Need

Though the responsibilities of a teacher on the Main Professional Grade would involve sharing professional and subject area expertise with colleagues and contributing advice, there would remain a need in many schools for more senior posts in addition to those of Head Teacher and Deputy.

Allowances

These responsibilities would be recognised by a set of allowances payable in addition to the Main Professional scale. This is to emphasise that the principal task of all teachers is teaching and to provide a clear link between additional responsibilities and the pay which goes with them. The allowances would replace the existing separate scales.

Organisation Structures

It is vital that schools should retain the freedom to choose their own internal organisation but equally the LEA must retain financial control.

Funding the Organisation Structure

The proposal is to give a financial allocation to each school for allowances beyond the Main Grade. These allocations would be set at levels which would meet the ordinary needs of most schools.

Measuring the Size of the Schools

To measure differences in school size (and needs), so as to determine financial allocations, the proposal is to retain age-weighted pupil numbers though not necessarily the present age weighting.

Levels of Allowances

One cash figure is envisaged and this would be paid by itself or in multiples of two or three to individual postholders according to the responsibilities of the post.

Consistency Between Schools

To ensure consistency between schools a nationally devised code would guide the choice of allowance(s) payable in respect of a particular post in the light of the responsibility for the work of junior colleagues and other tasks.

Special Needs

Some schools' needs might not be met by the standard

Duties and Responsibilities of Teachers to be Assigned to the Main Professional Grade

(A provision in the Burnham Document would indicate that where a teacher undertakes, as required, the following duties and responsibilities he or she shall be paid on the Main Professional Grade.)

Work with individuals and groups of pupils

1. Plan, prepare, evaluate and modify as necessary personal teaching methods, work programmes and teaching materials in accordance with LEA curricular policies and school schemes and standards.
2. Teach effectively and ensure the discipline and safety of assigned timetabled classes and groups; meet the varied and special educational needs of pupils.
3. Mark and record pupils' work in accordance with school and LEA policies and schemes.
4. Promote the general progress and welfare of a class or group of pupils as part of the school's pastoral and counselling arrangements.
5. Assess and record pupils' personal and social needs, development, progress and attainment; provide or contribute to oral or written assessments and reports on individual pupils and groups.
6. Consult and inform parents, cooperate with appropriate outside agencies in accordance with school and LEA policies and schemes.

Work with other teaching and non-teaching staff

7. Contribute to and participate in team planning, self evaluation, in-service training and professional development in assigned areas of the curriculum and pastoral arrangements; participate in related staff

financial allocation whether because of the nature of the catchment area, the aims and objectives selected by the school, the desire to change an existing organisation structure or for some other reason. Therefore the LEA should be free, on its own initiative or at the request of the school, to provide a temporary or permanent increase in the allowances allocation.

Comprehensive Reform

All of these proposals form part of a single package of reforms which would not only realise the AIMS set down on page 3, but avert the steady decay and ultimate breakdown of the much criticised system presently in operation.

- meetings and school events.
8. Advise colleagues, cooperate with them on teaching programmes, methods, equipment and materials within assigned areas of the curriculum ensuring that appropriate administrative tasks are undertaken.
9. Contribute to and participate in the school's pastoral, tutorial and guidance arrangements including liaising with other schools and colleagues and carrying out an appropriate share of the organisation and conduct of parental consultation and staff meetings.
10. Contribute as required to the appointment, induction, professional development, and assessment of junior colleagues, including new entrants to teaching.
11. Carry out an appropriate share of the administrative and organisational tasks within the school including providing support for teachers undertaking additional responsibilities and holding senior posts.
12. Ensure the safety and good order of pupils by carrying out an appropriate share of active supervision, together with assigned ancillary staff, whenever pupils are authorised to be on school premises or elsewhere when they are the responsibility of the school.
13. Undertake an appropriate share of all collective responsibilities including substituting for an absent colleague when required.
14. Supervise ancillary staff as required.
15. Order and allocate appropriate equipment and materials in accordance with school policies and schemes.
16. Carry out such other related duties and responsibilities at the school as may be reasonably allocated, as need arises, by the head.

MJ

cc Mr Letwin

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23 January 1984

Teachers' Pay Structures

The Prime Minister has seen your Secretary of State's minute of 20 January reporting Mr. Merridale's action in circulating a leaflet on teachers' pay structures. She has noted this without comment.

I am sending a copy of this letter to John Kerr (HM Treasury).

Andrew Turnbull

Miss C.E. Hodkinson
Department of Education and Science.

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