



School Teachers' Review Body

# **TEACHERS' PAY SURVEY**

**September 2002**

Report produced by the Office of Manpower Economics

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## **SUMMARY - Schools**

### **The Survey**

- Fifty-nine per cent (1,775) of schools approached returned useable questionnaires giving information for some 36,000 teachers (1,800 heads, 1,700 deputies, 1,100 assistant heads and 31,500 classroom teachers).
- The data relate to the position at September 2002 and changes since September 2001.

### **Leadership group**

- Eighty-three per cent of headteachers, 80 per cent of deputy headteachers and 76 per cent of assistant headteachers remained in the same post between September 2001 and September 2002 (Table 4).
- Sixty-one per cent of headteachers, 54 per cent of deputy headteachers and 42 per cent of assistant headteachers who remained in post were awarded at least one additional spine point (Table 5).
- Eighteen per cent of headteachers were paid on the lowest point of their individual school range and 18 per cent were paid on one of the top three points possible (Table 13A).
- Ninety-six per cent of schools had performance objectives in place for their headteachers and 79 per cent for their deputy and assistant headteachers (Table 20).

### **Classroom teachers**

- Thirty-one per cent of classroom teachers were paid on spine point M5 and below, 21 per cent were on point M6, and the remaining 48 per cent had passed the threshold and were on the upper pay scale (Table 14A).
- Fifty-two per cent of classroom teachers received a management allowance, six per cent received a special needs allowance and four per cent had a recruitment and retention allowance (Table 17A).
- Forty-five per cent of full-time appointments to schools in September 2002 came direct from other maintained schools, 42 per cent were new entrants to teaching, seven per cent came from teaching posts outside the maintained sector, and six per cent were returners after a break in service (Table 19).

## **SUMMARY – LEAs**

### **The Survey**

- This year's survey included unattached teachers for the first time, through a questionnaire to LEAs. The survey covered all those teachers paid on one of the qualified teacher pay spines and engaged in teaching activities, who were not part of the establishment of a particular school.
- The questionnaire was sent to all LEAs in England and Wales. Useable responses were received from 34 per cent, giving information for some 5,800 teachers (330 paid as leadership group members and 5,500 paid as classroom teachers).
- The data relate to the position at September 2002 and changes since September 2001.

### **Teachers paid on the leadership group pay scale**

- Eighty-one per cent of unattached teachers paid on the leadership group scale remained in the same post between September 2001 and September 2002. Of these, 13 per cent were awarded at least one additional spine point (Table 22).

### **Teachers paid on the classroom teachers' pay scale**

- Five per cent of unattached teachers paid on the classroom teachers' scale were paid on spine point M5 and below, 24 per cent were on point M6, and the remaining 71 per cent had passed the threshold and were on the upper pay scale (Table 23).
- Fifty-four per cent of unattached teachers received a management allowance, 38 per cent received a special needs allowance and three per cent had a recruitment and retention allowance (Table 25).

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## Chapter 1

### BACKGROUND

1. The Review Body has commissioned surveys annually since 1993 to monitor the operation of the pay structures for teachers in England and Wales.
2. The leadership group - including headteachers, deputy and assistant heads - was established in September 2000 with the introduction of a new pay structure for all teachers. All leadership group members were placed on a single leadership group pay spine. For classroom teachers a new system consisting of a main pay scale, an upper pay scale and a range of allowances was introduced. An increasingly large number of teachers are eligible to apply to cross or have already crossed the threshold, and moved onto the upper pay scale, with the first batch of teachers reaching upper scale level 2 in September 2002.
3. The formation of the leadership group was preceded by changes to the headteachers' pay structure. Recommendations on the details for mainstream school heads were made by the Review Body in its *Eighth Report* in 1999. The recommendations were based on a new formula, relating to pupil numbers by key stage, for allocating heads' jobs to eight broad pay bands. With effect from 1 September 1999 heads were assimilated from the previous six group structure to the new eight groups. Detailed arrangements for special schools heads were recommended in the Review Body's *Ninth Report* in 2000 which superseded the interim arrangements that had been put in place a year earlier.
4. This report presents the results of the Teachers' Pay Survey 2002, which was designed to monitor the use of the pay structure and the pay progression of heads, deputies, assistant heads and classroom teachers over the year to September 2002. This year's survey included unattached teachers for the first time, with a separate questionnaire being sent to Local Education Authorities. This part of the survey is described in Chapter 5.
5. The schools' questionnaire was sent to a sample of 3,009 maintained schools, almost one eighth of the total number of schools in England and Wales. Fifty-nine per cent (1,775) of the schools approached returned useable questionnaires. After validation of the returns, a total of some 36,070 teachers (1,770 heads, 1,690 deputies, 1,070 assistant heads and 31,540 classroom teachers) was included in the analysis. Results from the survey are given in Tables 1 to 20 in Appendix A to this report, and a

technical description of the survey methodology is given in Appendix B together with a copy of the questionnaire.

6. Unless the context dictates otherwise, all figures in Tables 1 to 20 in Appendix A and in Chapters 2 to 4 are grossed-up estimates of the numbers of schools and the teachers directly employed in them. Data have generally been rounded to the nearest 10 for leadership group members, and the nearest hundred for classroom teachers. For the purpose of this report primary includes nursery.

7. Details of the current leadership group and classroom teachers' pay spines are given in Appendix C.

## **Chapter 2**

### **LEADERSHIP GROUP**

8. Under the revised pay structure for the leadership group, introduced in September 2000, all headteachers, deputy headteachers and assistant headteachers were placed on a single leadership group pay spine consisting of points L1 to L41. From September 2002, the pay spine was extended by two points, to L43.

9. To determine the headteacher's pay a school is placed into one of eight groups using a formula based on key stage weighted pupil numbers. The school group defines a pay band on the 43 point leadership group spine. The governing body then determines a seven point individual school range (ISR) for the headteacher within the pay band determined, on which the headteacher's pay may progress based on performance. The pay band maximum may be exceeded in particular circumstances, but a headteacher may not be paid below the relevant pay band minimum.

10. Deputy and assistant headteachers are placed on a range of five points on the leadership group spine between their head's ISR and the salary of the highest paid classroom teacher. Their position on the spine is at the discretion of governing bodies taking into account their job weight and challenge, the circumstances of the school and particular recruitment difficulties. Deputies' ranges should start at a higher point than the lowest point of any assistant headteachers' ranges.

11. The pay spine for the leadership group from September 2002 is shown in Appendix C, together with the heads' pay band for each school group.

#### **Leadership group structure**

12. The median size of a school's leadership group, that is the head plus any deputy or assistant headteachers, was 2 in primary, 5 in secondary and 2 in special schools.

#### **Distribution on the pay spine**

13. The distributions of headteachers, deputy headteachers and assistant headteachers on the pay spine are shown by type of school in Tables 1A, 2A and 3A respectively, by region in Tables 1B, 2B and 3B respectively, and by school group in Tables 1C, 2C and 3C respectively. Table 1D shows the distribution of headteachers by school group for primary and secondary schools separately. Tables 1C and 1D indicate that no headteachers were paid below the minimum of the pay range for their school group.



14. The mean spine points paid to heads, deputies and assistant headteachers are shown in Tables A, B and C respectively.

**Table A: Mean spine point for headteachers**

Group	2002 point	2001 point
1	L9	L8
2	L13	L12
3	L17	L16
4	L20	L19
5	L24	L23
6	L28	L27
7	L31	L30
8	L36	L34

**Table B: Mean spine point for deputy headteachers**

Group	2002 point	2001 point
1	L4	L3
2	L6	L5
3	L8	L7
4	L11	L10
5	L15	L14
6	L17	L16
7	L19	L18
8	L20	L20

**Table C: Mean spine point for assistant headteachers**

Group	2002 point	2001 point
1	L2	L2
2	L4	L3
3	L5	L4
4	L7	L7
5	L10	L10
6	L11	L11
7	L12	L11
8	L13	L12

### **Changes in postholder**

15. Eighty-three per cent of headteachers, 80 per cent of deputy headteachers and 76 per cent of assistant headteachers were in the same post in September 2002 as in September 2001 (Table 4). These percentages were higher for men (85%, 85% and 82% respectively) than for women (81%, 78% and 71% respectively).

#### *For headteachers:*

- heads in primary schools were slightly more likely to remain in the same post (83%) compared with special schools (82%) and secondary schools (80%);
- the proportions staying in the same post varied by region from 78 per cent in the East of England to 87 per cent in the North East and North West;
- the proportions staying in the same post varied by school group from 78 per cent in group 6 schools to 84 per cent in group 1 and 2 schools, with no clear pattern by size.

#### *For deputy headteachers:*

- deputies were more likely to remain in post in secondary schools (88%) than in special (84%) and primary schools (77%);
- the proportions staying in post were highest in the North East (86%) and lowest in the South East (72%);
- deputies were generally more likely to stay in post in larger schools; the highest proportions were 92 per cent in group 7 schools and 91 per cent in group 5 schools, with the lowest (76%, 77% and 78%) being respectively in group 2, 3 and 4 schools.

#### *For assistant headteachers:*

- assistant headteachers were much more likely to remain in post in secondary schools (81%) than in primary (62%) and special schools (56%);
- the proportion staying in post was highest in Wales (92%) and lowest in the South East (66%);
- assistant headteachers were generally more likely to stay in post in larger schools; the highest proportion was 89 per cent in group 8 schools, with the lowest (46%) being in group 2 schools.

## **Progression**

16. Sixty-one per cent of headteachers, 54 per cent of deputies and 42 per cent of assistant headteachers who remained in post received at least one additional spine point between September 2001 and September 2002 (Tables 5, 6, 7 and 8). There was little difference between the corresponding percentages for males and females. Where the postholder changed, 27 per cent of headteacher posts, 26 per cent of deputy posts and 21 per cent of assistant headteacher posts received at least one additional spine point (Tables 9, 10 and 11).

17. The percentages of heads, deputies and assistants receiving additional spine points were all considerably higher than in 2001, for those who remained in post (61% in 2002 compared to 46% in 2001 for heads; 54% in 2002 compared to 44% in 2001 for deputies; and 42% in 2002 compared to 33% in 2001 for assistants).

*For leadership group members who had remained in post:*

- the percentage of heads in primary schools awarded at least one additional point (62%) was higher than those in secondary and special schools (both 54%);
- the percentage of deputies in primary schools awarded at least one additional point (57%) was also higher than those in special schools (51%) and secondary schools (50%);
- the percentage of assistant headteachers in primary schools awarded at least one additional point (47%) was higher than in secondary schools (41%) and special schools (39%).

## **Individual School Range (ISR)**

18. Tables 12A and 12B show the distribution of ISRs for headteachers by school type and group respectively. In group 1 schools, over half of heads are on their lowest possible ISR (L6 to L12). In all other groups the distribution of ISRs is more even. It is noticeable that relatively few schools, except in group 8, have yet raised their ISR to take advantage of the two additional points added to each group range from September 2002. There are a number of heads in almost every group that have been placed on an ISR that is outside that theoretically possible for their group, both above and below the normal ranges.

19. Only 18 per cent of headteachers were paid on the lowest point of their 7-point ISR compared with 34 per cent last year. There was little difference between the

proportions by school type and no clear pattern by school group (Tables 13A and 13B).

20. Eighteen per cent of headteachers were paid on one of the top 3 points of their ISR. The proportion is highest in secondary schools (24%) and in the largest schools (45% in group 8 schools). There are a small number of heads paid on a point above their designated ISR.

## Chapter 3

### CLASSROOM TEACHERS

21. Under the new pay structure for classroom teachers, introduced in September 2000, the previous 17-point pay spine was replaced with a new system consisting of a main pay scale (point 1 to point 9), an upper pay scale (point 1 to point 5) and a range of allowances. In September 2000 the main scale was shortened from nine points to six points. The upper scale remained unchanged. Classroom teachers are paid on either the main or upper pay scale; only those who have passed the threshold have access to the upper pay scale. The current levels are set out in Appendix C.

#### **Distribution on the pay spine**

22. Due to the continuing retrospective nature of the threshold assessment process, this survey might not account for all teachers who passed the threshold in the third round (with respect to September 2002). Where teachers are recorded as progressing through the threshold between the two dates, it is most likely to be as part of the second round.

23. As the decisions on progression to point U2 have also been subject to some delay and uncertainty, this survey will not capture all those teachers who will have progressed to that point. Therefore, we would expect the numbers and percentages of teachers shown on point U2, and on the upper scale as a whole, to be underestimated.

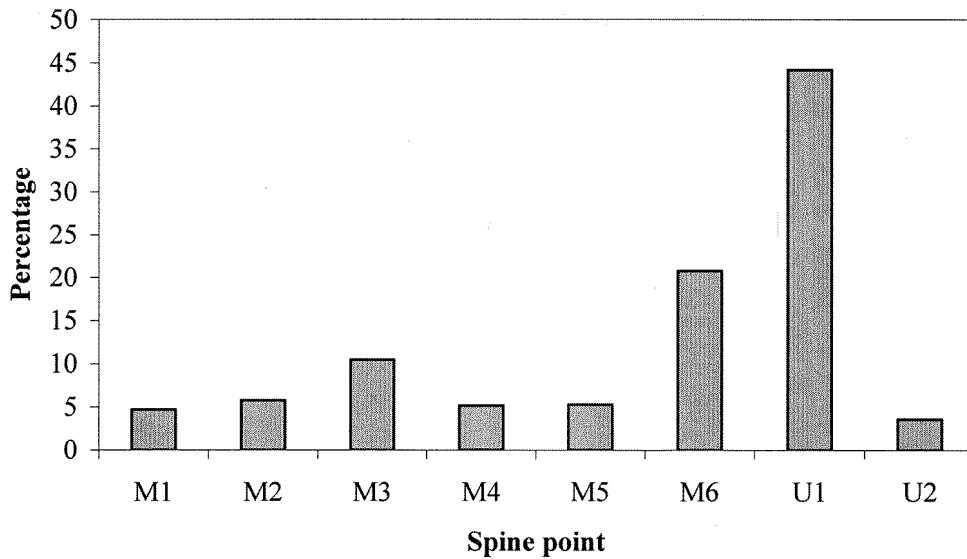
24. The September 2002 distribution of full-time equivalent classroom teachers on the pay spine is shown by type of school, by region, by size of school and for full-time and part-time teachers in Tables 14A, 14B, 14C and 14D respectively. Table D and the chart below summarise the spine point distribution.

**Table D: Percentage of classroom teachers by spine point (grouped)**

Point	Primary	Secondary	Special	All
	%	%	%	%
Main 1-5	35	29	14	31
Main 6	23	19	21	21
Upper 1	37	49	57	44
Upper 2	4	3	9	4

*Figures may not add to 100% due to rounding*

## Distribution of individual spine point for all classroom teachers in all schools



- Taking all schools together, less than a third of teachers were on spine point M5 and below, a fifth were on point M6, and just under half had passed the threshold.
- A higher proportion of female (33%) than male teachers (27%) were on point M5 and below. There was a higher proportion of male teachers (52%) than female teachers (46%) on the upper scale.
- Special schools (66%) had the highest proportion of teachers on the upper scale compared with secondary (52%) and primary schools with the lowest (41%).
- There was some difference in the proportions of teachers on the upper scale by region. Greater London had the lowest proportion (37%). South East and East of England also had low proportions compared to other regions, respectively 44 per cent and 45 per cent. Wales had the highest proportion (54%).
- There were generally higher proportions of teachers on the upper scale in larger schools. Group 6 had the highest (53%) and group 1 and 2 schools had the lowest (42%).

### Level of allowances

25. Table 16 shows the distribution of the level of each allowance by spine point at September 2002.

26. Further analysis of the data in Table 16 shows that the proportion of teachers in receipt of a management allowance increased as the spine point increased. For example, of all teachers on points M1 to M5, 28 per cent had a management allowance whereas of those teachers on point M6 and above 63 per cent had an allowance. Looking at just those teachers on point U1 and U2, 70 per cent received a management allowance.

27. Tables 17A, 17B, 17C and 17D show the level of each allowance received by full-time equivalent classroom teachers by type of school, by region, by size of school and for full-time and part-time teachers respectively.

28. Of the three types of allowance available to classroom teachers the most widely received is a management allowance, with 52 per cent of all teachers having at least level one. Six per cent of teachers received a special needs allowance and four per cent had a recruitment and retention allowance.

#### *Management allowance*

- Overall, 48 per cent of teachers had no management allowance, 35 per cent had level one or two and the remaining 17 per cent were in receipt of allowance level three, four or five.
- A higher percentage of males (66%) than females (47%) had a management allowance.
- By type of school, a greater proportion of secondary school teachers (63%) than primary school teachers (40%) were in receipt of a management allowance; 53 per cent of special school teachers were in this position, as shown in Table 17A.
- By region, the highest proportion of teachers in receipt of a management allowance was in Greater London (60%) whereas the South West had the lowest proportion (47%), as shown in Table 17B.
- By size of school, the proportion of teachers with a management allowance steadily increased with the increasing size of school for smaller schools, from those in group 1 at 27 per cent to those in group 4 at 56 per cent. For each of groups 5, 6, 7 and 8, the proportions were between 62 and 64 per cent, as shown in Table 17C.
- A considerably greater proportion of full-time teachers (56%) than part-time teachers (18%) had a management allowance, as shown in Table 17D.

### *Special needs allowance*

- Special needs allowances were received by six per cent of all full-time equivalent classroom teachers with the majority being in special schools, where 57 per cent had level one allowance and 43 per cent had level two, as shown in Table 17A.

### *Recruitment and retention allowance*

- The vast majority of all teachers (96%) did not receive a recruitment and retention allowance. Those that did were mainly in Greater London, where 18 per cent of teachers received an allowance. With the exception of teachers in the East of England and the South East, where four per cent received an allowance, all other regions had no more than two per cent of teachers in receipt of a recruitment and retention allowance, as shown in Table 17B.

### **Comparisons of allowance levels between 2001 and 2002**

29. Table 18A, 18B, 18C and 18D show the changes in the level of each allowance received by full-time equivalent classroom teachers by type of school, by region, by size of school and for full-time and part-time teachers respectively between September 2001 and September 2002, for those teachers remaining in the same school at both dates.

### *Management allowance*

- Overall, 87 per cent of teachers had no change in the level of allowance received at September 2002 compared to September 2001. Twelve per cent of teachers had an increase in their management allowance whereas less than two per cent experienced a decrease.
- Secondary schools had the highest proportion of teachers who had an increase in their level of management allowance (15%); the proportion of primary and special school teachers who had an increase was nine per cent and six per cent respectively, as shown in Table 18A.
- Greater London had the highest proportion of teachers who had an increase in their management allowance (17%); the lowest was in Wales with only seven per cent having an increase, as shown in Table 18B.
- The proportion of teachers who had an increase in their management allowance increased fairly steadily with the increasing size of school, from five per cent of teachers in group 1 schools to 17 per cent of those in group 8, as shown in Table 18C.



- A greater proportion of full-time teachers (13%) compared to part-time teachers (4%) had an increase in the level of management allowance they received, as shown in Table 18D.

*Special needs allowance*

- Overall, 99 per cent of teachers had no change in the level of allowance they received at September 2002 compared to September 2001, as shown in Table 18A.

*Recruitment and retention allowance*

- Overall, 99 per cent of teachers had no change in the level of allowance they received at September 2002 compared to September 2001. Greater London had the highest proportion of teachers who increased their recruitment and retention allowance (4%), as shown in Table 18B.

