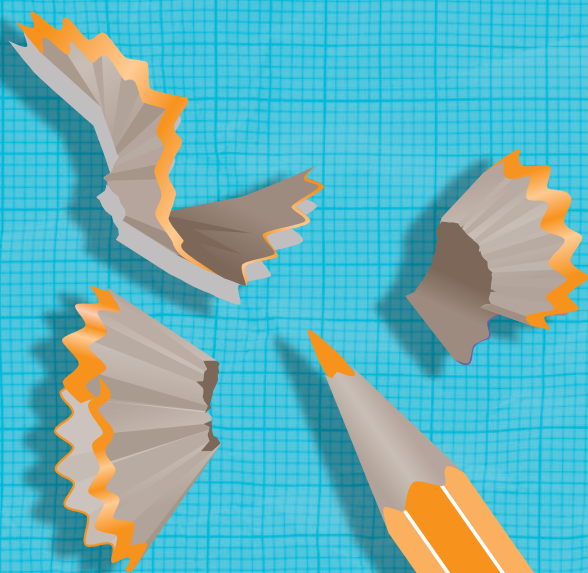


Pay, Conditions of Service and You



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NUT Notes

Pay, Conditions of Service and You

Notes

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: nutadvice@nut.org.uk

In Wales contact:

NUT Cymru

Tel: 029 2049 1818

Email: cymru.wales@nut.org.uk

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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. It does not apply automatically in academies, although most academies follow its provisions.
- 2. Far-reaching changes to teachers' pay arrangements in recent years include an end to fixed pay scales, an end to automatic pay progression and portability of pay entitlements for teachers moving schools or taking a career break and the imposition of performance related pay (PRP) for all teachers.
- 3. The NUT continues to campaign against the dismantling of the national pay system, imposition of a pension age of 68 or higher and attacks on teachers' working conditions. For details of the Union's campaigns go to www.teachers.org.uk
- 4. See Appendix A for details of the provisional national pay ranges from 1 September 2015. Further information and guidance on teachers' pay is available at www.teachers.org.uk/pay

Getting information about starting pay

- 5. Before formally accepting a post, make sure you are told the total starting pay you will receive, including any allowances payable. If you want to accept a job offer made orally, do so provisionally and say this is subject to receiving a formal offer in writing that includes the above information and full details of the pay scales at the school.

The main and upper pay ranges

- 6. Classroom teachers, ie 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.
- 7. The *STPCD* only sets minimum and maximum values for these ranges. There are no prescribed pay points. Schools are able to set their own scales, determine where teachers are appointed and how they progress and by how much. Most schools do, however, continue to use a 6 point main scale and 3 point upper scale following the format of the previous fixed scales.
- 8. There are separate pay ranges for Inner London, Outer London, the Fringe Area and the rest of England and Wales.

Starting pay on the main pay range

- 9. 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.
- 10. Teachers may 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.

Progress on the main pay range

- 11. All pay progression decisions are now linked to the outcomes of appraisal. The school determines the criteria for taking decisions on teacher pay progression. That might mean, for example, 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.

Moving to the upper pay range

- 12. Any 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 are voluntary. Assessment is carried out by reference to national *Teachers' Standards* and the outcomes of performance management reviews. Some schools may restrict applications to those at or towards the top of the main pay range.

- 13. Progression on the upper pay range follows 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 is now allowed every year rather than every two years.

Teaching and learning responsibility payments (TLRs)

- 14. Teachers with additional leadership and management responsibilities are paid additional TLR payments. The levels, number and precise values of TLR payments are decided by schools, within two broad pay ranges set nationally - TLR1 and TLR2. Temporary TLR3 payments can be paid for time-limited responsibilities.

Special educational needs (SEN) teaching allowances

- 15. SEN allowances may be paid for teaching children with special educational needs. They can be held at the same time as TLRs.

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; Havering; 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 employed via supply teaching agencies.
- 22. Supply teachers employed directly by local authorities or governing bodies are subject to the provisions of the *STPCD*. Those engaged for the whole day must be paid 1/195th of the annual pay rate they would receive if employed full-time.
- 23. Those engaged for less than a day may be paid an hourly rate set by the local authority or school. Supply teachers employed via agencies are not covered by the above.

Conditions of service for teachers in academies, free schools, independent schools and sixth form colleges may be different from those outlined elsewhere in this publication.

See paragraphs 74-77.

Contracts

Accepting a contract

24. 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.
25. 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.
26. 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 (eg 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

27. A fixed-term contract is a temporary contract which terminates on either:
 - the expiry of a specific period, eg after 12 months
 - the occurrence of a specific event, eg a return from maternity leave
 - the completion of a particular task, eg a secondment
 - the length of the contract is determined by the relevant circumstances and might not be defined at the outset.
28. 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, eg 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 in England or NUT Cymru in Wales. See page 3 for contact details.
29. 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.
30. 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.
31. 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 in England or NUT Cymru in Wales. See page 3 for contact details.

