

Lecture notes 2018-19

**Pay,
Conditions
of Service
and You**



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Lecture 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.

Your first point of contact for advice and support from the union is your workplace representative. If there is no representative in your workplace, for advice and assistance call 0345 811 8111.

It is important to note that the guidance in this document merely represents an outline of entitlements, conditions, and potential actions from an employer that a teacher could experience in the workplace. However our members have a long history of fighting and winning on unfair policies and practices in schools and colleges and improving existing terms and conditions. If you are not happy with a policy or practice in relation to your pay and conditions in the workplace it is important that you raise this with your union workplace representative or local officer. If you don't have a union workplace representative then please contact your union on the details above for advice.

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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 union 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.neu.org.uk/campaigns
4. See Appendix A for details of the national pay ranges from 1 September 2018. Further information and guidance on teachers' pay is available at www.neu.org.uk/pay
5. In Wales, where education is devolved, teachers pay and conditions of service had remained a reserved matter for Westminster. However, following the enactment of the Wales Act 2017, responsibility for the pay and conditions of teachers in Wales is to be devolved to the Welsh Government. The union in Wales has already been in discussions with Welsh Government officials regarding the most appropriate mechanism for making decisions on pay for teachers in Wales when that process is fully devolved and have secured an assurance from the First Minister that the devolution of pay for teachers in Wales will not result in a detrimental impact on the earnings of teachers in Wales.

Getting information about starting pay

6. 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

7. 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.
8. 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.
9. 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

10. 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.
11. 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 union believes that governing bodies should take such experience into account, particularly where it provides a level playing field for groups that are normally disadvantaged by policies and practices (eg women with children and disabled teachers).

Progress on the main pay range

12. All pay progression decisions are now linked to the outcomes of appraisal. These decisions must be free from discrimination. 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. The union campaigns hard on teacher pay and has a strong record on challenging pay progression decisions. If you are denied pay progression you should immediately contact your union representative, local union officer or call 0345 811 8111.

Moving to the upper pay range

13. 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.
14. 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)

15. 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

16. 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

17. 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

18. 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.
19. 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.
20. 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

21. 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

22. Supply teachers may be engaged directly by local authorities or school governing bodies, or engaged via supply teaching agencies.

Notes

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 77-80.

23. 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.
24. Those engaged for less than a day may be paid an hourly rate set by the local authority or school. Supply teachers engaged via agencies may be entitled to be paid the same as a comparable directly employed supply teachers after 12 weeks in the same role.
25. In Wales, the Welsh Government commissioned an inquiry into the inequalities that have arisen following the increase in the use of agencies. Recommendations made are currently being considered by a task group established to investigate a better way of remunerating and protecting supply teachers in Wales. The union in Cymru is represented on that group.

Contracts

Accepting a contract

26. Once a post has been offered and that offer has been accepted, and any conditions have been met, then legally a contract comes into existence, even if there is nothing in writing to confirm the agreement.
27. 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.
28. Teachers must have at least two years' continuous employment 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).
29. Teachers are protected from unlawful discrimination on grounds of race, sex, disability, sexual orientation, gender reassignment status, religion or belief and age, from day one of their employment contract.

Fixed-term and temporary contracts

30. 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
31. Fixed-term or temporary contracts should, in the union'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 union 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' first point of contact for advice and support from the union is your workplace representative. If there is no representative in your workplace, for advice and assistance call 0345 811 8111.
32. 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 opportunities for training and development and opportunities to secure a permanent position in the workplace.
33. 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 might be entitled to claim unfair dismissal if an employer fails to do this.
34. A fixed term teacher who has been engaged for four years on two or more fixed term contracts will be entitled to become a permanent member of staff unless the employer can justify the continued use of a fixed term contract.

35. Union members who are told that their fixed-term contract is to be terminated early or not renewed should seek advice. Your first point of contact for advice and support from the union is your workplace representative. If there is no representative in your workplace, for advice and assistance call 0345 811 8111.

Part-time contracts

36. 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.
37. Union members experiencing difficulties with contracts should seek advice from their workplace representative. If there is no representative in your workplace, for advice and assistance call 0345 811 8111.

School teachers' conditions of service

38. The conditions of service for teachers in local authority maintained schools are found in the following:
- 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.
39. Copies of the *STPCD*, Burgundy Book and any local agreements should be available in schools.
40. 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.
41. In Wales, pay policies for maintained schools have been negotiated and agreed via each of the four Regional Consortia and adopted by schools following recommendation by each constituent local authority as the appropriate generic policy.

Professional duties

42. 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.
43. 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.

Working time: full-time teachers

44. 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".

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45. 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.
46. 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

47. 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.
48. 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.
49. 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

50. Teachers have a contractual right to ‘only rarely’ cover for absent colleagues. The union’s view is that teachers should only be asked to undertake cover in exceptional circumstances such as emergency situations.
51. 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

52. This positive improvement in the conditions of service of teachers was introduced following a long campaign by the union 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 73-76).
53. 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.
54. It is the union’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

55. 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.