**Source of entrants**

30. Of the estimated 53,400 full-time teachers who joined or moved between schools from September 2001 to September 2002, 42 per cent were newly qualified, 45 per cent came direct from other maintained schools, six per cent were returners after a break in service, and seven per cent came from teaching posts outside the maintained sector (Table 19). The patterns in primary and secondary schools were broadly similar, but the picture for special schools was rather different with only ten per cent of full-time entrants being newly qualified, and 68 per cent coming directly from another school. If those moving from another maintained school are disregarded, the overall proportion of full-time entrants to all schools who were newly qualified was 76 per cent, and the proportion returning after a break in service was 11 per cent.

31. A full-time equivalent of some 5,000 part-time teachers was estimated to have joined or moved between schools in the same period. Fifty-five per cent of these came from another maintained school, 31 per cent were returners after a break in service, 10 per cent were newly qualified and four per cent came from teaching posts outside the maintained sector. This pattern was broadly followed in primary and secondary schools; special schools had no recorded new entrants at September 2002. Disregarding those teachers who moved directly from another maintained school, in contrast to full-timers 22 per cent of part-time entrants to all schools were newly qualified, and 68 per cent were returning after a break in service.

## Chapter 4

### PAY PROCEDURES

32. In its *Third Report* in 1994 the Review Body recommended that, from September 1994, headteachers and deputy headteachers should be informed in writing by the relevant body of: their pay spine point; the basis on which that point had been determined; and the grounds on which it would be reviewed in future. As in recent years, this year's pay survey included a range of questions to assess how well the arrangements are working, for heads, deputies and assistant heads, as well as similar procedures for classroom teachers' pay. The results are given in Table 20 by type of school, by region and by school group.

33. Overall, for headteachers at September 2002:

- 79 per cent had been informed in writing of their pay point;
- 77 per cent had been informed in writing of the basis of its determination;
- 96 per cent had performance objectives in place, but only 39 per cent of those had had their performance reviewed against them;
- of those who had not had their performance reviewed, 97 per cent said there were plans for a review to take place.

34. For schools with deputy and assistant headteachers at September 2002:

- 79 per cent of schools had informed their deputy and assistant heads in writing of their pay point;
- 75 per cent of schools had informed their deputy and assistant heads in writing of the basis of its determination;
- 79 per cent of schools had performance objectives for their deputy and assistant heads, but in only 48 per cent of those schools had performance been reviewed against them;
- of those schools in which performance had not been reviewed, 95 per cent said there were plans for a review to take place.

35. For classroom teachers at September 2002:

- 80 per cent had been informed in writing of their pay point;
- 75 per cent had been informed in writing of the basis of its determination.

36. Most of these figures were similar to those recorded last year. In general, proportions who had been informed in writing of their pay point and its basis of determination were slightly down, while proportions who had performance objectives in place, and had had their performance reviewed against those objectives, were slightly up.

37. Generally, the proportions were highest in secondary schools, and tended to increase as school size increased. The exceptions to this pattern are the proportions of heads, deputies and assistants who had had their performance reviewed against objectives, which were lowest in secondary schools and showed no clear pattern with school size.

## Chapter 5

### UNATTACHED TEACHERS

#### Introduction

38. In its *Eleventh Report* in 2002, the Review Body undertook to include unattached teachers in this year's Pay Survey. This was done by running a parallel survey, with a separate questionnaire being sent to Local Education Authorities (LEAs) as the direct employers of such teachers.

39. For the purposes of this survey, it was important to ensure there was no overlap between the teachers covered by the schools' and LEAs' questionnaires. The Review Body's remit covers only those teachers paid on one of the qualified teacher pay scales. For these reasons, the following definition of unattached teachers was adopted:

- all teachers engaged in teaching activities and paid on one of the qualified teacher pay scales, and whose conditions are defined by paragraph 43 of the School Teachers' Pay and Conditions Document 2002, with the following groups *excluded*:
  - staff who work centrally in the LEA and who are paid on the teachers' pay scale as a matter of contract, but are not engaged in teaching activities in schools, Pupil Referral Units, etc; and
  - teachers who are part of the establishment of a particular school.

40. The questionnaire was sent to all Local Education Authorities in England and Wales. Only 34 per cent of them returned useable questionnaires. After validation of the returns, a total of some 5,800 teachers (330 paid as leadership group members and 5,500 paid as classroom teachers) were included in the analysis.

41. Results from the survey are given in Tables 21 to 27 in Appendix A to this report. Unless the context dictates otherwise, all figures in those tables and the following text are grossed-up estimates of the numbers of unattached teachers directly employed by LEAs. Due to the fairly low response rate, and the possibility of non-response bias, the estimates presented should be treated with some caution. Further details of the grossing-up methodology used, and other technical details, are given in Appendix B together with a copy of the questionnaire.

**Teachers paid on the leadership group pay scale**

42. Based on the definition used, shown in paragraph 39, there were an estimated 970 unattached teachers paid on the leadership group scale at September 2002, in England and Wales.

43. The distribution of these teachers on the pay scale is shown in Table 21. Their mean spine point was L9.

*Progression*

44. Eighty-two per cent of unattached teachers paid on the leadership group scale had remained in the same post between September 2001 and September 2002. Of these, 13 per cent received at least one additional spine point between those dates, with the remaining 87 per cent remaining on the same spine point (as shown in Table 22).

**Teachers paid on the classroom teachers' pay scale**

45. Based on the definition used, shown in paragraph 39, there were an estimated 12,500 full-time equivalent unattached teachers paid on the classroom teachers' scale at September 2002, in England and Wales.

46. The distribution of these teachers on the pay spine is shown, for full-time and part-time teachers and in total, in Table 23. The distribution is summarised below in Table E. The caveat described in Chapter 3 with regard to recording progression through the threshold and along the upper scale applies equally to unattached teachers.

**Table E: Distribution of unattached teachers on the classroom teachers' pay scale by spine point (grouped)**

Point	FTE unattached teachers
	%
Main 1-5	5
Main 6	24
Upper 1	70
Upper 2	1

47. Only five per cent were on spine point M5 and below, about a quarter were on point M6, and over two-thirds had passed the threshold. This distribution, with a very small proportion of teachers at the lower end of the scale, implies a more experienced and more stable workforce than that in schools.

48. A higher proportion of female (73%) than male teachers (64%) was on the upper scale. The proportion was higher for full-time teachers (77%) than part-time teachers (56%).

#### *Level of allowances*

49. Table 24 shows the distribution of the level of each allowance by spine point at September 2002.

50. Analysis of the data in Table 24 shows that the proportion of teachers in receipt of a management allowance increased as the spine point increased. For example, of all teachers on points M1 to M5, 27 per cent had a management allowance whereas of those teachers on point M6 and above 55 per cent had an allowance. Looking at just those teachers on point U1 and U2, 62 per cent received a management allowance.

51. Table 25 shows the level of each allowance received by full-time equivalent full-time and part-time teachers.

52. Of the three types of allowance available to classroom teachers the most widely received is a management allowance, with 54 per cent of unattached teachers having at least level one. Thirty-eight per cent of teachers received a special needs allowance and three per cent had a recruitment and retention allowance.

53. Forty-six per cent of teachers had no management allowance, 41 per cent had level one or two and the remaining 13 per cent were in receipt of allowance level three, four or five. A higher percentage of males (58%) than females (52%) had a management allowance. A considerably greater proportion of full-time teachers (64%) than part-time teachers (28%) had a management allowance.

#### *Comparisons of allowance levels between 2001 and 2002*

54. Table 26 shows the changes in the level of each allowance received by full-time equivalent teachers between September 2001 and September 2002, for those teachers remaining in the same LEA at both dates.

55. Ninety-three per cent of unattached teachers had no change in the level of management allowance received at September 2002 compared to September 2001. Five per cent had an increase in their management allowance with the remaining two per cent experiencing a decrease. A greater proportion of full-time teachers (6%) than part-time teachers (3%) had an increase in the level of management allowance they received.

56. Only three per cent of unattached teachers experienced a change in the level of special needs allowance they received at September 2002 compared to September 2001, with less than one per cent seeing a change in their recruitment and retention allowance. For both types of allowance, the majority of these teachers had an increase.

*Source of entrants*

57. Of the estimated 890 full-time unattached teachers who joined or moved between teaching posts from September 2001 to September 2002, four per cent were newly qualified, 11 per cent were returners after a break in service, 79 per cent came direct from maintained schools, and six per cent came from teaching posts elsewhere (Table 27).

58. A full-time equivalent of some 470 part-time unattached teachers was estimated to have joined or moved between teaching posts in the same period. Three per cent of these were newly qualified, 31 per cent were returners after a break in service, 62 per cent came direct from maintained schools, and three per cent came from teaching posts elsewhere.

## Appendix A

### SURVEY TABLES

#### Table

- 1 Distribution of headteachers on the pay spine
  - A By type of school
  - B By region
  - C By size of school
  - D By size of school, for primary and secondary schools
- 2 Distribution of deputy headteachers on the pay spine
  - A By type of school
  - B By region
  - C By size of school
- 3 Distribution of assistant headteachers on the pay spine
  - A By type of school
  - B By region
  - C By size of school
- 4 Percentages of headteachers, deputy and assistant headteachers who had remained in the same post between September 2001 and September 2002, by type of school, by region and by size of school
- 5 Percentages of headteachers, deputy and assistant headteachers who received additional spine points, by type of school, by region and by size of school
- 6 Distribution of changes of spine point for headteachers where the postholder remained the same, by type of school
- 7 Distribution of changes of spine point for deputy headteachers where the postholder remained the same, by type of school
- 8 Distribution of changes of spine point for assistant headteachers where the postholder remained the same, by type of school
- 9 Distribution of changes of spine point for headteachers where the postholder changed
- 10 Distribution of changes of spine point for deputy headteachers where the postholder changed
- 11 Distribution of changes of spine point for assistant headteachers where the postholder changed
- 12 Distribution of headteachers across individual school ranges (ISR)
  - A By type of school
  - B By size of school
- 13 Distribution of the distance from the lowest point on the headteacher's individual school range to their spine point
  - A By type of school
  - B By size of school



- 14 Distribution on the spine of full-time equivalent classroom teachers
  - A By type of school
  - B By region
  - C By size of school
  - D For full-time and part-time teachers
- 15 Distribution of spine point at September 2001 by spine point at September 2002 of full-time equivalent classroom teachers, by type of school
- 16 Distribution of the level of allowance and spine point of full-time equivalent classroom teachers, by type of school
- 17 Distribution of the level of each allowance of full-time equivalent classroom teachers
  - A By type of school
  - B By region
  - C By size of school
  - D For full-time and part-time teachers
- 18 Changes in the level of each allowance of full-time equivalent classroom teachers
  - A By type of school
  - B By region
  - C By size of school
  - D For full-time and part-time teachers
- 19 Source of entrants to schools at September 2002, by type of school
- 20 Operation of pay procedures for headteachers, deputy and assistant headteachers and classroom teachers
- 21 Distribution of unattached teachers on the leadership group pay spine
- 22 Distribution of changes of spine point for unattached teachers on the leadership group pay spine where the postholder remained the same
- 23 Distribution of full-time equivalent unattached teachers on the classroom teachers' pay spine
- 24 Distribution of the level of each allowance and spine point of full-time equivalent unattached teachers on the classroom teachers' pay spine
- 25 Distribution of the level of each allowance of full-time equivalent unattached teachers on the classroom teachers' pay spine
- 26 Changes in the level of each allowance of full-time equivalent unattached teachers on the classroom teachers' pay spine
- 27 Source of unattached teacher entrants to LEAs at September 2002

Note: All figures in the tables have been rounded independently, therefore totals may not equal the sum of components.

TABLE 1A

## Distribution of headteachers on the pay spine, by type of school

Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	PRIMARY SCHOOLS				SECONDARY SCHOOLS			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L5	-	-	-	-	-	-	-	-
L6	2.6	4.0	700	3.5	-	-	-	-
L7	3.8	4.0	780	3.9	-	-	-	-
L8	4.6	9.2	1,490	7.5	-	-	-	-
L9	6.2	9.7	1,680	8.4	-	-	-	-
L10	8.2	11.0	1,990	9.9	-	-	-	-
L11	8.7	10.3	1,940	9.7	-	-	-	-
L12	8.9	10.5	1,980	9.9	0.9	-	20	0.6
L13	11.8	10.1	2,150	10.7	1.5	-	40	1.1
L14	10.9	8.1	1,830	9.1	0.9	1.7	40	1.1
L15	6.5	6.9	1,350	6.7	0.8	-	20	0.6
L16	7.6	4.7	1,170	5.8	1.8	-	50	1.3
L17	5.6	4.0	920	4.6	1.0	-	30	0.7
L18	4.4	2.2	610	3.0	1.8	3.1	80	2.1
L19	3.3	1.9	490	2.4	5.0	1.2	140	3.9
L20	3.3	1.2	400	2.0	1.8	3.7	90	2.3
L21	1.0	0.5	140	0.7	2.7	6.3	140	3.7
L22	0.5	1.0	160	0.8	3.9	2.3	130	3.4
L23	0.7	0.5	110	0.6	4.7	5.1	180	4.8
L24	0.4	0.1	40	0.2	5.7	8.8	240	6.6
L25	0.2	0.2	40	0.2	4.7	4.4	170	4.6
L26	0.1	-	10	0.0	6.5	3.8	210	5.7
L27	0.3	-	30	0.1	5.3	13.4	280	7.7
L28	-	-	-	-	5.5	9.3	240	6.6
L29	0.2	-	10	0.1	5.9	10.2	260	7.1
L30	-	0.1	10	0.0	7.5	3.9	240	6.5
L31	0.1	-	10	0.0	7.4	5.5	250	6.8
L32	-	-	-	-	7.6	6.5	270	7.3
L33	-	-	-	-	4.6	1.2	130	3.6
L34	-	-	-	-	2.8	2.7	100	2.8
L35	-	-	-	-	2.6	3.0	100	2.8
L36	-	-	-	-	2.9	0.9	90	2.4
L37	-	-	-	-	0.9	0.9	30	0.9
L38	-	-	-	-	0.4	0.9	20	0.6
L39	-	-	-	-	0.4	-	10	0.3
L40	-	-	-	-	1.1	-	30	0.8
L41	-	-	-	-	0.8	1.2	30	0.9
L42	-	-	-	-	-	-	-	-
L43	-	-	-	-	0.5	-	10	0.3
<b>Number</b>	<b>7,690</b>	<b>12,340</b>	<b>20,030</b>		<b>2,610</b>	<b>1,070</b>	<b>3,680</b>	

**TABLE 1A (cont) Distribution of headteachers on the pay spine, by type of school**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	<i>SPECIAL SCHOOLS</i>				<i>ALL SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L5	-	-	-	-	-	-	-	-
L6	-	-	-	-	1.9	3.5	700	2.8
L7	-	-	-	-	2.7	3.5	780	3.2
L8	-	2.1	10	1.1	3.3	8.2	1,510	6.1
L9	-	-	-	-	4.4	8.5	1,680	6.7
L10	-	4.1	20	2.1	5.8	9.9	2,010	8.1
L11	6.2	2.8	50	4.4	6.5	9.2	1,990	8.0
L12	-	2.6	20	1.3	6.5	9.4	2,020	8.1
L13	-	3.3	20	1.7	8.7	9.0	2,210	8.9
L14	13.4	19.1	190	16.3	8.6	8.0	2,060	8.3
L15	4.7	8.7	80	6.8	5.0	6.4	1,450	5.8
L16	12.5	13.2	150	12.9	6.5	4.7	1,360	5.5
L17	2.5	6.0	50	4.3	4.3	3.7	990	4.0
L18	11.2	4.5	90	7.7	4.1	2.3	770	3.1
L19	-	7.5	40	3.8	3.6	2.1	680	2.7
L20	11.9	2.6	80	7.1	3.4	1.4	560	2.3
L21	16.9	2.3	110	9.4	2.2	1.1	390	1.6
L22	8.8	11.0	110	9.9	1.7	1.5	390	1.6
L23	10.0	6.4	90	8.1	2.1	1.1	380	1.5
L24	2.0	2.3	30	2.2	1.8	0.8	310	1.2
L25	-	-	-	-	1.3	0.5	210	0.9
L26	-	-	-	-	1.7	0.3	220	0.9
L27	-	-	-	-	1.5	1.0	310	1.2
L28	-	-	-	-	1.3	0.7	240	1.0
L29	-	-	-	-	1.5	0.8	280	1.1
L30	-	-	-	-	1.8	0.4	250	1.0
L31	-	1.5	10	0.8	1.9	0.5	270	1.1
L32	-	-	-	-	1.8	0.5	270	1.1
L33	-	-	-	-	1.1	0.1	130	0.5
L34	-	-	-	-	0.7	0.2	100	0.4
L35	-	-	-	-	0.6	0.2	100	0.4
L36	-	-	-	-	0.7	0.1	90	0.3
L37	-	-	-	-	0.2	0.1	30	0.1
L38	-	-	-	-	0.1	0.1	20	0.1
L39	-	-	-	-	0.1	-	10	0.0
L40	-	-	-	-	0.3	-	30	0.1
L41	-	-	-	-	0.2	0.1	30	0.1
L42	-	-	-	-	-	-	-	-
L43	-	-	-	-	0.1	-	10	0.0
<b>Number</b>	<b>560</b>	<b>590</b>	<b>1,150</b>		<b>10,860</b>	<b>14,000</b>	<b>24,860</b>	