Part-time contracts

32. 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.
33. NUT members experiencing difficulties with contracts should seek advice from the NUT AdviceLine in England or NUT Cymru in Wales. See page 3 for contact details.

School teachers' conditions of service

Notes

34. The conditions of service for teachers in local authority maintained schools are found in the following documents:
- the *School Teachers' Pay and Conditions Document (STPCD)*. 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.
35. Copies of the *STPCD*, Burgundy Book and any local agreements should be available in schools.
36. 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.

Conditions of service for teachers in academies, free schools, independent schools and sixth form colleges may be different from those outlined elsewhere in this publication.

See paragraphs 74-77.

Professional duties

37. 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.
38. 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.
39. 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

40. 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".
41. Teachers are further required to work "such reasonable additional hours as may be necessary" 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.
42. 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

43. 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.

44. 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.
45. 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

46. 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.
47. 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

48. 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 are, in addition, entitled to a reduced timetable (see paragraphs 70-73).
49. 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.
50. 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

51. 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, eg practical and oral examinations.
52. The above provisions may be affected by proposed changes to teachers' working conditions, as mentioned earlier.

Sick pay

53. 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.

54. 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.
55. 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.
56. 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.
57. 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

58. 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/pay-pensions-conditions/conditions
59. Shared parental leave is a new right that enables mothers, fathers, partners and adopters to choose how to share paid time off after their child is born or 'placed' for adoption. This is in addition to statutory paternity leave rights that entitle a child's father or the partner (same or opposite sex) of a child's mother to two consecutive weeks' paid paternity leave. 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. Detailed guidance is contained in the document *Maternity Matters*, available at www.teachers.org.uk/pay-pensions-conditions/conditions
60. 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.
61. Parents of children under the age of 17 or of disabled children under the age of 18 are entitled to apply for flexible working, eg to work reduced hours.

Notice to leave your job

62. 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.
63. 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.
64. 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 74-79.

Notes

Leave of absence

65. 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 determine the right to paid leave of absence.
66. 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.
67. 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

68. 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

69. 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

70. The NUT Guide *Induction*, at www.teachers.org.uk/nqt, 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.
71. 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.
72. 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."
73. 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 *Teachers' 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 www.wales.gov.uk for further information.

Academies and Free Schools

74. 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.
75. 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/pay-and-conditions/academies 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.
76. The NUT's *Academies Toolkit – Protecting Members in Academies* which can be found on the NUT website at www.teachers.org.uk/pay-pensions-conditions/academies, provides practical tips and guidance on how to work together to protect teachers' terms and conditions in academies and free schools.
77. Advice is also available from NUT AdviceLine in England or NUT Cymru in Wales. See page 3 for contact details.

Independent schools

78. 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

79. 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

80. 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.
81. 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.

82. There is a dedicated area of the NUT's website for supply teachers at www.teachers.org.uk/supply

Pensions

83. Teachers are automatically entitled to membership of the Teachers' Pension Scheme (TPS) if they are employed in local authority maintained schools, academies or sixth form colleges, or in independent schools accepted into the TPS, whether part-time or full-time. All newly employed teachers will be automatically enrolled in the TPS.

84. 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.

85. All new teachers joining the TPS from April 2015 will join the new career average TPS. The recent changes mean that teachers will get less in retirement than before and young teachers especially will have to work longer to receive their pension in full. Despite this, however, the NUT's firm advice remains that teachers should be in the TPS. It provides a guaranteed inflation-linked pension and the opportunity of a tax free lump sum, ill-health retirement benefits, death and family benefits including for unmarried partners and facilities to buy extra pension. When you start teaching, don't opt out!

86. Teachers pay an average 9.6 per cent pension contribution, but most NQTs will pay a lower rate, which attracts tax relief reducing the net cost by 20 per cent. Employers pay a substantial 14.1 per cent contribution (increasing to 16.4 per cent from September 2015) towards your pension, so opting out is like turning down free money.

87. 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/edufacts

Redundancy and redeployment

88. 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.

Qualified teachers' pay and allowances

Teacher pay ranges

Mandatory scale pay points no longer exist. Only a minimum and maximum for each range. Schools determine the number and value of scale points between these two fixed points.

Introduction

The tables below give details of the pay levels for each of the four main pay ranges:

- England and Wales outside of London and the Fringe Area
- Inner London
- Outer London
- Fringe Area

See paragraphs 17-19 for details of the above areas.

Proposed main pay range from 1 September 2015 (£ p.a.)