Sick pay

Notes

56. 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.
57. 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.
58. 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.
59. 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.
60. 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. For more information about sick pay visit www.neu.org.uk/help-and-advice

Parents' rights

61. 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 available at www.neu.org.uk/help-and-advice
62. 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 union provides advice on statutory and local entitlements. Detailed guidance is available at www.neu.org.uk/help-and-advice
63. 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 union provides advice on statutory and contractual adoption rights for members.

64. All employees who have 26 weeks of continuous employment service are entitled to request flexible working, eg to work reduced hours. Parents and carers may use this right to accommodate their caring arrangements.

Notice to leave your job

65. Other than by agreement, teachers may leave their jobs on only three occasions each year. The three deadlines 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.
66. 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.
67. 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 77-82. For more information about notice periods visit www.neu.org.uk/help-and-advice

Leave of absence

68. 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.
69. There are statutory rights to reasonable unpaid leave of absence for family emergencies, to unpaid parental leave for parents and to time off with pay for trade union duties and activities.
70. The local authority can provide information about entitlements to leave of absence. The union provides advice to members in cases of dispute.

Grievance, disciplinary and capability procedures

71. 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 union provides advice to members on these procedures at www.neu.org.uk/help-and-advice

Lunch break

72. 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. Union 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

73. The union's induction guide at www.neu.org.uk/induction identifies the entitlement of NQTs to support and advice during their induction year. It explains how the union can support and protect members undergoing induction. NQTs are entitled to a planned induction programme, tailored to their individual needs and circumstances.
74. Head teachers must provide NQTs with a reduced teaching load of no more than 90 per cent of the timetable of other main pay range teachers in the school without responsibility points. The union 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.

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.

75. 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."
76. 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 verifier 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 *Professional Standards for Teaching and Leadership*. Visit www.wales.gov.uk for further information. Further advice may be found in the union's induction guide at www.neu.org.uk/induction

Academies and Free Schools

77. 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.
78. The union 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 union website at www.neu.org.uk/pay 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.
79. The union's *Academies toolkit – Protecting members in academies* which can be found at www.teachers.org.uk/campaigns/academies, provides practical tips and guidance on how to work together to protect teachers' terms and conditions in academies and free schools.
80. Your first point of contact for advice and support from the union is your workplace representative. If there is no representative in your workplace, for advice and assistance call 0345 811 8111.

Independent schools

81. 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

82. 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. Information on pay and conditions for teachers in sixth form colleges in England is available at www.teachers.org.uk/members-reps/6th-form-teachers. 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

83. 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.

84. The union 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 union provides advice to agency-employed union supply members on their rights under the *Agency Workers Regulations 2010 (AWR)*.

85. There is a dedicated area of the union's website for supply teachers at www.teachers.org.uk/members-reps/supply-teachers

Pensions

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

87. The union'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.

88. Teachers joining the TPS from April 2015 join the career average section 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 union'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!

89. Teachers pay an average 9.6 per cent pension contribution, but most NQTs will pay a lower rate at either 7.4 per cent or 8.6 per cent (Inner London), which attracts tax relief reducing the net cost by 20 per cent of the amount paid. Employers pay a substantial 16.4 per cent contribution towards your pension, so opting out is like turning down free money.

90. Further information on the TPS can be obtained from the Teachers' Pensions website www.teacherspensions.co.uk or www.teachers.org.uk/pay-pensions-conditions/pensions

Redundancy and redeployment

91. The union provides advice and support to members in the event of redundancy and redeployment. The union 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. For more information about redundancy visit www.teachers.org.uk/help-and-advice/self-help/r/redundancy

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 18-20 for details of the above areas.

Proposed main and upper pay ranges from 1 September 2018 (£ p.a.) correct at time of writing, subject to confirmation in early September. Please check www.neu.org.uk/pay for final versions.

Main pay range from 1 September 2018 (£ p.a.)

<i>Main Pay Range</i>	<i>England & Wales (ex the London Area)</i>	<i>Inner London</i>	<i>Outer London</i>	<i>Fringe Area</i>
Minimum	23,720	29,664	27,596	24,859
Maximum	35,008	40,372	38,963	36,157

Upper pay range from 1 September 2018 (£ p.a.)

<i>Upper Pay Range</i>	<i>England & Wales (ex the London Area)</i>	<i>Inner London</i>	<i>Outer London</i>	<i>Fringe Area</i>
Minimum	36,646	44,489	40,310	37,758
Maximum	39,406	48,244	43,348	40,520

Further information on teachers' pay is available at www.neu.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.

Notes

A series of horizontal dotted lines for taking notes.

TRAINEE APPLICATION FREE MEMBERSHIP



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Please complete in capital letters

Title	First name	Surname
Date of birth DD MM YYYY	Permanent home address	
Mobile	Postcode	
Home telephone	Email	

Training routes

School-led training

Programme

- School Direct (salaried)
 School Direct (non-salaried)
 SCITT
 Teach First
 GTP Wales

Other (please specify)

School

Postcode

Training provider

When does your course/programme finish?

University-led training

Qualification

- BA (QTS)
 BSc (QTS)
 PGCE
 PGCE (FE)
 BEd

Other (please specify)

University / college / SCITT

When does your course/programme finish?

Terms and conditions available at www.neu.org.uk/terms

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Your membership agreement with the Union means that we are authorised to process your data. The NEU uses this information to help develop and assist with a range of Union-based activities related to the running of the NEU.

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