**TABLE 1B Distribution of headteachers on the pay spine, by region**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	North East	North West	Yorks & the Humber	East Midlands	West Midlands	East of England	Greater London	South East	South West	Wales
	%	%	%	%	%	%	%	%	%	%
L1	-	-	-	-	-	-	-	-	-	-
L2	-	-	-	-	-	-	-	-	-	-
L3	-	-	-	-	-	-	-	-	-	-
L4	-	-	-	-	-	-	-	-	-	-
L5	-	-	-	-	-	-	-	-	-	-
L6	1.3	2.3	1.9	3.8	4.5	3.5	0.4	1.2	6.0	3.4
L7	2.6	1.9	3.7	3.8	3.9	4.7	-	2.4	6.6	2.3
L8	10.2	5.5	8.7	7.7	6.5	6.5	0.4	4.5	9.0	4.6
L9	8.9	8.4	5.6	9.2	2.6	7.7	2.2	4.0	12.0	9.2
L10	6.4	14.4	6.8	6.1	8.4	6.5	1.5	7.3	8.9	12.6
L11	8.9	5.5	13.0	8.4	7.1	10.0	4.5	6.5	10.2	8.0
L12	7.4	10.3	8.7	7.7	7.8	8.8	4.9	8.1	4.6	12.6
L13	14.9	5.2	9.5	12.3	10.4	6.5	6.4	7.6	9.0	13.8
L14	8.5	9.6	9.7	6.8	8.9	5.4	6.4	12.6	4.0	9.2
L15	7.2	2.8	5.3	6.0	6.5	4.6	10.4	7.3	3.5	5.7
L16	0.9	5.3	6.6	6.1	5.7	5.4	9.4	4.9	6.0	2.3
L17	4.9	5.6	1.2	2.3	5.2	3.4	7.7	3.6	3.9	1.1
L18	-	1.2	3.7	3.4	4.2	3.9	5.8	4.8	1.2	1.1
L19	3.4	2.7	0.8	2.4	1.8	3.7	5.6	3.3	1.6	1.6
L20	-	3.2	2.2	1.6	1.1	2.2	2.6	4.5	1.1	1.6
L21	-	1.2	-	-	2.4	2.3	4.9	1.9	1.0	0.5
L22	1.1	1.1	2.0	1.7	1.6	1.6	4.3	0.8	0.8	0.9
L23	5.1	1.5	1.2	0.4	1.3	1.2	3.4	0.4	1.9	0.9
L24	0.9	2.8	0.8	0.8	1.0	0.9	0.9	1.4	1.4	0.5
L25	1.1	1.0	1.2	0.4	1.0	0.5	1.6	1.4	-	-
L26	-	1.0	0.4	0.8	1.0	0.9	1.4	0.7	1.1	1.4
L27	1.1	2.4	0.4	0.4	0.5	1.0	1.4	2.0	1.4	0.9
L28	1.1	1.0	1.2	1.7	-	0.9	1.9	1.0	1.1	-
L29	-	1.7	1.8	-	1.5	1.4	0.9	1.3	0.7	0.9
L30	1.1	1.0	0.4	1.7	1.0	1.8	1.3	0.7	0.4	0.9
L31	1.1	0.7	1.6	1.2	0.5	2.3	1.2	0.3	0.7	1.8
L32	1.1	0.3	1.2	0.4	1.0	0.9	2.3	1.6	1.4	0.5
L33	1.1	-	-	0.8	1.5	0.5	1.0	-	0.4	0.9
L34	-	-	0.4	1.2	-	0.5	0.8	1.0	-	-
L35	-	-	-	-	-	-	1.9	1.3	-	0.5
L36	-	-	0.4	-	0.5	0.5	1.3	0.3	-	0.5
L37	-	0.3	-	-	0.5	-	0.4	-	-	-
L38	-	-	-	-	-	-	0.4	0.3	-	-
L39	-	-	-	-	-	-	-	0.3	-	-
L40	-	-	-	0.4	-	-	-	0.3	0.4	-
L41	-	-	-	0.4	-	-	0.5	0.3	-	-
L42	-	-	-	-	-	-	-	-	-	-
L43	-	-	-	-	0.5	-	-	-	-	-
Number	1,300	3,450	2,410	2,170	2,550	2,670	2,510	3,440	2,430	1,940

**TABLE 1C Distribution of headteachers on the pay spine, by size of school**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
	%	%	%	%	%	%	%	%
L1	-	-	-	-	-	-	-	-
L2	-	-	-	-	-	-	-	-
L3	-	-	-	-	-	-	-	-
L4	-	-	-	-	-	-	-	-
L5	-	-	-	-	-	-	-	-
L6	12.7	-	-	-	-	-	-	-
L7	14.3	-	-	-	-	-	-	-
L8	23.1	2.2	-	-	-	-	-	-
L9	15.9	7.6	-	-	-	-	-	-
L10	14.5	11.4	-	-	-	-	-	-
L11	10.7	12.5	1.6	-	-	-	-	-
L12	4.1	15.2	4.1	-	-	-	-	-
L13	1.9	16.3	8.6	-	-	-	-	-
L14	1.9	13.5	11.7	1.1	-	-	-	-
L15	0.3	8.1	11.8	5.1	-	-	-	-
L16	0.6	5.1	15.9	7.9	-	-	-	-
L17	-	3.1	12.5	10.7	-	-	-	-
L18	-	1.6	10.6	9.8	3.4	-	-	-
L19	-	2.0	7.1	13.8	-	-	-	-
L20	-	0.8	5.7	17.7	4.3	-	-	-
L21	-	0.1	3.0	8.8	13.9	2.9	-	-
L22	-	0.2	2.9	7.6	20.0	0.7	-	-
L23	-	0.2	1.9	6.5	15.4	7.6	-	-
L24	-	-	0.8	5.8	12.8	8.4	0.8	-
L25	-	-	0.4	3.2	7.0	8.3	-	-
L26	-	-	0.2	-	4.5	11.7	2.7	-
L27	-	-	0.4	0.9	3.7	15.7	5.3	-
L28	-	-	-	-	2.6	8.5	11.1	-
L29	-	-	0.3	-	4.2	10.9	8.7	-
L30	-	-	0.2	-	2.9	6.3	13.0	-
L31	-	-	0.2	-	1.1	6.3	12.5	21.9
L32	-	-	-	-	1.4	3.7	19.0	5.3
L33	-	-	-	-	-	1.4	8.4	14.6
L34	-	-	-	-	2.7	1.7	4.8	5.3
L35	-	-	-	1.1	-	2.5	4.3	7.0
L36	-	-	-	-	-	1.8	4.0	12.2
L37	-	-	-	-	-	-	2.3	5.7
L38	-	-	-	-	-	-	2.0	-
L39	-	-	-	-	-	0.9	-	-
L40	-	-	-	-	-	0.9	-	9.9
L41	-	-	-	-	-	-	1.2	11.4
L42	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	6.9
Number	5,500	10,610	4,420	1,060	780	1,260	1,060	180

Group pay ranges are marked

**TABLE 1D Distribution of headteachers on the pay spine, by size of school, for primary and secondary schools**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	PRIMARY SCHOOLS				SECONDARY SCHOOLS							
	Group 1	Group 2	Group 3	Group 4	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	
	%	%	%	%	%	%	%	%	%	%	%	
L1	-	-	-	-	-	-	-	-	-	-	-	
L2	-	-	-	-	-	-	-	-	-	-	-	
L3	-	-	-	-	-	-	-	-	-	-	-	
L4	-	-	-	-	-	-	-	-	-	-	-	
L5	-	-	-	-	-	-	-	-	-	-	-	
L6	12.7	-	-	-	-	-	-	-	-	-	-	
L7	14.3	-	-	-	-	-	-	-	-	-	-	
L8	23.1	2.2	-	-	-	-	-	-	-	-	-	
L9	15.9	7.9	-	-	-	-	-	-	-	-	-	
L10	14.5	11.7	-	-	-	-	-	-	-	-	-	
L11	10.7	12.8	1.3	-	-	-	-	-	-	-	-	
L12	4.1	15.6	4.2	-	18.6	6.3	-	-	-	-	-	
L13	1.9	16.5	9.2	-	54.4	6.3	-	-	-	-	-	
L14	1.9	12.6	11.2	-	27.0	8.2	3.9	-	-	-	-	
L15	0.3	7.9	12.4	8.5	-	5.6	3.2	-	-	-	-	
L16	0.6	5.1	15.7	-	-	17.6	3.1	-	-	-	-	
L17	-	3.1	13.0	22.6	-	11.9	-	-	-	-	-	
L18	-	1.5	10.6	7.4	-	16.4	14.8	-	-	-	-	
L19	-	1.9	7.0	5.7	-	18.1	35.8	-	-	-	-	
L20	-	0.9	5.9	19.2	-	9.5	16.7	2.7	-	-	-	
L21	-	0.1	2.3	8.5	-	-	3.9	14.4	2.9	-	-	
L22	-	0.1	2.8	9.1	-	-	-	18.5	0.7	-	-	
L23	-	0.2	1.8	6.4	-	-	-	12.9	7.6	-	-	
L24	-	-	0.6	4.2	-	-	10.9	15.7	8.4	0.8	-	
L25	-	-	0.5	6.0	-	-	3.9	8.6	8.3	-	-	
L26	-	-	0.2	-	-	-	-	5.6	11.7	2.7	-	
L27	-	-	0.4	2.4	-	-	-	4.6	15.7	5.3	-	
L28	-	-	-	-	-	-	-	3.2	8.5	11.1	-	
L29	-	-	0.4	-	-	-	-	5.2	10.9	8.7	-	
L30	-	-	0.2	-	-	-	-	3.5	6.3	13.0	-	
L31	-	-	0.2	-	-	-	-	-	6.3	12.5	21.9	
L32	-	-	-	-	-	-	-	1.8	3.7	19.0	5.3	
L33	-	-	-	-	-	-	-	-	1.4	8.4	14.6	
L34	-	-	-	-	-	-	-	3.4	1.7	4.8	5.3	
L35	-	-	-	-	-	-	3.9	-	2.5	4.3	7.0	
L36	-	-	-	-	-	-	-	-	1.8	4.0	12.2	
L37	-	-	-	-	-	-	-	-	-	2.3	5.7	
L38	-	-	-	-	-	-	-	-	-	2.0	-	
L39	-	-	-	-	-	-	-	-	0.9	-	-	
L40	-	-	-	-	-	-	-	-	0.9	-	9.9	
L41	-	-	-	-	-	-	-	-	-	1.2	11.4	
L42	-	-	-	-	-	-	-	-	-	-	-	
L43	-	-	-	-	-	-	-	-	-	-	6.9	
Number	5,500	10,180	3,960	390	50	220	290	630	1,260	1,060	180	

Group pay ranges are marked

**TABLE 2A**                      **Distribution of deputy headteachers on the pay spine, by type of school**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	<i>PRIMARY SCHOOLS</i>				<i>SECONDARY SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	1.6	2.3	320	2.1	-	-	-	-
L2	5.5	6.0	910	5.9	-	-	-	-
L3	8.9	10.5	1,570	10.1	-	-	-	-
L4	10.2	13.7	1,980	12.7	0.3	-	10	0.2
L5	10.3	16.8	2,350	15.1	0.3	-	10	0.2
L6	20.7	13.4	2,390	15.4	1.3	1.2	70	1.2
L7	9.2	11.0	1,640	10.5	0.2	0.4	20	0.3
L8	12.4	10.7	1,740	11.2	0.6	2.2	70	1.2
L9	10.1	7.2	1,240	8.0	1.1	1.4	70	1.2
L10	4.3	3.3	560	3.6	1.4	1.4	80	1.4
L11	2.0	2.5	370	2.4	1.7	0.9	80	1.4
L12	1.9	1.1	200	1.3	3.5	2.0	180	2.9
L13	1.3	0.8	150	0.9	3.6	3.3	210	3.5
L14	0.6	0.3	60	0.4	8.5	11.9	580	9.8
L15	1.0	0.3	80	0.5	8.9	7.8	510	8.5
L16	-	-	-	-	13.3	17.8	890	15.0
L17	-	-	-	-	10.7	11.0	650	10.8
L18	-	-	-	-	7.5	8.5	470	7.9
L19	-	-	-	-	8.4	6.7	460	7.8
L20	-	-	-	-	11.9	6.6	590	9.9
L21	-	-	-	-	5.2	7.0	350	5.9
L22	-	-	-	-	3.5	3.5	210	3.5
L23	-	-	-	-	4.0	4.9	260	4.3
L24	-	-	-	-	1.7	0.5	80	1.3
L25	-	-	-	-	1.5	1.0	80	1.4
L26	-	-	-	-	-	-	-	-
L27	-	-	-	-	0.6	-	20	0.4
L28	-	-	-	-	-	-	-	-
L29	-	-	-	-	0.2	-	10	0.1
L30	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
<b>Number</b>	<b>4,130</b>	<b>11,420</b>	<b>15,550</b>		<b>3,710</b>	<b>2,250</b>	<b>5,960</b>	

**TABLE 2A (cont) Distribution of deputy headteachers on the pay spine, by type of school**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	<i>SPECIAL SCHOOLS</i>				<i>ALL SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	-	-	-	-	0.8	1.8	320	1.4
L2	-	-	-	-	2.8	4.7	910	4.0
L3	-	-	-	-	4.5	8.3	1,570	6.9
L4	-	7.3	60	5.2	5.3	11.2	2,050	9.1
L5	6.9	-	20	2.0	5.6	13.3	2,380	10.5
L6	9.3	2.0	50	4.1	11.4	10.9	2,510	11.1
L7	8.1	13.9	130	12.2	5.1	9.5	1,790	7.9
L8	-	18.0	140	12.7	6.6	9.8	1,950	8.6
L9	3.9	13.6	120	10.8	5.8	6.7	1,430	6.3
L10	5.4	11.1	100	9.4	3.0	3.4	740	3.3
L11	7.4	12.0	120	10.7	2.1	2.8	570	2.5
L12	20.3	9.9	140	13.0	3.4	1.7	520	2.3
L13	13.3	2.8	60	5.8	2.8	1.3	420	1.8
L14	12.3	1.8	50	4.8	4.7	2.2	690	3.1
L15	8.3	1.6	40	3.6	4.9	1.6	620	2.8
L16	4.7	-	20	1.4	6.2	2.8	910	4.0
L17	-	6.0	50	4.3	4.9	2.0	690	3.1
L18	-	-	-	-	3.4	1.3	470	2.1
L19	-	-	-	-	3.8	1.0	460	2.1
L20	-	-	-	-	5.4	1.0	590	2.6
L21	-	-	-	-	2.4	1.1	350	1.5
L22	-	-	-	-	1.6	0.5	210	0.9
L23	-	-	-	-	1.8	0.8	260	1.1
L24	-	-	-	-	0.8	0.1	80	0.3
L25	-	-	-	-	0.7	0.2	80	0.4
L26	-	-	-	-	-	-	-	-
L27	-	-	-	-	0.3	-	20	0.1
L28	-	-	-	-	-	-	-	-
L29	-	-	-	-	0.1	-	10	0.0
L30	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
<b>Number</b>	<b>320</b>	<b>770</b>	<b>1,090</b>		<b>8,160</b>	<b>14,440</b>	<b>22,600</b>	



**TABLE 2B Distribution of deputy headteachers on the pay spine, by region**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	North East	North West	Yorks & the Humber	East Midlands	West Midlands	East of England	Greater London	South East	South West	Wales
	%	%	%	%	%	%	%	%	%	%
L1	-	1.5	-	0.9	2.0	3.3	1.0	0.9	1.6	2.4
L2	10.2	3.9	2.9	5.7	1.4	5.3	1.0	3.2	7.3	4.9
L3	8.7	8.8	8.0	7.5	10.2	8.0	2.0	5.4	7.3	4.9
L4	2.9	11.0	11.6	12.2	8.6	10.6	1.7	9.6	12.2	9.8
L5	13.1	9.8	12.3	9.4	9.5	12.6	6.3	11.2	8.1	15.9
L6	15.5	9.2	12.3	15.6	12.5	9.9	6.9	9.1	9.7	17.1
L7	8.7	9.2	7.7	6.4	6.1	7.4	9.6	9.6	6.2	6.1
L8	6.8	8.1	8.4	3.3	8.1	6.9	10.2	10.5	11.2	11.0
L9	8.2	7.5	9.8	5.7	6.1	5.8	8.6	5.3	1.6	3.7
L10	2.4	0.5	1.2	2.8	8.5	4.0	5.3	2.3	5.7	-
L11	1.0	2.8	1.0	2.6	1.2	2.4	5.3	3.1	2.6	1.2
L12	1.2	2.0	1.7	1.5	2.2	0.5	5.1	1.9	1.8	4.3
L13	2.2	0.7	3.2	5.2	1.7	1.2	3.0	1.5	0.5	-
L14	4.8	2.6	0.5	2.0	3.6	2.1	3.0	5.1	4.3	2.9
L15	2.4	4.6	1.8	2.0	2.0	1.5	3.3	2.9	4.7	1.0
L16	2.4	7.4	4.6	3.6	5.1	2.6	0.9	4.9	5.2	1.4
L17	-	4.3	3.2	3.1	1.7	3.1	3.1	4.4	3.3	1.9
L18	1.2	1.1	3.6	2.0	1.0	3.6	3.4	1.1	1.4	2.4
L19	3.6	1.1	4.1	1.0	1.5	2.1	3.9	1.5	-	2.4
L20	2.4	3.2	0.5	2.0	1.5	1.5	7.7	1.1	0.9	3.8
L21	-	0.7	0.9	2.6	1.5	1.5	3.4	1.1	2.4	1.0
L22	2.4	0.4	-	-	1.5	1.0	2.0	1.1	0.9	-
L23	-	-	0.5	0.5	1.5	2.6	2.4	1.8	-	1.0
L24	-	-	0.5	0.5	0.5	-	0.9	0.4	-	0.5
L25	-	-	-	1.0	0.5	-	-	1.1	0.9	-
L26	-	-	-	-	-	-	-	-	-	-
L27	-	-	-	0.5	-	0.5	-	-	-	-
L28	-	-	-	-	-	-	-	-	-	-
L29	-	-	-	-	-	-	-	-	-	0.5
L30	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
<i>to</i>	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-	-	-
<b>Number</b>	<b>1,150</b>	<b>3,310</b>	<b>2,060</b>	<b>1,770</b>	<b>2,430</b>	<b>2,370</b>	<b>2,840</b>	<b>3,070</b>	<b>1,800</b>	<b>1,820</b>

**TABLE 2C Distribution of deputy headteachers on the pay spine, by size of school**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
	%	%	%	%	%	%	%	%
L1	9.8	1.3	-	-	-	-	-	-
L2	20.8	5.1	0.2	-	-	-	-	-
L3	27.4	10.1	1.2	-	-	-	-	-
L4	15.7	17.1	1.7	-	-	-	-	-
L5	9.7	18.9	7.6	2.0	-	-	-	-
L6	10.3	17.8	12.9	1.4	-	-	-	-
L7	3.8	9.3	17.0	7.5	-	-	-	-
L8	1.6	11.4	16.4	9.6	-	-	-	-
L9	0.9	5.2	17.5	13.3	1.3	-	-	-
L10	-	1.8	9.2	12.5	3.1	-	-	-
L11	-	0.9	8.0	10.6	1.3	0.5	-	-
L12	-	0.7	4.3	13.7	11.3	0.4	-	-
L13	-	0.2	2.0	13.2	7.0	4.2	0.5	-
L14	-	0.2	0.8	5.9	21.1	13.6	3.2	3.2
L15	-	-	1.2	3.8	17.9	12.8	4.3	-
L16	-	-	-	2.4	16.4	23.6	9.9	5.9
L17	-	-	-	2.0	8.9	12.6	15.0	3.0
L18	-	-	-	1.0	1.3	10.8	9.3	7.1
L19	-	-	-	1.0	2.2	5.6	11.4	20.8
L20	-	-	-	-	3.5	6.5	17.1	18.1
L21	-	-	-	-	1.3	2.4	12.9	6.4
L22	-	-	-	-	3.5	1.9	5.5	5.9
L23	-	-	-	-	-	1.8	7.3	18.1
L24	-	-	-	-	-	2.1	1.1	2.4
L25	-	-	-	-	-	0.6	1.6	9.1
L26	-	-	-	-	-	-	-	-
L27	-	-	-	-	-	0.6	0.4	-
L28	-	-	-	-	-	-	-	-
L29	-	-	-	-	-	-	0.4	-
L30	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
<i>to</i>	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
<b>Number</b>	<b>1,950</b>	<b>9,760</b>	<b>4,280</b>	<b>1,100</b>	<b>970</b>	<b>2,100</b>	<b>2,050</b>	<b>390</b>