<i>Main Pay Range</i>	<i>England & Wales</i>	<i>Inner London</i>	<i>Outer London</i>	<i>Fringe Area</i>
Minimum	22,243	27,818	25,879	23,313
Maximum	32,831	37,861	36,539	33,909

Proposed upper pay range from 1 September 2015 (£ p.a.)

<i>Upper Pay Range</i>	<i>England & Wales</i>	<i>Inner London</i>	<i>Outer London</i>	<i>Fringe Area</i>
Minimum	35,218	42,755	38,739	36,286
Maximum	37,871	46,364	41,659	38,941

Further information on teachers' pay is available 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.
10. Producing analyses of examination results.
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.
14. Administration of cover for absent teachers.
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.

NUT regions and Wales

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e: eastern@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

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

8 London NUT Regional Office

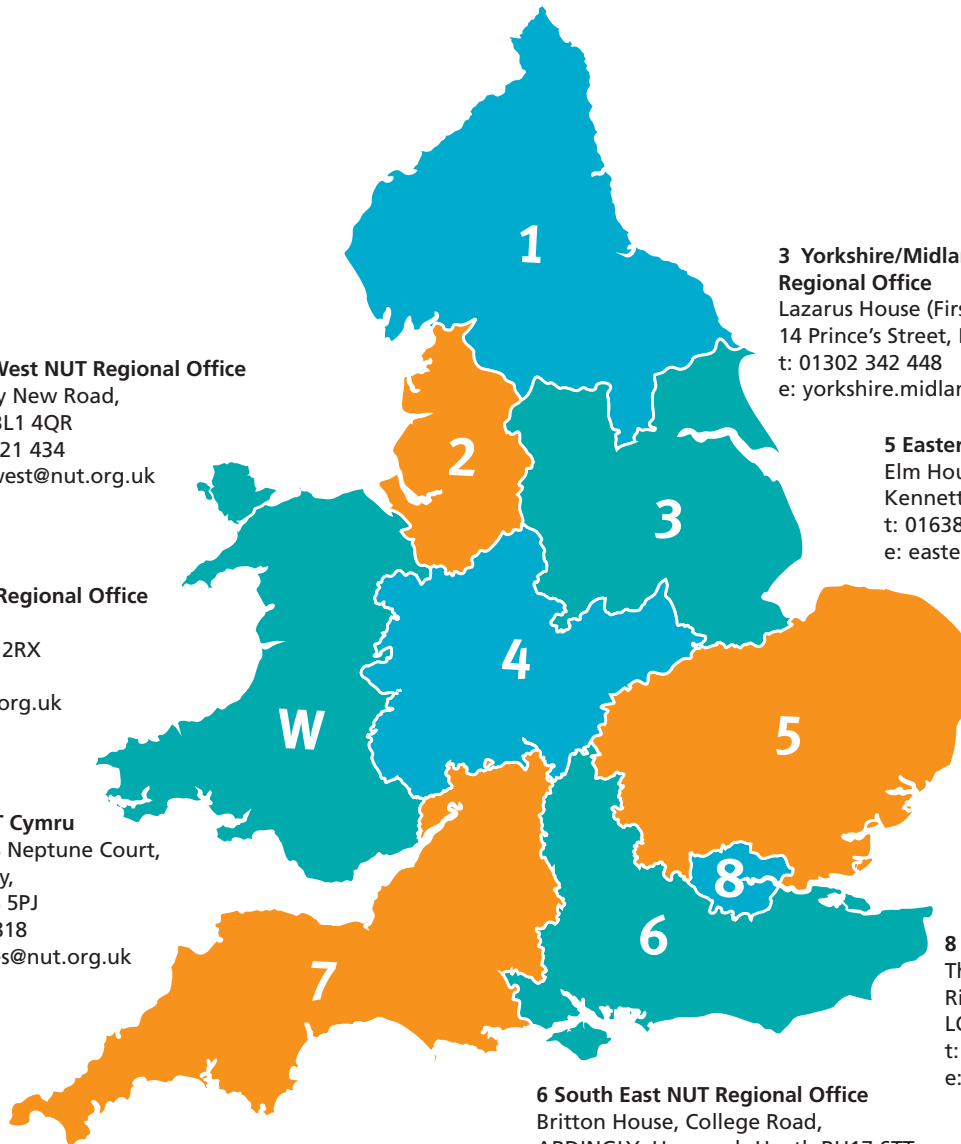
The Pavilion, 90 Point Pleasant,
Riverside Quarter, Wandsworth,
LONDON SW18 1PP
t: 020 8477 1234
e: london@nut.org.uk

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

7 South West NUT Regional Office

1 Lower Avenue, Heavitree,
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t: 01392 258 028
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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? 2016 2017 2018 2019

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? 2016 2017 2018

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Signed

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