**TABLE 3A**      **Distribution of assistant headteachers on the pay spine, by type of school**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	<i>PRIMARY SCHOOLS</i>				<i>SECONDARY SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	21.0	15.8	400	16.6	0.2	-	10	0.1
L2	25.6	11.5	320	13.6	0.2	-	10	0.1
L3	23.1	13.1	350	14.6	0.2	-	10	0.1
L4	4.1	7.3	160	6.8	-	0.8	30	0.3
L5	13.9	18.5	430	17.8	0.9	1.1	90	1.0
L6	-	13.5	280	11.5	0.8	0.8	80	0.8
L7	-	6.6	130	5.7	0.9	1.9	120	1.3
L8	6.9	9.4	220	9.0	2.6	3.4	270	2.9
L9	2.7	2.4	60	2.4	2.9	5.9	380	4.1
L10	2.6	0.5	20	0.8	19.3	20.5	1,840	19.8
L11	-	1.4	30	1.2	26.7	22.3	2,320	24.9
L12	-	-	-	-	21.3	22.9	2,040	22.0
L13	-	-	-	-	8.1	6.9	710	7.6
L14	-	-	-	-	10.8	7.0	870	9.3
L15	-	-	-	-	1.7	2.4	190	2.0
L16	-	-	-	-	1.3	1.6	130	1.4
L17	-	-	-	-	1.3	1.6	130	1.4
L18	-	-	-	-	0.4	-	20	0.2
L19	-	-	-	-	0.4	0.5	40	0.4
L20	-	-	-	-	-	-	-	-
L21	-	-	-	-	-	-	-	-
L22	-	-	-	-	0.2	0.2	20	0.2
L23	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
<b>Number</b>	<b>350</b>	<b>2,030</b>	<b>2,390</b>		<b>5,630</b>	<b>3,680</b>	<b>9,310</b>	

**TABLE 3A (cont) Distribution of assistant headteachers on the pay spine, by type of school**

Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	<i>SPECIAL SCHOOLS</i>				<i>ALL SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	-	-	-	-	1.4	5.2	410	3.3
L2	-	-	-	-	1.6	3.8	330	2.7
L3	-	-	-	-	1.5	4.3	360	2.9
L4	17.0	9.3	60	10.7	0.5	3.6	250	2.1
L5	-	6.1	30	5.0	1.6	7.2	540	4.4
L6	17.0	18.5	100	18.2	1.0	6.3	460	3.7
L7	-	32.6	150	26.8	0.8	5.8	410	3.3
L8	11.0	25.0	130	22.5	3.0	7.0	610	5.0
L9	29.3	8.5	70	12.3	3.3	5.0	510	4.1
L10	-	-	-	-	18.0	12.4	1,860	15.2
L11	8.7	-	10	1.6	24.8	13.7	2,360	19.2
L12	-	-	-	-	19.7	13.7	2,040	16.7
L13	-	-	-	-	7.5	4.1	710	5.8
L14	-	-	-	-	10.0	4.2	870	7.1
L15	17.0	-	20	3.1	1.9	1.4	200	1.7
L16	-	-	-	-	1.2	0.9	130	1.1
L17	-	-	-	-	1.2	0.9	130	1.1
L18	-	-	-	-	0.3	-	20	0.2
L19	-	-	-	-	0.4	0.3	40	0.3
L20	-	-	-	-	-	-	-	-
L21	-	-	-	-	-	-	-	-
L22	-	-	-	-	0.1	0.1	20	0.1
L23	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
<i>to</i>	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
<b>Number</b>	<i>100</i>	<i>470</i>	<i>570</i>		<i>6,090</i>	<i>6,170</i>	<i>12,260</i>	

**TABLE 3B Distribution of assistant headteachers on the pay spine, by region**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	North East	North West	Yorks & the Humber	East Midlands	West Midlands	East of England	Greater London	South East	South West	Wales
	%	%	%	%	%	%	%	%	%	%
L1	-	5.2	5.1	1.7	-	1.3	1.0	3.9	9.8	6.4
L2	2.8	-	8.9	6.7	3.6	2.6	-	2.4	2.6	-
L3	2.8	2.6	3.4	3.4	7.2	-	3.7	3.2	-	-
L4	-	2.6	0.8	4.8	-	3.9	0.5	2.4	5.5	-
L5	2.8	2.8	5.3	1.7	2.4	6.6	4.3	8.1	5.5	3.2
L6	2.8	4.1	3.8	2.6	3.9	2.5	5.9	4.2	3.6	-
L7	12.5	3.7	3.0	5.5	-	3.1	4.0	3.9	-	-
L8	5.6	3.2	8.8	6.4	6.9	5.4	2.1	5.3	2.8	5.7
L9	-	7.8	2.4	3.6	2.7	3.5	4.0	3.4	5.7	5.7
L10	22.9	26.4	10.4	18.2	14.5	12.3	6.0	11.7	18.0	16.3
L11	25.2	23.3	13.6	11.8	17.2	25.6	17.8	21.5	23.7	8.8
L12	13.7	12.6	21.7	13.6	23.5	10.2	20.6	14.3	10.4	27.6
L13	2.3	1.9	5.6	4.5	4.5	10.2	10.8	7.2	3.8	2.5
L14	4.6	0.6	4.8	9.1	10.8	9.2	9.8	5.9	3.8	16.3
L15	2.3	1.9	-	3.6	0.9	1.5	2.9	1.3	1.9	-
L16	-	1.3	-	0.9	0.9	1.0	1.7	0.7	2.8	1.3
L17	-	-	2.4	1.8	-	1.0	3.0	-	-	2.5
L18	-	-	-	-	-	-	0.6	0.7	-	-
L19	-	-	-	-	0.9	-	1.1	-	-	1.3
L20	-	-	-	-	-	-	-	-	-	-
L21	-	-	-	-	-	-	-	-	-	-
L22	-	-	-	-	-	-	-	-	-	2.5
L23	-	-	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-	-	-
<b>Number</b>	<b>600</b>	<b>1,860</b>	<b>1,170</b>	<b>990</b>	<b>1,370</b>	<b>1,190</b>	<b>1,770</b>	<b>1,720</b>	<b>900</b>	<b>700</b>

**TABLE 3C Distribution of assistant headteachers on the pay spine, by size of school**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
	%	%	%	%	%	%	%	%
L1	67.7	14.1	4.3	1.5	0.8	-	-	-
L2	15.2	13.5	13.8	-	-	-	-	-
L3	3.0	22.4	8.9	5.2	-	-	-	-
L4	4.7	13.8	7.7	1.3	1.0	-	-	-
L5	-	15.4	18.9	17.8	0.6	-	-	-
L6	4.8	11.9	16.7	12.4	0.9	-	-	-
L7	-	3.1	13.7	5.5	6.2	1.9	-	1.2
L8	-	5.8	11.9	24.7	7.9	1.2	0.9	-
L9	4.5	-	3.2	12.7	8.7	4.5	1.7	1.1
L10	-	-	0.7	8.5	31.1	23.3	16.7	1.1
L11	-	-	-	4.8	14.3	27.9	29.4	23.4
L12	-	-	-	4.7	18.4	20.4	23.3	33.4
L13	-	-	-	-	4.7	6.8	10.4	7.5
L14	-	-	-	1.2	3.4	10.3	10.1	15.0
L15	-	-	-	-	2.0	0.9	3.3	4.2
L16	-	-	-	-	-	1.7	1.5	3.1
L17	-	-	-	-	-	0.7	1.3	7.5
L18	-	-	-	-	-	-	0.6	-
L19	-	-	-	-	-	0.4	0.2	2.5
L20	-	-	-	-	-	-	-	-
L21	-	-	-	-	-	-	-	-
L22	-	-	-	-	-	-	0.5	-
L23	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
<i>to</i>	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
Number	310	830	1,260	960	1,380	3,160	3,550	820

**TABLE 4 Percentages of headteachers, deputy and assistant headteachers who had remained in the same post between September 2001 and September 2002, by type of school, by region and by size of school**  
Maintained schools in England and Wales, September 2002

National estimates

	HEADTEACHERS			DEPUTY HEADS			ASSISTANT HEADS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%	%	%	%
<b>All</b>	85	81	83	85	78	80	82	71	76
<b>School type</b>									
Primary	87	81	83	79	76	77	62	62	62
Secondary	81	78	80	91	84	88	84	77	81
Special	78	86	82	88	82	84	37	60	56
<b>Region</b>									
North East	88	87	87	81	88	86	81	91	86
North West	90	83	87	87	81	84	89	71	79
Yorks and the Humber	84	79	81	85	81	82	81	55	69
East Midlands	78	82	80	93	73	80	86	76	81
West Midlands	85	86	85	92	76	82	86	77	82
East of England	84	75	78	87	72	77	72	75	73
Greater London	83	84	83	84	77	79	83	64	72
South East	83	83	83	73	72	72	72	61	66
South West	87	77	82	80	84	83	77	84	80
Wales	84	76	80	86	79	82	95	89	92
<b>School Group</b>									
One	87	83	84	86	81	82	73	70	71
Two	87	82	84	80	75	76	28	48	46
Three	85	77	81	77	77	77	68	68	68
Four	82	83	82	84	74	78	56	61	60
Five	81	86	83	98	81	91	73	57	66
Six	75	83	78	85	90	87	87	81	85
Seven	84	72	81	95	88	92	86	83	85
Eight	83	52	80	91	69	82	87	93	89

**TABLE 5 Percentages of headteachers, deputy and assistant headteachers who received additional spine points, by type of school, by region and by size of school**  
Maintained schools in England and Wales, September 2002

National estimates, leadership group members who were in the same post at September 2001 and September 2002

	<i>HEADTEACHERS</i> <sup>(a)</sup>	<i>DEPUTY HEADTEACHERS</i> <sup>(b)</sup>	<i>ASSISTANT HEADTEACHERS</i> <sup>(c)</sup>
	%	%	%
<b>All</b>	61	54	42
<b>School type</b>			
Primary	62	57	47
Secondary	54	50	41
Special	54	51	39
<b>Region</b>			
North East	67	59	33
North West	63	53	38
Yorks and the Humber	53	48	33
East Midlands	55	55	36
West Midlands	57	45	28
East of England	62	54	53
Greater London	64	59	66
South East	63	63	54
South West	58	44	15
Wales	64	66	47
<b>School Group</b>			
One	57	58	26
Two	63	53	44
Three	63	61	45
Four	52	52	42
Five	59	61	42
Six	54	49	36
Seven	57	51	49
Eight	46	39	37

- (a) Excluding 3,340 headteacher posts in primary schools, 740 posts in secondary schools and 210 posts in special schools where the postholder had changed.
- (b) Excluding 3,610 deputy headteacher posts in primary schools, 710 posts in secondary schools and 160 posts in special schools where the postholder had changed.
- (c) Excluding 910 assistant headteacher posts in primary schools, 1,740 posts in secondary schools and 250 posts in special schools where the postholder had changed.



**TABLE 6** Distribution of changes of spine point for headteachers where the postholder remained the same, by type of school

Maintained schools in England and Wales, September 2002

National estimates<sup>(a)</sup>, headteachers who were in the same post at September 2001 and September 2002

Additional spine points	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
	<b>PRIMARY SCHOOLS</b>				<b>SECONDARY SCHOOLS</b>			
<-1	-	0.2	20	0.1	-	-	-	-
-1	0.4	-	30	0.2	0.6	-	10	0.4
0	35.0	39.3	6,270	37.6	49.3	37.5	1,350	45.9
1	56.0	52.4	8,980	53.8	41.7	47.1	1,270	43.2
2	6.2	6.5	1,060	6.4	5.9	9.0	200	6.8
3	1.4	1.0	200	1.2	2.0	1.3	50	1.8
4	0.4	0.2	40	0.3	0.5	1.2	20	0.7
5	0.2	0.4	50	0.3	-	2.7	20	0.8
6	0.2	0.1	30	0.2	-	1.2	10	0.3
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
>9	-	-	-	-	-	-	-	-
Number	6,660	10,030	16,690		2,100	830	2,940	
	%	%	Headcount	%	%	%	Headcount	%
	<b>SPECIAL SCHOOLS</b>				<b>ALL SCHOOLS</b>			
<-1	3.2	-	10	1.5	0.2	0.1	30	0.1
-1	-	-	-	-	0.5	-	40	0.2
0	35.2	51.7	410	44.0	38.3	39.7	8,040	39.1
1	54.1	39.6	440	46.3	52.6	51.4	10,680	52.0
2	7.5	4.5	60	5.9	6.2	6.6	1,320	6.4
3	-	-	-	-	1.5	1.0	250	1.2
4	-	2.5	10	1.3	0.4	0.3	80	0.4
5	-	-	-	-	0.2	0.5	80	0.4
6	-	1.8	10	0.9	0.2	0.3	50	0.2
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
>9	-	-	-	-	-	-	-	-
Number	430	510	940		9,200	11,360	20,560	

(a) Excluding 3,340 headteacher posts in primary schools, 740 posts in secondary schools and 210 posts in special schools where the postholder had changed.

**TABLE 7** Distribution of changes of spine point for deputy headteachers where the postholder remained the same, by type of school

Maintained schools in England and Wales, September 2002

National estimates<sup>(a)</sup>, deputy headteachers who were in the same post at September 2001 and September 2002

Additional spine points	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
	<b>PRIMARY SCHOOLS</b>				<b>SECONDARY SCHOOLS</b>			
<-1	-	0.2	20	0.1	0.5	-	20	0.4
-1	-	0.2	10	0.1	0.3	0.5	20	0.4
0	41.7	43.6	5,140	43.1	49.3	49.4	2,590	49.3
1	52.9	50.8	6,130	51.4	42.1	38.6	2,150	40.9
2	4.2	4.7	540	4.6	5.4	8.6	340	6.5
3	1.2	0.2	50	0.5	0.4	1.7	50	0.9
4	-	0.3	20	0.2	0.3	0.6	20	0.4
5	-	0.2	10	0.1	1.2	0.6	50	1.0
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	0.4	-	10	0.2
>9	-	-	-	-	-	-	-	-
<b>Number</b>	<b>3,250</b>	<b>8,670</b>	<b>11,930</b>		<b>3,370</b>	<b>1,880</b>	<b>5,250</b>	
	%	%	Headcount	%	%	%	Headcount	%
	<b>SPECIAL SCHOOLS</b>				<b>ALL SCHOOLS</b>			
<-1	-	-	-	-	0.3	0.1	40	0.2
-1	-	-	-	-	0.2	0.2	40	0.2
0	39.6	53.7	450	49.4	45.3	45.1	8,180	45.2
1	45.6	39.4	380	41.3	47.3	48.1	8,650	47.8
2	11.6	4.9	60	7.0	5.1	5.4	950	5.3
3	-	-	-	-	0.8	0.4	100	0.6
4	-	-	-	-	0.2	0.3	50	0.3
5	-	-	-	-	0.6	0.2	70	0.4
6	-	2.0	10	1.4	-	0.1	10	0.1
7	3.2	-	10	1.0	0.1	-	10	0.0
8	-	-	-	-	-	-	-	-
9	-	-	-	-	0.2	-	10	0.1
>9	-	-	-	-	-	-	-	-
<b>Number</b>	<b>280</b>	<b>640</b>	<b>920</b>		<b>6,900</b>	<b>11,190</b>	<b>18,100</b>	

(a) Excluding 3,610 deputy headteacher posts in primary schools, 710 posts in secondary schools and 160 posts in special schools where the postholder had changed.

**TABLE 8** Distribution of changes of spine point for assistant headteachers where the postholder remained the same, by type of school

Maintained schools in England and Wales, September 2002

National estimates<sup>(a)</sup>, assistant headteachers who were in the same post at September 2001 and September 2002

Additional spine points	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
	<b>PRIMARY SCHOOLS</b>				<b>SECONDARY SCHOOLS</b>			
<-1	-	-	-	-	0.2	-	10	0.1
-1	-	-	-	-	0.3	-	10	0.2
0	48.2	53.6	780	52.8	58.4	59.2	4,440	58.7
1	47.5	41.1	620	42.0	37.5	31.4	2,660	35.2
2	-	5.3	70	4.5	3.3	8.3	390	5.2
3	4.2	-	10	0.6	-	1.1	30	0.4
4	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	-	-	-	-	0.3	-	10	0.2
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
>9	-	-	-	-	-	-	-	-
<b>Number</b>	<b>220</b>	<b>1,260</b>	<b>1,480</b>		<b>4,730</b>	<b>2,840</b>	<b>7,560</b>	
	%	%	Headcount	%	%	%	Headcount	%
	<b>SPECIAL SCHOOLS</b>				<b>ALL SCHOOLS</b>			
<-1	-	5.0	10	4.4	0.2	0.3	30	0.3
-1	-	-	-	-	0.2	-	10	0.1
0	76.2	53.8	180	56.4	58.1	57.3	5,400	57.7
1	23.8	41.2	120	39.2	37.9	34.8	3,410	36.4
2	-	-	-	-	3.2	6.9	460	4.9
3	-	-	-	-	0.2	0.7	40	0.4
4	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	-	-	-	-	0.2	-	10	0.1
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
>9	-	-	-	-	-	-	-	-
<b>Number</b>	<b>40</b>	<b>280</b>	<b>320</b>		<b>4,980</b>	<b>4,380</b>	<b>9,360</b>	

(a) Excluding 910 assistant headteacher posts in primary schools, 1,740 posts in secondary schools and 250 posts in special schools where the postholder had changed.

**TABLE 9**      **Distribution of changes of spine point for headteachers where the postholder changed**

Maintained schools in England and Wales, September 2002

National estimates<sup>(a)</sup>, where the postholder changed between September 2001 and September 2002

Additional spine points	Headteachers	
	Number	Percent
	Headcount	%
-9	20	0.4
-8	-	-
-7	40	0.9
-6	10	0.3
-5	50	1.1
-4	290	6.7
-3	320	7.5
-2	420	9.9
-1	370	8.7
0	1,630	38.0
1	740	17.2
2	150	3.5
3	40	1.0
4	80	1.8
5	10	0.3
6	50	1.2
7	40	0.9
8	10	0.3
9	-	-
10	20	0.5
<b>Number</b>	<b>4,290</b>	<b>100.0</b>

(a) Estimated from those posts for which the spine point at September 2001 was known.

**TABLE 10**      **Distribution of changes of spine point for deputy headteachers where the postholder changed**

Maintained schools in England and Wales, September 2002

National estimates<sup>(a)</sup>, where the postholder changed between September 2001 and September 2002

Additional spine points	Deputy headteachers	
	Number	Percent
	Headcount	%
-9	-	-
-8	20	0.4
-7	-	-
-6	40	1.0
-5	60	1.3
-4	40	0.8
-3	220	4.9
-2	480	10.8
-1	700	15.7
0	1,770	39.6
1	660	14.7
2	290	6.5
3	80	1.7
4	30	0.8
5	30	0.7
6	20	0.5
7	30	0.7
8	-	-
9	-	-
10	-	-
<b>Number</b>	<b>4,480</b>	<b>100.0</b>

(a) Estimated from those posts for which the spine point at September 2001 was known.

**TABLE 11**      **Distribution of changes of spine point for assistant headteachers where the postholder changed**

Maintained schools in England and Wales, September 2002

National estimates<sup>(a)</sup>, where the postholder changed between September 2001 and September 2002

Additional spine points	Assistant headteachers	
	Number	Percent
	Headcount	%
-9	-	-
-8	40	1.3
-7	-	-
-6	-	-
-5	-	-
-4	30	1.0
-3	-	-
-2	190	6.5
-1	210	7.2
0	1,820	62.8
1	290	9.8
2	250	8.5
3	50	1.6
4	-	-
5	40	1.3
6	-	-
7	-	-
8	-	-
9	-	-
<b>Number</b>	<b>2,900</b>	<b>100.0</b>

(a) Estimated from those posts for which the spine point at September 2001 was known.

TABLE 12A

**Distribution of headteachers across individual school ranges (ISR), by type of school**  
 Maintained schools in England and Wales, September 2002

National estimates

ISR	<i>PRIMARY SCHOOLS</i>				<i>SECONDARY SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1 to L7	-	-	-	-	-	-	-	-
L2 to L8	-	0.1	10	0.1	-	-	-	-
L3 to L9	0.2	0.1	30	0.2	-	-	-	-
L4 to L10	-	0.1	20	0.1	-	-	-	-
L5 to L11	0.2	0.4	60	0.3	-	-	-	-
L6 to L12	12.0	17.5	3,080	15.4	-	-	-	-
L7 to L13	4.5	4.6	920	4.6	0.3	-	10	0.2
L8 to L14	11.3	14.6	2,670	13.3	-	-	-	-
L9 to L15	7.4	9.8	1,780	8.9	-	-	-	-
L10 to L16	7.1	10.5	1,840	9.2	1.0	-	30	0.7
L11 to L17	11.8	11.3	2,300	11.5	1.5	-	40	1.1
L12 to L18	9.5	7.2	1,620	8.1	0.3	-	10	0.2
L13 to L19	12.0	9.0	2,040	10.2	0.5	0.9	20	0.6
L14 to L20	5.8	3.8	920	4.6	2.9	0.8	80	2.3
L15 to L21	5.4	3.8	880	4.4	0.4	-	10	0.3
L16 to L22	7.2	3.4	980	4.9	0.9	3.3	60	1.6
L17 to L23	1.0	0.8	180	0.9	2.2	0.9	70	1.8
L18 to L24	1.7	2.0	370	1.9	3.6	-	90	2.5
L19 to L25	0.9	0.6	140	0.7	6.4	3.9	210	5.7
L20 to L26	0.7	0.2	80	0.4	2.5	7.4	140	3.9
L21 to L27	0.9	0.1	80	0.4	6.6	7.8	260	7.0
L22 to L28	0.1	0.1	20	0.1	4.1	3.2	140	3.8
L23 to L29	-	-	-	-	4.7	6.6	190	5.2
L24 to L30	-	-	-	-	4.9	8.0	210	5.8
L25 to L31	0.1	-	10	0.0	5.7	4.0	190	5.2
L26 to L32	-	-	-	-	7.3	10.3	300	8.2
L27 to L33	-	-	-	-	8.3	17.1	400	10.8
L28 to L34	-	-	-	-	6.4	4.7	220	5.9
L29 to L35	0.1	-	10	0.0	7.2	6.0	250	6.9
L30 to L36	-	-	-	-	5.5	5.1	200	5.4
L31 to L37	-	-	-	-	8.3	5.7	280	7.5
L32 to L38	-	-	-	-	1.5	3.1	70	2.0
L33 to L39	-	-	-	-	2.6	-	70	1.9
L34 to L40	-	-	-	-	0.9	-	20	0.6
L35 to L41	-	-	-	-	2.0	-	50	1.4
L36 to L42	-	-	-	-	0.9	1.2	40	1.0
L37 to L43	-	-	-	-	0.8	-	20	0.6
Number	7,690	12,340	20,030		2,610	1,070	3,680	

**TABLE 12A (cont) Distribution of headteachers across individual school ranges (ISR), by type of school**  
 Maintained schools in England and Wales, September 2002

National estimates

ISR	<i>SPECIAL SCHOOLS</i>				<i>ALL SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1 to L7	-	-	-	-	-	-	-	-
L2 to L8	-	-	-	-	-	0.1	10	0.1
L3 to L9	-	-	-	-	0.1	0.1	30	0.1
L4 to L10	-	-	-	-	-	0.1	20	0.1
L5 to L11	-	-	-	-	0.1	0.3	60	0.2
L6 to L12	-	-	-	-	8.5	15.4	3,080	12.4
L7 to L13	-	-	-	-	3.3	4.1	930	3.7
L8 to L14	-	7.0	40	3.6	8.0	13.1	2,710	10.9
L9 to L15	-	2.0	10	1.0	5.3	8.7	1,790	7.2
L10 to L16	6.2	2.0	50	4.0	5.6	9.3	1,910	7.7
L11 to L17	5.7	9.6	90	7.7	9.0	10.4	2,430	9.8
L12 to L18	-	10.0	60	5.2	6.8	6.8	1,690	6.8
L13 to L19	9.8	10.6	120	10.2	9.1	8.5	2,180	8.8
L14 to L20	4.5	13.3	100	9.1	5.0	4.0	1,110	4.5
L15 to L21	7.7	6.8	80	7.3	4.3	3.6	970	3.9
L16 to L22	11.0	6.4	100	8.6	5.9	3.5	1,130	4.6
L17 to L23	-	4.5	30	2.3	1.3	0.9	270	1.1
L18 to L24	28.5	9.4	210	18.7	3.5	2.1	680	2.7
L19 to L25	19.4	8.8	160	13.9	3.2	1.2	510	2.1
L20 to L26	-	-	-	-	1.1	0.8	230	0.9
L21 to L27	7.1	2.1	50	4.5	2.6	0.8	380	1.5
L22 to L28	-	2.3	10	1.2	1.1	0.4	170	0.7
L23 to L29	-	3.6	20	1.9	1.1	0.7	210	0.9
L24 to L30	-	-	-	-	1.2	0.6	210	0.9
L25 to L31	-	1.5	10	0.8	1.4	0.4	210	0.8
L26 to L32	-	-	-	-	1.7	0.8	300	1.2
L27 to L33	-	-	-	-	2.0	1.3	400	1.6
L28 to L34	-	-	-	-	1.5	0.4	210	0.9
L29 to L35	-	-	-	-	1.8	0.5	260	1.0
L30 to L36	-	-	-	-	1.3	0.4	200	0.8
L31 to L37	-	-	-	-	2.0	0.4	280	1.1
L32 to L38	-	-	-	-	0.4	0.2	70	0.3
L33 to L39	-	-	-	-	0.6	-	70	0.3
L34 to L40	-	-	-	-	0.2	-	20	0.1
L35 to L41	-	-	-	-	0.5	-	50	0.2
L36 to L42	-	-	-	-	0.2	0.1	40	0.1
L37 to L43	-	-	-	-	0.2	-	20	0.1
<b>Number</b>	<b>560</b>	<b>590</b>	<b>1,150</b>		<b>10,860</b>	<b>14,000</b>	<b>24,860</b>	



**TABLE 12B** Distribution of headteachers across individual school ranges (ISR), by size of school  
Maintained schools in England and Wales, September 2002

National estimates

ISR	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
	%	%	%	%	%	%	%	%
L1 to L7	-	-	-	-	-	-	-	-
L2 to L8	0.3	-	-	-	-	-	-	-
L3 to L9	0.3	0.2	-	-	-	-	-	-
L4 to L10	-	0.2	-	-	-	-	-	-
L5 to L11	0.8	0.1	-	-	-	-	-	-
L6 to L12	53.1	1.4	0.3	-	-	-	-	-
L7 to L13	14.9	1.0	-	-	-	-	-	-
L8 to L14	16.6	16.8	0.2	-	-	-	-	-
L9 to L15	5.0	13.9	0.9	-	-	-	-	-
L10 to L16	5.8	14.5	1.2	-	-	-	-	-
L11 to L17	1.7	17.5	10.8	-	-	-	-	-
L12 to L18	1.5	11.0	9.9	-	-	-	-	-
L13 to L19	-	15.2	12.5	1.1	-	-	-	-
L14 to L20	-	2.4	16.2	12.6	-	-	-	-
L15 to L21	-	4.4	10.7	3.7	-	-	-	-
L16 to L22	-	0.7	21.4	11.1	-	-	-	-
L17 to L23	-	0.1	3.3	10.7	-	-	-	-
L18 to L24	-	0.2	8.4	16.8	13.5	-	-	-
L19 to L25	-	0.3	1.2	30.1	11.7	1.0	-	-
L20 to L26	-	-	1.4	5.0	13.1	-	1.1	-
L21 to L27	-	0.2	0.8	5.9	16.2	11.4	-	-
L22 to L28	-	-	0.4	1.1	10.4	5.0	-	-
L23 to L29	-	-	-	-	13.4	8.7	-	-
L24 to L30	-	-	-	-	4.2	12.1	2.7	-
L25 to L31	-	-	-	0.9	2.3	12.8	2.0	-
L26 to L32	-	-	-	-	1.5	15.9	8.5	-
L27 to L33	-	-	-	-	6.9	17.1	12.4	-
L28 to L34	-	-	-	-	1.2	2.4	15.8	5.3
L29 to L35	-	-	0.2	-	1.4	8.9	11.1	6.6
L30 to L36	-	-	-	-	1.3	1.8	14.7	5.3
L31 to L37	-	-	-	-	1.4	-	20.7	26.2
L32 to L38	-	-	-	-	1.3	1.0	3.4	7.7
L33 to L39	-	-	-	1.1	-	-	4.3	6.8
L34 to L40	-	-	-	-	-	-	1.1	6.9
L35 to L41	-	-	-	-	-	1.8	-	16.9
L36 to L42	-	-	-	-	-	-	2.4	6.3
L37 to L43	-	-	-	-	-	-	-	12.0
Number	5,500	10,610	4,420	1,060	780	1,260	1,060	180

Group pay ranges are marked.

**TABLE 13A**    **Distribution of the distance from the lowest point on the headteacher's individual school range to their spine point, by type of school**  
 Maintained schools in England and Wales, September 2002

National estimates

Distance from lowest point on ISR	Primary	Secondary	Special	All
	%	%	%	%
0	17.9	19.6	15.4	18.0
1	26.1	23.2	30.1	25.9
2	23.6	21.6	21.4	23.2
3	15.0	11.8	16.0	14.6
4	9.3	10.2	6.5	9.3
5	5.1	8.1	7.7	5.6
6	3.0	5.6	2.8	3.4
>6	0.1	-	-	0.1
<b>Number</b>	<i>20,030</i>	<i>3,680</i>	<i>1,150</i>	<i>24,860</i>

**TABLE 13B** Distribution of the distance from the lowest point on the headteacher's individual school range to their spine point, by size of school

Maintained schools in England and Wales, September 2002

National estimates

Distance from lowest point on ISR	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
	%	%	%	%	%	%	%	%
0	21.5	16.8	14.7	16.7	23.9	23.5	14.3	29.2
1	23.9	26.7	27.5	34.8	23.4	17.2	27.3	7.7
2	27.4	21.6	24.0	23.7	16.5	19.9	24.6	13.5
3	14.3	17.3	12.6	5.9	13.9	8.8	14.6	5.1
4	8.2	9.3	10.1	6.6	13.4	13.2	5.4	10.5
5	3.1	5.3	6.7	8.4	7.7	7.2	9.6	16.3
6	1.7	3.0	4.0	3.9	1.1	10.3	4.3	17.7
>6	-	-	0.3	-	-	-	-	-
Number	5,500	10,610	4,420	1,060	780	1,260	1,060	180

TABLE 14A

**Distribution on the spine of full-time equivalent classroom teachers, by type of school**  
Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	<i>PRIMARY SCHOOLS</i>				<i>SECONDARY SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	000 FTE	%	%	%	000 FTE	%
Main scale								
1	5.4	5.1	8.5	5.1	3.4	5.3	8.6	4.5
2	6.1	6.7	11.0	6.7	3.8	6.3	10.0	5.3
3	15.4	11.2	19.3	11.7	8.2	11.1	18.9	9.9
4	6.6	5.7	9.5	5.8	4.5	5.0	9.1	4.8
5	8.2	5.9	10.1	6.1	4.1	5.0	8.7	4.6
6	25.0	22.9	38.2	23.1	20.4	17.7	35.9	18.9
Upper scale								
1	30.2	38.0	61.3	37.1	52.7	47.1	94.2	49.5
2	3.0	4.5	7.2	4.3	3.0	2.4	5.0	2.6
FTE (000)	18.1	147.0	165.1		79.8	110.7	190.5	
Spine point 2002	<i>SPECIAL SCHOOLS</i>				<i>ALL SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	000 FTE	%	%	%	000 FTE	%
Main scale								
1	-	0.7	0.1	0.6	3.7	5.1	17.2	4.7
2	0.5	1.4	0.1	1.2	4.1	6.4	21.2	5.8
3	3.5	3.8	0.4	3.7	9.4	10.9	38.6	10.5
4	4.4	4.3	0.5	4.3	4.9	5.3	19.1	5.2
5	4.0	3.7	0.4	3.8	4.8	5.4	19.3	5.3
6	27.3	18.9	2.4	20.8	21.4	20.6	76.5	20.8
Upper scale								
1	53.6	58.2	6.6	57.1	48.7	42.5	162.1	44.2
2	6.7	9.0	1.0	8.5	3.1	3.8	13.2	3.6
FTE (000)	2.5	9.0	11.5		100.5	266.6	367.1	

**TABLE 14B** Distribution on the spine of full-time equivalent classroom teachers, by region  
Maintained schools in England and Wales, September 2002

National estimates	NORTH EAST						NORTH WEST						YORKSHIRE & THE HUMBER						EAST MIDLANDS						WEST MIDLANDS										
	Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total						
	%	Number	%	Number	%	Percent	%	Number	%	Number	%	Percent	%	Number	%	Number	%	Percent	%	Number	%	Number	%	Percent	%	Number	%	Number	%	Percent					
Spine point 2002	000		000		000		000		000		000		000		000		000		000		000		000		000		000		000						
Main scale	FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE				
1	5.5	1.1	5.7	1.1	3.5	5.6	5.1	2.4	4.2	5.4	2.6	4.6	3.7	5.2	1.7	4.8	3.7	3.9	3.7	3.9	1.1	3.8	4.4	4.8	1.8	4.7	4.4	4.8	1.8	4.7					
2	4.2	0.8	4.6	0.8	4.2	4.5	5.3	2.6	5.1	5.3	1.9	5.3	4.5	5.6	1.9	5.3	3.9	7.2	3.9	7.2	1.8	6.2	3.1	6.5	2.2	5.5	3.1	6.5	2.2	5.5					
3	8.1	12.5	2.1	11.3	8.3	9.3	4.6	9.0	7.7	9.0	3.1	8.6	7.7	9.0	3.1	8.6	9.2	9.8	9.2	9.8	2.8	9.6	9.8	9.9	3.9	9.9	9.8	9.9	3.9	9.9					
4	4.7	0.9	4.9	0.9	5.6	4.8	5.1	2.7	5.2	4.3	1.6	4.3	4.3	4.3	1.6	4.3	3.9	4.9	3.9	4.9	1.3	4.6	3.1	5.5	1.9	4.8	3.1	5.5	1.9	4.8					
5	4.6	0.8	4.4	0.8	5.8	4.5	6.0	3.0	6.0	4.5	1.7	4.6	4.5	4.7	1.7	4.6	4.7	4.5	4.7	4.5	1.3	4.6	4.3	4.6	1.8	4.5	4.3	4.6	1.8	4.5					
6	16.4	3.1	16.3	3.1	19.4	16.4	18.9	9.7	19.0	20.4	7.3	20.1	20.4	19.9	7.3	20.1	20.6	20.6	20.6	6.1	20.6	18.7	18.6	7.3	18.6	18.7	18.6	7.3	18.6						
Upper scale	FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE				
1	55.7	47.4	47.4	9.3	52.0	47.5	24.9	48.7	52.2	47.6	17.7	48.9	52.2	47.6	17.7	48.9	53.4	46.1	53.4	46.1	14.3	48.3	51.5	45.6	18.6	47.3	51.5	45.6	18.6	47.3					
2	0.8	4.3	0.6	3.3	1.3	2.8	1.2	2.4	2.7	3.8	1.2	3.4	2.7	3.8	1.2	3.4	0.7	3.1	0.7	3.1	0.7	2.4	5.2	4.5	1.8	4.7	5.2	4.5	1.8	4.7					
FTE (000)	5.2	13.6	18.8	51.1	14.0	37.2	51.1	10.2	25.9	36.2	8.7	20.8	29.5	11.3	28.0	39.3	8.7	20.8	29.5	11.3	28.0	39.3	8.7	20.8	29.5	11.3	28.0	39.3	8.7	20.8	29.5	11.3	28.0	39.3	
Spine point 2002	EAST OF ENGLAND						GREATER LONDON						SOUTH EAST						SOUTH WEST						WALES										
Main scale	000		000		000		000		000		000		000		000		000		000		000		000		000		000		000		000				
1	3.7	1.8	5.2	1.8	2.6	4.8	4.9	2.1	4.3	4.5	5.4	2.7	5.1	3.2	6.3	1.8	5.5	3.2	6.3	3.2	1.8	5.5	2.6	3.7	0.8	3.4	2.6	3.7	0.8	3.4					
2	4.3	2.1	6.4	2.1	4.6	5.9	8.1	3.4	7.1	3.8	7.4	3.4	6.5	4.7	6.4	1.9	5.9	4.7	6.4	1.9	5.9	3.9	4.2	0.9	4.1	3.9	4.2	0.9	4.1						
3	9.3	10.7	3.8	10.3	12.3	15.5	7.0	14.7	10.8	12.2	6.2	11.8	10.8	12.2	6.2	11.8	8.9	10.5	8.9	10.5	3.2	10.0	7.7	8.1	1.8	8.0	7.7	8.1	1.8	8.0					
4	5.9	6.0	2.2	5.9	5.5	6.9	3.1	6.5	5.5	5.2	2.8	5.3	5.5	5.2	2.8	5.3	5.0	4.7	5.0	4.7	1.6	4.8	4.3	4.9	1.1	4.7	4.3	4.9	1.1	4.7					
5	5.8	6.6	2.3	6.4	5.1	6.8	3.0	6.3	4.4	5.5	2.8	5.3	4.4	5.5	2.8	5.3	4.8	4.6	4.8	4.6	1.5	4.7	3.3	4.7	1.0	4.3	3.3	4.7	1.0	4.3					
6	22.5	21.7	8.0	21.9	26.6	23.4	11.6	24.3	23.5	21.3	11.4	21.8	23.5	21.3	11.4	21.8	22.4	21.2	22.4	21.2	6.9	21.5	20.4	22.7	5.1	22.0	20.4	22.7	5.1	22.0					
Upper scale	FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE		FTE				
1	46.3	40.0	40.0	15.3	40.2	31.0	16.0	33.4	44.9	39.5	21.4	40.8	44.9	39.5	21.4	40.8	47.8	43.2	47.8	43.2	14.4	44.5	47.7	43.4	10.2	44.7	47.7	43.4	10.2	44.7					
2	2.2	3.4	1.1	3.1	3.2	3.4	1.6	3.4	2.7	3.6	1.8	3.4	2.7	3.6	1.8	3.4	3.1	3.1	3.1	3.1	1.0	3.1	10.3	8.3	2.0	8.9	10.3	8.3	2.0	8.9					
FTE (000)	10.2	26.6	36.7	47.8	12.7	35.1	47.8	12.7	35.1	39.7	52.4	8.9	23.4	32.3	6.6	16.3	22.9	8.9	23.4	32.3	6.6	16.3	22.9	8.9	23.4	32.3	6.6	16.3	22.9	8.9	23.4	32.3	6.6	16.3	22.9

**TABLE 14C** Distribution on the spine of full-time equivalent classroom teachers, by size of school  
Maintained schools in England and Wales, September 2002

National estimates		GROUP 1				GROUP 2				GROUP 3				GROUP 4					
		Male	Female	Total		Male	Female	Total		Male	Female	Total		Male	Female	Total			
Spine point	2002	%	%	000	%	%	000	%	%	000	%	%	000	%	%	000	%	%	
		FTE	Number	Percent	FTE	Number	Percent	FTE	Number	Percent	FTE	Number	Percent	FTE	Number	Percent	FTE	Number	Percent
Main scale																			
1		6.7	4.6	0.9	4.7	5.7	5.2	4.4	5.3	4.0	5.2	3.2	5.0	2.3	2.5	0.5	2.4		
2		15.3	5.4	1.2	6.2	4.9	6.6	5.4	6.5	5.1	6.6	4.0	6.4	2.8	5.4	1.0	4.7		
3		12.5	9.2	1.8	9.4	14.6	11.0	9.6	11.4	13.9	11.3	7.4	11.7	8.7	9.9	1.9	9.6		
4		6.9	4.9	0.9	5.1	7.3	5.9	5.1	6.1	5.0	5.2	3.3	5.2	4.4	5.6	1.1	5.3		
5		7.3	6.8	1.3	6.8	8.7	6.1	5.4	6.4	8.0	5.3	3.6	5.6	2.8	4.2	0.8	3.8		
6		23.1	26.2	4.9	26.0	25.4	22.5	19.2	22.9	23.9	21.6	13.8	21.9	26.7	21.0	4.5	22.4		
Upper scale																			
1		22.8	38.4	7.0	37.2	31.3	38.8	31.9	37.9	36.0	39.4	24.6	38.9	49.0	46.8	9.6	47.4		
2		5.4	4.6	0.9	4.6	2.1	3.9	3.1	3.7	4.2	5.4	3.3	5.2	3.4	4.7	0.9	4.4		
FTE (000)		1.5	17.3	18.7		9.2	75.0	84.1		8.8	54.3	63.1		5.1	15.2	20.3			
GROUP 5																			
GROUP 6																			
GROUP 7																			
GROUP 8																			
Main scale																			
1		3.5	4.5	1.0	4.1	3.0	4.9	2.5	4.1	3.4	5.9	3.7	4.9	5.1	5.7	0.9	5.4		
2		3.3	5.1	1.1	4.4	3.5	6.3	3.2	5.1	3.8	6.6	4.1	5.4	5.1	8.3	1.1	6.9		
3		7.2	8.7	2.1	8.1	8.2	11.0	6.1	9.8	8.9	12.4	8.3	10.9	7.4	10.1	1.5	8.9		
4		4.4	3.5	1.0	3.9	4.0	5.2	2.9	4.7	5.0	5.5	4.0	5.3	4.7	4.6	0.8	4.6		
5		4.4	5.0	1.2	4.7	4.6	4.9	3.0	4.8	3.5	5.1	3.3	4.4	4.4	4.7	0.8	4.6		
6		25.0	21.8	5.9	23.1	19.1	17.3	11.2	18.0	20.2	16.7	13.9	18.2	17.8	18.3	3.0	18.1		
Upper scale																			
1		48.9	47.2	12.3	47.9	54.5	48.8	31.9	51.2	52.7	45.5	37.0	48.5	51.7	43.5	7.8	46.9		
2		3.3	4.3	1.0	3.9	3.2	1.6	1.4	2.3	2.5	2.4	1.8	2.4	4.0	4.8	0.7	4.5		
FTE (000)		10.8	15.0	25.8		26.4	35.9	62.2		31.8	44.4	76.2		7.0	9.6	16.6			

**TABLE 14D**      **Distribution on the spine of full-time and part-time classroom teachers**  
 Maintained schools in England and Wales, September 2002

National estimates

Spine point 2002	FULL-TIME				PART-TIME				TOTAL			
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent			Number	Percent
	%	%	<sup>000</sup> FTE	%	%	%	<sup>000</sup> FTE	%	%	%	<sup>000</sup> FTE	%
Main scale												
1	3.7	5.6	16.7	5.0	1.7	1.2	0.4	1.3	3.7	5.1	17.2	4.7
2	4.2	7.0	20.6	6.2	1.7	1.6	0.5	1.6	4.1	6.4	21.2	5.8
3	9.6	11.9	37.5	11.3	3.5	3.2	1.1	3.3	9.4	10.9	38.6	10.5
4	5.0	5.6	18.0	5.4	1.7	3.3	1.1	3.2	4.9	5.3	19.1	5.2
5	4.9	5.7	18.1	5.4	2.9	3.6	1.2	3.6	4.8	5.4	19.3	5.3
6	20.6	18.6	63.9	19.2	44.9	36.2	12.6	37.0	21.4	20.6	76.5	20.8
Upper scale												
1	48.9	41.9	146.4	43.9	41.5	46.8	15.7	46.3	48.7	42.5	162.1	44.2
2	3.1	3.8	11.9	3.6	2.3	4.0	1.3	3.9	3.1	3.8	13.2	3.6
FTE (000)	97.2	235.9	333.1		3.3	30.7	34.0		100.5	266.6	367.1	

**TABLE 15** Distribution of spine point at September 2001 by spine point at September 2002 of full-time equivalent classroom teachers, by type of school  
Maintained schools in England and Wales, September 2002

Spine point 2002		Spine point 2001										Total		
		Main scale					Upper scale					Number 000	Percent	
		1	2	3	4	5	6	7	8	9	1			2
%	%	%	%	%	%	%	%	%	%	%	%	%	FTE	%
<b>PRIMARY SCHOOLS</b>														
Main scale														
1	93.4	0.2	-	-	-	-	-	-	-	-	-	-	0.8	0.6
2	5.2	99.4	1.3	-	-	-	-	-	-	-	-	-	7.3	5.2
3	1.4	0.3	98.5	98.6	0.2	-	-	-	-	-	-	-	16.4	11.7
4	-	-	0.2	0.9	99.6	0.4	-	-	-	-	-	-	8.1	5.7
5	-	-	-	0.6	0.2	98.9	0.2	-	-	-	-	-	8.8	6.3
6	-	-	-	-	-	0.7	99.8	100.0	68.3	-	-	-	33.1	23.6
Upper scale														
1	-	-	-	-	-	-	-	-	31.7	88.0	-	-	58.9	42.0
2	-	-	-	-	-	-	-	-	-	12.0	100.0	-	6.9	4.9
FTE (000)	0.8	7.1	8.4	8.1	8.0	8.8	6.7	6.8	28.6	56.6	0.2	-	140.1	100.0
<b>SECONDARY SCHOOLS</b>														
Main scale														
1	97.8	-	-	-	-	-	-	-	-	-	-	-	0.5	0.3
2	2.2	99.5	0.2	-	-	-	-	-	-	-	-	-	6.9	4.3
3	-	0.5	99.8	99.0	0.2	-	-	-	-	-	-	-	14.8	9.3
4	-	-	-	0.7	98.7	-	-	-	-	-	-	-	7.0	4.4
5	-	-	-	0.3	0.5	99.3	0.2	-	-	-	-	-	7.1	4.5
6	-	-	-	-	0.6	0.7	99.8	100.0	69.9	-	-	-	28.4	17.9
Upper scale														
1	-	-	-	-	-	-	-	-	30.1	94.4	-	-	89.1	56.1
2	-	-	-	-	-	-	-	-	-	5.6	100.0	-	4.9	3.1
FTE (000)	0.5	6.9	7.7	7.1	7.1	7.1	6.4	6.7	21.8	87.4	0.0	-	158.7	100.0



**TABLE 15 (cont) Distribution of spine point at September 2001 by spine point at September 2002 of full-time equivalent classroom teachers, by type of school**  
Maintained schools in England and Wales, September 2002

National estimates, classroom teachers in the same school at September 2001 and September 2002		Spine point 2001										Total		
		Spine point 2002										Number	Percent	
		Main scale					Upper scale							
	1	2	3	4	5	6	7	8	9	1	2	000	%	
<b>SPECIAL SCHOOLS</b>														
Main scale														
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	100.0	15.5	-	-	-	-	-	-	-	-	0.1	0.7	-
3	-	-	84.5	100.0	-	-	-	-	-	-	-	0.4	3.6	-
4	-	-	-	-	100.0	-	-	-	-	-	-	0.3	3.3	-
5	-	-	-	-	-	100.0	-	-	-	-	-	0.3	3.2	-
6	-	-	-	-	-	-	100.0	100.0	62.0	-	-	1.9	19.3	-
Upper scale														
1	-	-	-	-	-	-	-	-	38.0	84.9	-	5.9	60.3	-
2	-	-	-	-	-	-	-	-	-	15.1	-	0.9	9.6	-
FTE (000)	-	0.0	0.2	0.2	0.3	0.3	0.4	0.4	1.6	6.3	-	9.8	100.0	-
<b>ALL SCHOOLS</b>														
Main scale														
1	95.1	0.1	-	-	-	-	-	-	-	-	-	1.3	0.4	-
2	4.0	99.5	1.0	-	-	-	-	-	-	-	-	14.2	4.6	-
3	0.8	0.4	98.9	98.8	0.2	-	-	-	-	-	-	31.5	10.2	-
4	-	-	0.1	0.8	99.2	0.2	-	-	-	-	-	15.4	5.0	-
5	-	-	-	0.4	0.3	99.1	0.2	-	-	-	-	16.2	5.2	-
6	-	-	-	-	0.3	0.7	99.8	100.0	68.8	-	-	63.4	20.5	-
Upper scale														
1	-	-	-	-	-	-	-	-	31.2	91.6	-	153.9	49.8	-
2	-	-	-	-	-	-	-	-	-	8.4	100.0	12.8	4.1	-
FTE (000)	1.4	14.1	16.4	15.4	15.4	16.2	13.5	13.9	52.1	150.2	0.2	308.7	100.0	-

**TABLE 16** Distribution of the level of each allowance and spine point of full-time equivalent classroom teachers, by type of school  
 Maintained schools in England and Wales, September 2002

National estimates		Management Allowance											Total		Recruitment & Retention Allowance						Total		Percentages of totals													
		Spine point 2002										Spine point 2002	Spine point 2002	0		1		2		3		4		5		Number	Percent	Number	Percent							
		0					1					2	3	%		%		%		%		%		%		000	%	000	%							
		<b>PRIMARY SCHOOLS</b>																																		
Main scale																																				
1		5.1					0.0					-	-	5.1		8.5	5.1	5.0		0.2		-		-		-		8.5	5.1	Main scale		1				
2		6.3					0.3					0.0	0.0	6.6		11.0	6.7	6.4		0.2		0.0		0.0		11.0	6.7	2		2						
3		9.2					2.1					0.4	0.0	11.6		19.3	11.7	11.1		0.4		0.1		-		19.3	11.7	3		3						
4		3.8					1.6					0.4	0.0	5.6		9.5	5.8	5.4		0.3		0.0		-		9.5	5.8	4		4						
5		3.6					1.8					0.6	0.1	6.0		10.1	6.1	5.8		0.3		0.1		-		10.1	6.1	5		5						
6		14.1					5.4					3.2	0.4	22.4		38.2	23.1	22.2		0.7		0.2		0.0		38.2	23.1	6		6						
Upper scale																																				
1		16.6					11.4					7.9	1.2	35.1		61.3	37.1	36.2		0.7		0.2		0.0		61.3	37.1	1		1						
2		1.7					1.5					1.0	0.1	4.0		7.2	4.3	4.3		0.0		0.0		0.0		7.2	4.3	2		2						
FTE (000)		99.8					39.9					22.4	2.9	165.1		100.0	159.2		4.5		1.3		0.1		-		165.1	100.0	FTE (000)		%					
%		60.4					24.1					13.6	1.8	96.5		100.0	96.4		2.7		0.8		0.1		-		100.0	%	%		%					
		<b>SECONDARY SCHOOLS</b>																																		
Main scale																																				
1		4.4					0.1					0.0	0.0	4.5		8.6	4.5	4.3		0.1		0.0		-		8.6	4.5	Main scale		1						
2		4.5					0.6					0.2	0.0	5.3		10.0	5.3	4.9		0.2		0.1		0.0		10.0	5.3	2		2						
3		6.0					2.3					1.2	0.4	9.8		18.9	9.9	9.3		0.4		0.2		0.0		18.9	9.9	3		3						
4		2.2					1.1					1.0	0.4	4.8		9.1	4.8	4.5		0.2		0.1		-		9.1	4.8	4		4						
5		1.9					0.8					1.0	0.6	4.5		8.7	4.6	4.3		0.2		0.1		0.0		8.7	4.6	5		5						
6		7.9					3.1					3.6	2.4	18.6		35.9	18.9	17.9		0.7		0.2		0.1		35.9	18.9	6		6						
Upper scale																																				
1		9.6					6.6					10.2	9.9	48.4		94.2	49.5	47.8		1.0		0.5		0.2		94.2	49.5	1		1						
2		0.4					0.4					0.5	0.7	2.6		5.0	2.6	2.5		0.1		0.0		-		5.0	2.6	2		2						
FTE (000)		70.1					28.5					33.7	27.0	187.4		190.5	181.6		5.6		2.5		0.6		0.1		190.5	100.0	FTE (000)		%					
%		36.8					15.0					17.7	14.2	98.4		100.0	95.3		2.9		1.3		0.3		0.1		100.0	%	%		%					

**TABLE 16 (cont) Distribution of the level of each allowance and spine point of full-time equivalent classroom teachers, by type of school**  
Maintained schools in England and Wales, September 2002

National estimates		Management Allowance										Total		Recruitment & Retention Allowance										Total		Percentages of totals											
		0					1					2					3					4					5					Number		Percent		Spine point 2002	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	000	FTE	%	%					
<b>SPECIAL SCHOOLS</b>																																					
Main scale																																					
1	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.1	0.6	Main scale	1	
2	0.7	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.1	1.2	2		
3	2.1	1.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.4	3.7	3			
4	2.8	1.2	0.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.5	4.3	4				
5	1.7	1.6	0.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.4	3.8	5				
6	12.5	6.6	1.4	0.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.4	20.8	6				
Upper scale																																					
1	21.1	24.8	9.2	1.9	0.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6.6	57.1	Upper scale	1			
2	5.9	1.1	1.5	0.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	8.5	2				
FTE (000)	5.4	4.3	1.5	0.3	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11.5	100.0	FTE (000)				
%	47.3	37.4	12.8	2.3	0.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.0	%					
<b>ALL SCHOOLS</b>																																					
Main scale																																					
1	4.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.2	4.7	Main scale	1			
2	5.2	0.5	0.1	0.0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21.2	5.8	2				
3	7.3	2.2	0.8	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	38.6	10.5	3					
4	2.9	1.3	0.7	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19.1	5.2	4					
5	2.7	1.3	0.8	0.3	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19.3	5.3	5					
6	10.9	4.3	3.4	1.4	0.9	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	76.5	20.8	6					
Upper scale																																					
1	13.1	9.3	9.1	5.7	6.0	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	162.1	44.2	Upper scale	1			
2	1.2	0.9	0.8	0.3	0.4	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	13.2	3.6	2					
FTE (000)	175.3	72.7	57.5	30.2	27.3	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	367.1	100.0	FTE (000)				
%	47.7	19.8	15.7	8.2	7.4	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	100.0	%						

**TABLE 17A** Distribution of the level of each allowance of full-time equivalent classroom teachers, by type of school  
 Maintained schools in England and Wales, September 2002

National estimates		PRIMARY SCHOOLS						SECONDARY SCHOOLS						SPECIAL SCHOOLS						ALL SCHOOLS					
		Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent				
		%	%	000	%	%	%	%	%	%	000	%	%	%	%	000	%	%	000	%					
<b>Management</b>	0	50.4	61.7	99.8	60.4	30.3	41.4	70.1	36.8	43.6	48.4	5.4	47.3	34.3	52.8	175.3	47.7	96.7	93.6	346.7	94.4				
	1	26.4	23.9	39.9	24.1	12.9	16.5	28.5	15.0	39.6	36.8	4.3	37.4	16.0	21.2	72.7	19.8	2.0	4.3	13.5	3.7				
	2	19.5	12.8	22.4	13.6	17.7	17.7	33.7	17.7	14.1	12.4	1.5	12.8	17.9	14.8	57.5	15.7	1.4	2.1	6.9	1.9				
	3	3.5	1.6	2.9	1.8	16.7	12.4	27.0	14.2	2.6	2.2	0.3	2.3	14.0	6.1	30.2	8.2	0.1	0.1	0.1	0.1				
	4	0.2	0.1	0.1	0.1	19.1	10.8	27.2	14.3	-	0.2	0.0	0.1	0.1	15.2	4.5	27.3	7.4	2.6	0.6	4.0	1.1			
	5	-	0.0	0.0	0.0	3.2	1.3	4.0	2.1	-	-	-	-	-	-	-	-	-	-	-	-	-			
<b>Special Needs</b>	0	98.8	96.2	159.3	96.5	99.3	97.7	187.4	98.4	-	-	-	-	-	-	-	-	96.7	93.6	346.7	94.4				
	1	0.8	3.0	4.6	2.8	0.5	1.7	2.3	1.2	57.0	57.5	6.6	57.4	2.0	4.3	13.5	3.7	2.0	4.3	13.5	3.7				
	2	0.4	0.8	1.2	0.7	0.3	0.6	0.8	0.4	43.0	42.5	4.9	42.6	1.4	2.1	6.9	1.9	1.4	2.1	6.9	1.9				
<b>Recruitment &amp; Retention</b>	0	95.3	96.6	159.2	96.4	94.7	95.8	181.6	95.3	93.8	96.2	11.0	95.6	94.8	96.2	351.8	95.8	3.3	2.7	10.5	2.9				
	1	3.4	2.7	4.5	2.8	3.2	2.8	5.6	2.9	3.9	2.7	0.3	2.9	3.3	2.7	10.5	2.9	1.5	0.9	3.9	1.1				
	2	1.3	0.7	1.3	0.8	1.6	1.2	2.5	1.3	1.6	0.7	0.1	0.9	1.5	0.9	3.9	1.1	0.3	0.2	0.7	0.2				
	3	-	0.1	0.1	0.1	0.3	0.3	0.6	0.3	0.7	0.5	0.1	0.6	0.3	0.2	0.7	0.2	0.1	0.1	0.1	0.1				
	4	-	-	-	-	0.1	0.0	0.1	0.1	0.1	-	-	-	-	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0			
	5	-	-	-	-	0.0	0.0	0.0	0.0	0.0	-	-	-	-	0.0	-	0.0	0.0	0.0	-	0.0	0.0			

**TABLE 17B** Distribution of the level of each allowance of full-time equivalent classroom teachers, by region  
Maintained schools in England and Wales, September 2002

Allowances 2002	NORTH EAST						NORTH WEST						YORKSHIRE & THE HUMBER						EAST MIDLANDS						WEST MIDLANDS														
	Male			Female			Male			Female			Male			Female			Male			Female			Male			Female			Male			Female					
	%	Number	Percent	%	Number	Percent	%	Number	Percent	%	Number	Percent	%	Number	Percent	%	Number	Percent	%	Number	Percent	%	Number	Percent	%	Number	Percent	%	Number	Percent									
	000			000			000			000			000			000			000			000			000			000			000			000					
	FTE			FTE			FTE			FTE			FTE			FTE			FTE			FTE			FTE			FTE			FTE			FTE			FTE		
	%			%			%			%			%			%			%			%			%			%			%			%			%		
<b>Management</b>																																							
0	32.7	8.8	47.0	36.2	53.8	25.1	49.0	38.1	56.4	18.5	51.2	35.5	56.2	14.8	50.1	32.5	52.2	18.3	46.6																				
1	15.2	3.8	20.4	15.4	21.0	10.0	19.5	16.7	21.0	7.2	19.8	15.0	20.6	5.6	18.9	18.4	22.6	8.4	21.4																				
2	16.8	3.0	15.8	17.3	15.4	8.1	15.9	16.3	12.1	4.8	13.3	20.1	13.0	4.5	15.1	20.3	14.6	6.4	16.2																				
3	16.7	5.5	8.6	15.0	5.5	4.1	8.1	12.3	5.9	2.8	7.7	13.1	5.9	2.4	8.0	12.7	6.2	3.2	8.1																				
4	15.1	4.0	7.1	14.0	3.9	3.4	6.7	14.5	4.0	2.5	7.0	13.8	3.8	2.0	6.7	14.5	3.9	2.7	7.0																				
5	3.6	0.2	1.1	2.1	0.4	0.5	0.9	2.1	0.5	0.4	1.0	2.5	0.4	0.3	1.1	1.6	0.4	0.3	0.8																				
<b>Special Needs</b>																																							
0	95.8	17.9	95.1	94.8	93.1	47.8	93.6	97.1	94.4	34.4	95.2	97.6	94.9	28.3	95.7	98.2	93.0	37.1	94.5																				
1	2.2	3.7	3.3	3.0	4.9	2.2	4.4	1.4	3.8	1.1	3.1	1.0	3.8	0.9	3.0	1.4	3.2	1.1	2.7																				
2	2.0	1.5	1.6	2.1	2.0	1.0	2.0	1.5	1.8	0.6	1.7	1.5	1.3	0.4	1.3	0.4	3.8	1.1	2.8																				
<b>Recruitment &amp; Retention</b>																																							
0	98.9	18.6	98.9	98.4	99.0	50.6	98.9	99.2	99.5	36.0	99.4	97.8	98.3	29.0	98.2	97.6	98.6	38.6	98.3																				
1	0.3	1.0	0.8	1.0	0.8	0.4	0.8	0.3	0.3	0.1	0.3	1.1	0.7	0.2	0.8	2.3	1.2	0.6	1.5																				
2	0.6	0.1	0.3	0.5	0.2	0.1	0.3	0.5	0.2	0.1	0.3	0.4	0.2	0.1	0.3	0.1	0.1	0.1	0.1																				
3	0.3	-	0.1	-	-	-	-	0.1	-	0.0	0.0	0.7	0.8	0.2	0.8	-	0.1	0.0	0.0																				
4	-	-	-	0.1	-	0.0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-																			
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																			

National estimates

**TABLE 17B (cont)** Distribution of the level of each allowance of full-time equivalent classroom teachers, by region  
Maintained schools in England and Wales, September 2002

		EAST OF ENGLAND					GREATER LONDON					SOUTH EAST					SOUTH WEST					WALES				
		Male	Female	Total Number	Total Percent	%	Male	Female	Total Number	Total Percent	%	Male	Female	Total Number	Total Percent	%	Male	Female	Total Number	Total Percent	%	Male	Female	Total Number	Total Percent	%
		%	%	000	%	%	%	000	%	%	%	%	000	%	%	%	%	000	%	%	%	%	000	%	%	%
		FTE	FTE		FTE	FTE	FTE		FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	
<i>Management</i>																										
0		34.4	52.6	17.5	47.6	28.8	43.9	19.1	39.9	33.6	53.4	25.5	48.6	38.1	59.1	17.2	53.3	33.5	51.0	10.5	45.9					
1		16.5	20.5	7.1	19.4	16.6	22.0	9.8	20.6	15.0	20.0	9.8	18.8	13.8	20.0	5.9	18.3	17.4	23.7	5.0	21.9					
2		15.5	15.6	5.7	15.6	18.3	19.7	9.2	19.3	18.6	14.7	8.2	15.6	16.7	10.9	4.0	12.5	19.4	14.3	3.6	15.8					
3		13.5	5.9	2.9	8.0	14.3	7.3	4.4	9.2	13.4	5.6	3.9	7.5	15.1	5.9	2.7	8.4	15.1	7.0	2.1	9.3					
4		16.8	4.7	3.0	8.1	17.9	6.0	4.4	9.2	16.4	5.5	4.3	8.1	14.8	4.0	2.2	7.0	13.0	3.9	1.5	6.5					
5		3.2	0.7	0.5	1.4	4.1	1.1	0.9	1.9	2.9	0.8	0.7	1.3	1.4	0.2	0.2	0.5	1.7	0.2	0.1	0.6					
<i>Special Needs</i>																										
0		98.3	94.0	35.0	95.2	96.2	93.7	45.1	94.4	96.2	92.5	49.0	93.4	97.7	93.1	30.4	94.4	94.5	94.3	21.6	94.4					
1		1.6	4.6	1.4	3.8	2.1	3.8	1.6	3.4	2.7	5.7	2.6	5.0	1.0	4.4	1.1	3.4	2.6	3.8	0.8	3.5					
2		0.2	1.4	0.4	1.0	1.6	2.4	1.1	2.2	1.0	1.8	0.8	1.6	1.2	2.6	0.7	2.2	2.9	1.9	0.5	2.2					
<i>Recruitment &amp; Retention</i>																										
0		95.1	96.4	35.3	96.0	78.9	83.7	39.4	82.4	93.5	96.3	50.1	95.6	97.0	98.5	31.6	98.1	98.3	99.1	22.7	98.9					
1		3.3	2.9	1.1	3.0	12.7	11.3	5.6	11.7	4.8	3.0	1.8	3.4	1.2	0.8	0.3	0.9	1.4	0.9	0.2	1.0					
2		1.3	0.6	0.3	0.8	6.7	4.5	2.4	5.1	1.1	0.6	0.4	0.7	1.8	0.8	0.3	1.1	0.3	0.1	0.0	0.1					
3		-	0.1	0.0	0.1	1.2	0.5	0.3	0.7	0.4	0.1	0.1	0.2	-	-	-	-	-	-	-	-					
4		0.1	0.1	0.0	0.1	0.5	0.1	0.1	0.2	0.1	-	0.0	0.0	-	-	-	-	-	-	-	-					
5		0.1	-	0.0	0.0	-	-	-	-	0.1	-	0.0	0.0	-	-	-	-	-	-	-	-					

National estimates



**TABLE 17C (cont) Distribution of the level of each allowance of full-time equivalent classroom teachers, by size of school**  
 Maintained schools in England and Wales, September 2002

National estimates		GROUP 5				GROUP 6				GROUP 7				GROUP 8			
		Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent
		%	%	000	%	%	000	%	%	%	%	000	%	%	000	%	
Allowances 2002				FTE			FTE					FTE			FTE		
<b>Management</b>																	
0		30.3	40.6	9.4	36.3	29.1	41.1	22.4	36.0	31.3	42.6	28.9	37.9	30.5	41.0	6.1	
1		14.2	18.9	4.4	16.9	11.4	14.8	8.3	13.4	12.6	15.6	11.0	14.4	15.2	17.7	2.8	
2		18.0	18.1	4.7	18.1	19.1	18.0	11.5	18.5	15.4	17.0	12.5	16.3	16.6	16.5	2.8	
3		19.4	14.0	4.2	16.3	16.0	12.2	8.6	13.8	16.8	12.2	10.8	14.2	16.2	11.6	2.3	
4		15.1	7.3	2.7	10.6	21.2	12.5	10.1	16.2	20.4	11.2	11.4	15.0	17.8	11.5	2.4	
5		3.1	1.0	0.5	1.9	3.2	1.4	1.4	2.2	3.5	1.4	1.7	2.3	3.7	1.7	0.4	
<b>Special Needs</b>																	
0		95.8	85.1	23.1	89.6	99.3	98.0	61.3	98.5	99.5	98.0	75.2	98.6	100.0	98.3	16.5	
1		3.1	8.4	1.6	6.1	0.5	1.4	0.6	1.0	0.3	1.5	0.8	1.0	-	1.1	0.1	
2		1.1	6.6	1.1	4.3	0.2	0.6	0.3	0.5	0.2	0.5	0.3	0.4	-	0.6	0.1	
<b>Recruitment &amp; Retention</b>																	
0		93.7	95.2	24.4	94.6	93.7	95.6	59.0	94.8	96.0	97.1	73.7	96.7	96.7	94.7	15.9	
1		4.0	2.6	0.8	3.2	3.7	3.2	2.1	3.4	2.2	2.1	1.6	2.1	2.5	2.1	0.4	
2		2.1	1.9	0.5	2.0	2.5	1.2	1.1	1.7	0.9	0.7	0.6	0.8	0.6	3.0	0.3	
3		0.1	0.2	0.0	0.2	0.1	0.1	0.0	0.1	0.5	0.1	0.2	0.3	-	0.1	0.0	
4		-	-	-	-	0.1	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.2	-	0.0	
5		0.1	-	0.0	0.1	-	-	-	-	0.0	-	0.0	0.0	-	-	-	



**TABLE 17D**      **Distribution of the level of each allowance of full-time and part-time classroom teachers**  
 Maintained schools in England and Wales, September 2002

National estimates

Allowances 2002	FULL-TIME				PART-TIME				TOTAL			
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent			Number	Percent
	%	%	000 FTE	%	%	%	000 FTE	%	%	%	000 FTE	%
<i>Management</i>												
0	32.6	49.0	147.4	44.2	84.2	82.0	27.9	82.2	34.3	52.8	175.3	47.7
1	16.3	22.4	68.8	20.6	7.2	12.0	3.9	11.6	16.0	21.2	72.7	19.8
2	18.4	16.2	56.0	16.8	4.2	4.5	1.5	4.5	17.9	14.8	57.5	15.7
3	14.3	6.7	29.8	9.0	2.7	1.0	0.4	1.2	14.0	6.1	30.2	8.2
4	15.7	5.0	27.2	8.2	1.5	0.4	0.2	0.5	15.2	4.5	27.3	7.4
5	2.6	0.6	4.0	1.2	0.2	0.1	0.0	0.1	2.6	0.6	4.0	1.1
<i>Special Needs</i>												
0	96.8	94.1	315.9	94.8	94.0	90.2	30.8	90.6	96.7	93.6	346.7	94.4
1	1.9	3.9	11.1	3.3	3.9	7.4	2.4	7.1	2.0	4.3	13.5	3.7
2	1.4	2.1	6.1	1.9	2.0	2.4	0.8	2.4	1.4	2.1	6.9	1.9
<i>Recruitment &amp; Retention</i>												
0	94.8	96.1	318.7	95.7	96.6	97.5	33.1	97.4	94.8	96.2	351.8	95.8
1	3.3	2.8	9.9	3.0	2.0	1.7	0.6	1.7	3.3	2.7	10.5	2.9
2	1.5	0.9	3.6	1.1	0.9	0.7	0.2	0.7	1.5	0.9	3.9	1.1
3	0.3	0.2	0.7	0.2	0.6	0.1	0.1	0.2	0.3	0.2	0.7	0.2
4	0.1	0.0	0.1	0.0	-	-	-	-	0.1	0.0	0.1	0.0
5	0.0	-	0.0	0.0	-	-	-	-	0.0	-	0.0	0.0













**TABLE 19** Source of entrants to schools at September 2002, by type of school  
Maintained schools in England and Wales, September 2002

Source	PRIMARY SCHOOLS					SECONDARY SCHOOLS					SPECIAL SCHOOLS					ALL SCHOOLS					
	Male	Female	Total		%	Male	Female	Total		%	Male	Female	Total		%	Male	Female	Total		%	
			Number	FTE				Number	Percent				Number	Percent				Number	Percent		Number
<b>Full-time</b>																					
New entrant to teaching	41.6	47.6	10,620	46.8	33.6	43.4	11,590	39.6	-	13.7	140	10.5	34.5	44.7	22,360	41.9					
Returner <sup>(a)</sup>	6.5	6.1	1,400	6.2	6.6	5.3	1,700	5.8	-	4.8	50	3.6	6.4	5.7	3,150	5.9					
From another school <sup>(b)</sup>	47.1	40.0	9,300	41.0	51.8	43.9	13,760	47.0	86.3	62.1	930	67.8	51.6	42.4	23,990	45.0					
From another post <sup>(c)</sup>	4.8	6.3	1,390	6.1	8.0	7.4	2,230	7.6	13.7	19.5	250	18.1	7.4	7.2	3,870	7.3					
<b>FTE</b>	3,060	19,650	22,710		11,410	17,870	29,280		320	1,050	1,370		14,790	38,570	53,370						
<b>Part-time</b>																					
New entrant to teaching	11.8	12.7	280	12.6	6.1	9.8	220	8.9	-	-	-	-	7.0	10.6	500	10.1					
Returner <sup>(a)</sup>	47.9	23.4	560	25.1	35.9	32.3	820	33.2	100.0	49.0	150	53.4	40.4	28.9	1,530	30.7					
From another school <sup>(b)</sup>	35.2	60.6	1,320	58.8	54.2	51.8	1,290	52.4	-	47.2	120	43.1	48.7	55.9	2,730	54.7					
From another post <sup>(c)</sup>	5.1	3.4	80	3.5	3.8	6.0	130	5.5	-	3.8	10	3.5	3.9	4.6	220	4.5					
<b>FTE</b>	160	2,090	2,250		610	1,850	2,460		20	260	290		790	4,200	4,990						

(a) Following a break in service

(b) In the maintained sector in England or Wales and without a break in service

(c) In teaching and without a break in service



TABLE 20

**Operation of pay procedures for headteachers, deputy and assistant headteachers and classroom teachers**  
 Maintained schools in England and Wales, September 2002

National estimates

	Percentage of headteachers who had been informed in writing of		Percentage who had performance objectives in place		Percentage of headteachers with objectives in place who				Percentage of schools whose deputy and assistant headteachers had been informed in writing of		Percentage of schools whose classroom teachers had been informed in writing of		
	their pay point	the basis on which the point had been determined	who had performance objectives in place	had an external adviser give guidance to their governing body	felt the objectives were clear and unambiguous	felt the objectives were helpful in carrying out their job	had had their performance reviewed against the objectives	their pay point	the basis on which the point had been determined	who had performance objectives in place	with objectives in place, against which performance had been reviewed	Percentage of schools whose classroom teachers had been informed in writing of	
												their pay point	the basis on which the point had been determined
%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>All</b>	79	77	96	93	98	85	39	79	75	79	48	80	75
<b>School type</b>													
Primary	78	74	96	93	98	84	40	77	72	77	49	78	73
Secondary	91	89	98	92	98	87	32	89	85	88	44	87	84
Special	78	76	94	96	99	86	45	78	76	80	52	84	80
<b>Region</b>													
North East	88	85	99	99	96	92	37	88	85	84	49	90	88
North West	77	76	97	97	100	83	37	72	70	76	41	77	72
Yorks and the Humber	73	71	98	99	98	86	34	75	68	74	46	73	74
East Midlands	75	71	97	97	97	87	39	77	74	86	52	69	65
West Midlands	77	77	93	99	96	78	35	83	80	81	45	73	69
East of England	84	79	97	98	98	82	42	82	75	85	47	86	81
Greater London	82	80	94	96	98	81	31	78	74	72	47	85	79
South East	83	81	98	98	100	87	48	84	81	76	61	86	80
South West	79	73	98	99	99	86	43	76	72	74	45	82	73
Wales	78	75	88	29	97	89	43	79	72	88	48	76	70
<b>School Group</b>													
One	67	64	93	93	98	85	42	72	66	79	46	69	66
Two	81	77	97	92	98	84	41	77	72	74	51	80	74
Three	81	78	96	96	98	82	38	78	75	80	48	84	78
Four	86	83	96	94	98	87	41	82	79	89	44	88	86
Five	89	89	97	94	96	89	28	89	86	89	50	87	83
Six	93	92	97	91	98	91	33	93	89	88	46	88	86
Seven	90	88	97	90	100	84	33	88	85	87	43	90	84
Eight	100	100	100	92	100	92	48	95	87	89	33	83	83

**TABLE 21** Distribution of unattached teachers on the leadership group pay spine  
LEAs in England and Wales, September 2002

National estimates

Spine point 2002	<i>ALL LEADERSHIP GROUP MEMBERS</i>		
	Male	Female	Total
	%	%	%
L1	0.9	0.5	0.6
L2	1.8	1.8	1.8
L3	1.8	2.8	2.4
L4	5.4	5.0	5.2
L5	2.7	6.0	4.9
L6	6.3	11.0	9.4
L7	8.1	14.2	12.2
L8	11.7	20.6	17.6
L9	5.4	10.1	8.5
L10	11.7	4.1	6.7
L11	7.2	6.0	6.4
L12	9.0	4.6	6.1
L13	3.6	3.2	3.3
L14	1.8	1.8	1.8
L15	2.7	2.8	2.7
L16	5.4	1.4	2.7
L17	1.8	0.5	0.9
L18	1.8	0.9	1.2
L19	4.5	0.5	1.8
L20	-	-	-
L21	0.9	-	0.3
L22	-	1.4	0.9
L23	1.8	0.9	1.2
L24	-	-	-
L25	-	-	-
L26	-	-	-
L27	-	-	-
L28	-	-	-
L29	0.9	-	0.3
L30	0.9	-	0.3
L31	-	-	-
L32	0.9	-	0.3
L33	-	-	-
L34	-	-	-
L35	-	-	-
L36	-	-	-
L37	-	-	-
L38	-	-	-
L39	-	-	-
L40	-	-	-
L41	0.9	-	0.3
L42	-	-	-
L43	-	-	-
Number	330	640	970

**TABLE 22**      **Distribution of changes of spine point for unattached teachers on the leadership group pay spine where the postholder remained the same LEAs in England and Wales, September 2002**

National estimates<sup>(a)</sup>, leadership group members who were in the same post at September 2001 and September 2002.

Additional spine points	Total
	%
-5	-
-4	-
-3	-
-2	-
-1	-
0	87.4
1	9.3
2	1.9
3	0.7
4	0.7
5	-
6	-
7	-
8	-
Number	790

(a) Estimated from those posts for which the spine point at September 2001 was known.

TABLE 23

**Distribution of full-time equivalent unattached teachers on the classroom teachers' pay spine**  
LEAs in England and Wales, September 2002

National estimates

Spine point 2002	<i>FULL-TIME</i>			<i>PART-TIME</i>			<i>TOTAL</i>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%	%	%	%
<b>Main scale</b>									
1	0.3	0.4	0.3	1.2	0.4	0.5	0.4	0.4	0.4
2	0.4	0.6	0.6	-	0.5	0.4	0.3	0.6	0.5
3	1.1	1.5	1.4	0.6	1.4	1.3	1.0	1.5	1.4
4	1.4	1.0	1.1	0.6	0.7	0.7	1.3	0.9	1.0
5	2.5	1.3	1.6	1.5	1.6	1.6	2.3	1.4	1.6
6	23.1	16.1	17.9	66.7	34.8	39.2	30.9	22.1	24.0
<b>Upper scale</b>									
1	70.4	77.3	75.6	29.5	60.2	56.0	63.0	71.9	69.9
2	0.9	1.7	1.5	-	0.5	0.5	0.8	1.3	1.2
<b>FTE</b>	<b>2,250</b>	<b>6,670</b>	<b>8,920</b>	<b>490</b>	<b>3,110</b>	<b>3,600</b>	<b>2,740</b>	<b>9,780</b>	<b>12,520</b>

**TABLE 24** Distribution of the level of each allowance and spine point of full-time equivalent unattached teachers on the classroom teachers' pay spine  
LEAs in England and Wales, September 2002

National estimates																							
Spine point 2002	Management Allowance					Special Needs Allowance					Recruitment & Retention Allowance					Percentages of totals							
	0	1	2	3	4	5	Total	0	1	2	3	4	5	Total	0	1	2	3	4	5	Total	Spine point 2002	
<b>FULL-TIME</b>																							
Main scale																							
1	0.3	0.1	-	-	-	-	0.3	0.2	0.1	-	-	-	-	-	0.3	0.0	-	-	-	-	-	0.3	Main scale
2	0.5	0.1	-	-	-	-	0.6	0.5	0.0	0.0	-	-	-	-	0.6	-	0.0	-	-	-	-	0.6	2
3	0.9	0.3	0.1	-	-	-	1.4	1.1	0.2	0.0	0.0	-	-	-	1.4	1.3	0.0	0.1	-	-	-	1.4	3
4	0.7	0.3	0.1	0.1	-	-	1.1	0.8	0.2	0.1	-	-	-	-	1.1	1.0	0.1	-	-	0.0	-	1.1	4
5	1.0	0.2	0.4	0.0	-	-	1.6	1.1	0.4	0.1	-	-	-	-	1.6	1.5	0.1	0.0	-	-	-	1.6	5
6	9.0	3.7	3.5	0.9	0.7	0.1	17.9	11.7	3.7	2.4	-	-	-	-	17.9	16.9	0.5	0.5	-	-	-	17.9	6
Upper scale																							
1	23.6	18.8	18.3	8.8	4.7	1.5	75.6	42.7	17.9	15.0	0.1	-	-	-	75.6	73.6	1.0	1.0	0.1	-	-	75.6	1
2	0.2	0.7	0.4	0.2	0.0	-	1.5	0.4	1.0	0.2	-	-	-	-	1.5	1.2	0.3	0.1	-	-	-	1.5	2
%	36.2	24.1	22.8	10.0	5.3	1.6	100.0	58.5	23.5	17.9	0.1	-	-	-	100.0	96.2	1.9	1.7	0.1	-	-	100.0	%
<b>PART-TIME</b>																							
Main scale																							
1	0.5	-	-	-	-	-	0.5	0.4	0.1	-	-	-	-	-	0.5	0.5	-	-	-	-	-	0.5	1
2	0.4	0.0	-	-	-	-	0.4	0.3	0.1	-	-	-	-	-	0.4	0.4	-	-	-	-	-	0.4	2
3	1.1	0.1	0.0	-	-	-	1.3	1.0	0.3	-	-	-	-	-	1.3	1.2	-	0.0	-	-	-	1.3	3
4	0.6	-	0.0	-	-	-	0.7	0.5	0.1	-	-	-	-	-	0.7	0.7	-	-	-	-	-	0.7	4
5	1.4	0.2	-	0.1	-	-	1.6	1.1	0.4	0.1	-	-	-	-	1.6	1.6	-	-	-	-	-	1.6	5
6	31.9	3.6	2.7	0.5	0.5	-	39.2	31.7	5.6	1.9	-	-	-	-	39.2	38.7	0.1	0.4	-	-	-	39.2	6
Upper scale																							
1	35.6	12.4	6.3	1.2	0.3	0.1	56.0	35.0	12.8	8.2	-	-	-	-	56.0	55.5	0.2	0.3	-	-	-	56.0	1
2	0.1	0.3	0.1	-	-	-	0.5	0.1	0.3	0.0	-	-	-	-	0.5	0.4	-	0.0	-	-	-	0.5	2
%	71.6	16.5	9.2	1.8	0.8	0.1	100.0	70.1	19.7	10.2	0.1	-	-	-	100.0	98.9	0.3	0.8	-	-	-	100.0	%
<b>TOTAL</b>																							
Main scale																							
1	0.3	0.1	-	-	-	-	0.4	0.3	0.1	-	-	-	-	-	0.4	0.4	0.0	-	-	-	-	0.4	1
2	0.5	0.1	-	-	-	-	0.5	0.5	0.1	0.0	-	-	-	-	0.5	0.5	-	0.0	-	-	-	0.5	2
3	1.0	0.3	0.1	-	-	-	1.4	1.1	0.3	0.0	0.0	-	-	-	1.4	1.3	0.0	0.1	-	-	-	1.4	3
4	0.7	0.2	0.1	0.1	-	-	1.0	0.7	0.2	0.1	-	-	-	-	1.0	0.9	0.1	-	-	0.0	-	1.0	4
5	1.1	0.2	0.3	0.1	-	-	1.6	1.1	0.4	0.1	-	-	-	-	1.6	1.5	0.1	0.0	-	-	-	1.6	5
6	15.6	3.6	3.3	0.8	0.6	0.1	24.0	17.5	4.3	2.3	-	-	-	-	24.0	23.1	0.4	0.5	-	-	-	24.0	6
Upper scale																							
1	27.1	17.0	14.8	6.6	3.4	1.1	69.9	40.5	16.4	13.0	0.0	-	-	-	69.9	68.4	0.7	0.8	0.0	-	-	69.9	1
2	0.1	0.6	0.3	0.1	0.0	-	1.2	0.3	0.8	0.2	-	-	-	-	1.2	0.9	0.2	0.1	-	-	-	1.2	2
%	46.4	21.9	18.9	7.6	4.0	1.2	100.0	61.9	22.4	15.7	0.1	-	-	-	100.0	97.0	1.5	1.4	0.0	-	-	100.0	%

**TABLE 25**      **Distribution of the level of each allowance of full-time equivalent unattached teachers on the classroom teachers' pay spine**  
LEAs in England and Wales, September 2002

National estimates

Allowances 2002	<i>FULL-TIME</i>			<i>PART-TIME</i>			<i>TOTAL</i>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%	%	%	%
<b><i>Management</i></b>									
0	33.6	37.1	36.2	81.6	70.0	71.6	42.2	47.5	46.4
1	21.2	25.0	24.1	9.5	17.7	16.5	19.1	22.7	21.9
2	23.3	22.6	22.8	6.3	9.7	9.2	20.3	18.5	18.9
3	11.0	9.7	10.0	0.9	1.9	1.8	9.2	7.2	7.6
4	8.9	4.2	5.4	1.8	0.6	0.8	7.6	3.0	4.0
5	2.0	1.5	1.6	-	0.1	0.1	1.6	1.1	1.2
<b><i>Special Needs</i></b>									
0	67.4	55.6	58.6	83.6	68.0	70.1	70.3	59.5	61.9
1	19.9	24.8	23.5	11.6	21.0	19.7	18.4	23.6	22.4
2	12.7	19.7	17.9	4.8	11.0	10.2	11.3	16.9	15.7
<b><i>Recruitment &amp; Retention</i></b>									
0	95.5	96.5	96.2	99.7	98.8	98.9	96.3	97.2	97.0
1	2.2	1.9	2.0	0.3	0.3	0.3	1.9	1.4	1.5
2	2.1	1.6	1.7	-	0.9	0.8	1.7	1.4	1.4
3	-	0.1	0.1	-	-	-	-	0.1	0.0
4	-	-	-	-	-	-	-	-	-
5	0.1	-	0.0	-	-	-	0.1	-	0.0

TABLE 26

**Changes in the level of each allowance of full-time equivalent unattached teachers  
on the classroom teachers' pay spine**  
LEAs in England and Wales, September 2002

National estimates, unattached teachers in the same LEA at September 2001 and September 2002

Change in allowances 2001 to 2002	<i>FULL-TIME</i>			<i>PART-TIME</i>			<i>TOTAL</i>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%	%	%	%
<i>Management</i>									
-3	0.3	0.1	0.1	-	0.1	0.1	0.2	0.1	0.1
-2	0.6	0.4	0.4	0.4	0.5	0.5	0.5	0.4	0.4
-1	0.9	1.5	1.3	1.5	0.8	0.8	1.0	1.2	1.2
0	91.5	92.4	92.2	95.6	95.4	95.4	92.2	93.4	93.1
1	5.5	4.2	4.5	2.2	2.7	2.7	4.9	3.7	4.0
2	0.6	1.1	1.0	0.4	0.5	0.5	0.5	0.9	0.8
3	0.3	0.2	0.3	-	-	-	0.2	0.2	0.2
4	0.3	0.1	0.1	-	-	-	0.2	0.1	0.1
5	0.1	-	0.0	-	-	-	0.1	-	0.0
<i>Special Needs</i>									
-2	0.1	0.1	0.1	0.4	0.1	0.1	0.2	0.1	0.1
-1	0.3	0.2	0.2	0.4	0.2	0.2	0.3	0.2	0.2
0	97.4	96.4	96.7	97.8	97.3	97.3	97.5	96.7	96.8
1	1.6	2.4	2.2	1.1	1.9	1.8	1.5	2.3	2.1
2	0.6	0.9	0.8	0.4	0.5	0.5	0.5	0.8	0.7
<i>Recruitment &amp; Retention</i>									
-4	0.3	-	0.1	-	-	-	0.2	-	0.1
-3	-	-	-	-	-	-	-	-	-
-2	-	-	-	-	-	-	-	-	-
-1	0.1	-	0.0	-	-	-	0.1	-	0.0
0	98.6	98.9	98.8	100.0	99.9	99.9	98.8	99.2	99.1
1	1.0	1.0	1.0	-	0.1	0.0	0.8	0.7	0.7
2	-	0.1	0.1	-	0.1	0.0	-	0.1	0.1

TABLE 27

**Source of unattached teacher entrants to LEAs at September 2002**  
LEAs in England and Wales, September 2002

National estimates

Source	Male	Female	Percent
	%	%	%
<b>Full-time</b>			
New entrant to teaching	7.0	2.6	3.6
Returner <sup>(a)</sup>	11.3	10.8	10.9
From a school <sup>(b)</sup>	77.5	79.7	79.2
From another post <sup>(c)</sup>	4.2	6.9	6.3
<b>FTE</b>	<i>210</i>	<i>680</i>	<i>890</i>
<b>Part-time</b>			
New entrant to teaching	-	4.3	3.5
Returner <sup>(a)</sup>	33.3	30.3	30.9
From a school <sup>(b)</sup>	66.7	61.4	62.5
From another post <sup>(c)</sup>	-	3.9	3.2
<b>FTE</b>	<i>90</i>	<i>370</i>	<i>470</i>

(a) Following a break in service

(b) In the maintained sector in England or Wales and without a break in service

(c) In teaching and without a break in service



## **Appendix B**

### **TECHNICAL NOTES**

#### **Purpose**

1. The Review Body continues to value the importance of carefully monitoring the use of the pay structure for teachers. Therefore, the Office of Manpower Economics (OME), which provides the secretariat for the Review Body, commissioned ORC International to carry out this survey. Throughout, ORC International worked closely with the OME to ensure that the requirements of the Review Body were met.

#### **Schools' survey**

2. The Review Body wished to continue to monitor pay progression and for the leadership group it wished to monitor the pay of those new in the post compared with the pay of their predecessors. Information was collected on the spine point in 2002 and, where applicable, in 2001 for every headteacher, deputy, assistant headteacher and classroom teacher in each of the schools sampled. In addition, for classroom teachers, data were also collected on allowances (management, special needs and recruitment and retention) and for new appointees on their status (new entrant, returner after a break in service, transfer directly from another maintained school, or transfer directly from another teaching post).

#### *Coverage*

3. A sample of 3,009 schools was drawn from the 25,000 maintained schools in England and Wales on the Schools Register/Register of Educational Establishments and on records from the National Assembly for Wales. Sixth-form colleges were excluded from the sampling frame since they fall outside the remit of the Review Body. Coverage was restricted to teachers regularly employed in schools, with a clear note for guidance outlining whom to include and exclude in the survey return. Information was collected both for full-time and for part-time teachers.

#### *Sampling method*

4. The sample was selected as a systematic random sample from separate lists of all maintained primary, secondary and special schools ordered by local authority and type of school within authority. Schools in London were over-sampled to allow for lower anticipated response rates with 1 in 5 schools being selected compared with about 1 in 9 schools elsewhere in England and Wales. Secondary schools were also over-sampled, at roughly the same selection rate as London schools, to increase the sample size and therefore the accuracy of the results.

### *Questionnaire*

5. The questionnaire was designed and developed by the OME in consultation with ORC International who carried out a pilot survey. The questionnaire is attached at the end of this appendix. Although the questionnaire was kept as short as possible, it was asking for detailed information on the salaries of leadership group members and classroom teachers in each school, and it was appreciated that this was sensitive information and that, in a few cases, it would be held at LEA level. Each LEA was sent a letter encouraging them to help headteachers who approached them for advice or information. Schools received assurances that any information they provided would be treated in the strictest confidence and that only aggregated data from which no individual school or teacher would be identifiable would be given to the Review Body or published. A Welsh version of the questionnaire was additionally sent to schools in Wales so that they could respond in their preferred language.

### *Response*

6. Questionnaires were sent out at the end of August 2002. Fifty-nine per cent (1,775) of the schools approached returned questionnaires. After validation of the returns, records for some teachers had to be removed, and information for some 36,070 teachers (1,770 heads, 1,690 deputies, 1,070 assistant heads and 31,540 classroom teachers) was used.

7. Of the 3,009 schools in the sample for the survey, there were 2,159 nursery and primary schools, 724 secondary schools and 126 special schools. The response rates for these sectors were 62 per cent, 48 per cent and 65 per cent respectively. Response rates by region varied from 48 per cent in Wales to 68 per cent in the South West. The variable response rates were allowed for in the grossing-up procedures for estimating national figures. A more detailed response analysis is given in Table B1.

### *Grossing-up*

8. Results were grossed-up by factoring up the number of responses to known totals of schools and teachers in each region and school type, provided by the DfES. These individual groupings were then aggregated to give national and sub-national estimates.

### *Sampling error and non-response bias*

9. The estimates provided in this report are subject to statistical sampling error due to the use of a sample rather than a full census. The results may also be affected by other sources of error, in particular non-response bias (those schools that did not reply to the survey may have different characteristics from those which did reply). Experience from the 1993 survey indicated that late

returns did not differ significantly from early returns and, therefore, that non-response bias in general was likely to be small.

10. Although the differential response rates by region and type of school which have been noted above can affect the reliability of the results, the degree of variation in response levels, overall, was small. Nevertheless, re-weighting of the data, as part of the grossing up to national numbers, and presentation of results grouped by region, school type or school size, minimises any residual bias in the results presented.

11. A sample of 1,775 schools covering just over 36,000 teachers provides a substantial statistical base for the main results. However, for some groups of teachers for which national numbers are low, and particularly if they are clustered in relatively few schools, results are less reliable.

#### **LEAs' survey**

12. Similar information was collected from LEAs on the pay of each unattached teacher in 2002 and, where applicable, in 2001, although distinction was not drawn between different types of teacher in the leadership group.

#### *Coverage*

13. All 172 LEAs in England and Wales were surveyed. Coverage was restricted to those teachers paid on one of the qualified teacher pay spines and engaged in teaching activities, who were not part of the establishment of a particular school, with a clear note for guidance outlining who to include in and exclude from the survey return. Information was collected both for full-time and for part-time teachers.

#### *Questionnaire*

14. The questionnaire was designed and developed by the OME in consultation with ORC International, along with that for the schools' survey. The questionnaire is attached at the end of this appendix. A pilot survey was carried out concurrently with that for the schools' survey. The same assurances on respondent confidentiality were given as to schools and, as with the schools' survey, a Welsh version of the questionnaire was additionally sent to LEAs in Wales.

#### *Response*

15. Questionnaires were sent out at the end of August 2002. Only 58 LEAs (34 per cent) out of the 172 contacted returned questionnaires. After validation of the returns, records for some teachers had to be removed, and information for some 5,810 teachers (330 leadership group posts

and 5,480 classroom teachers) was used. As this was the first year this part of the survey was run, we hope to use the experience gained to improve on this response rate for future years.

16. Response rates by region varied from 14 per cent (three returns out of 22 LEAs) in Wales to 60 per cent (six returns out of 10 LEAs) in the East of England. A more detailed response analysis is given in Table B2.

#### *Grossing-up*

17. Totals of unattached teachers are not available for the definition used in the survey, requiring a different method of grossing-up to be used. Total population of each LEA was used as a proxy for LEA size, enabling results to be factored up from responding LEAs to national estimates. Due to the low response rates in some regions, it was adjudged that grossing-up by region, allowing regional estimates to be presented, would be unreliable. Therefore, no sub-national estimates have been calculated or presented.

18. This methodology makes the simplifying assumption that the number of unattached teachers employed in LEAs is, on average, proportional to total population. There are, of course, other factors which may affect this figure, including the geographical spread of the LEA, the proportion of pupils with special needs, and local decisions about the structure of education provision.

#### *Non-response bias*

19. The estimates may be affected by non-response bias in the same way as those for schools. Whereas the methodology applied in the schools' survey (grossing-up to known totals) helps to minimise this bias when presenting aggregated results, the same is not true for the LEAs' survey methodology. As a consequence of this and the weaknesses in the methodology highlighted above, results should be treated with some caution.

#### **Data processing**

20. When forms were received, they were checked visually for obvious errors and omissions, and schools and LEAs contacted as necessary to resolve problems. After input to the database a series of pre-specified validation tests was carried out, followed by a series of ad hoc analyses to examine particular inconsistencies. These were further explored through contact with the school or LEA if necessary and were corrected where possible. If an apparent problem could not be explained or otherwise resolved, the information about that teacher was removed from the data set.

**Table B1**

**Response rates to schools' questionnaire, by type of school and region**

Region	Number of schools in sample				Number of schools responding				Response rate					
	Primary		Secondary		Primary		Secondary		Primary		Secondary		Special	
	No.	No.	No.	No.	No.	No.	No.	No.	%	%	%	%	%	%
North East	99	43	6	148	61	16	6	83	62	37	100	56		
North West	275	95	18	388	173	41	15	229	63	43	83	59		
Yorkshire & the Humber	194	64	10	268	133	35	5	173	69	55	50	65		
East Midlands	173	63	8	244	107	36	6	149	62	57	75	61		
West Midlands	195	81	13	289	121	34	8	163	62	42	62	56		
East of England	209	84	10	303	136	35	6	177	65	42	60	58		
Greater London	384	82	30	496	207	36	14	257	54	44	47	52		
South East	272	100	17	389	199	46	12	257	73	46	71	66		
South West	194	66	9	269	137	39	8	184	71	59	89	68		
Wales	164	46	5	215	75	26	2	103	46	57	40	48		
<b>Total</b>	<b>2,159</b>	<b>724</b>	<b>126</b>	<b>3,009</b>	<b>1,349</b>	<b>344</b>	<b>82</b>	<b>1,775</b>	<b>62</b>	<b>48</b>	<b>65</b>	<b>59</b>		

**Table B2**

**Response rates to LEAs' questionnaire, by region**

Region	Number of LEAs		Number of LEAs responding		Response rate	
	No.	No.	No.	No.	%	%
North East	12	5	42			
North West	22	9	41			
Yorkshire & the Humber	15	8	53			
East Midlands	9	3	33			
West Midlands	14	6	43			
East of England	10	6	60			
Greater London	33	5	15			
South East	19	7	37			
South West	16	6	38			
Wales	22	3	14			
Total	172	58	34			

## Appendix C

### PAY SPINES

#### Leadership Group Pay Spine

<i>Spine point</i>	<i>Salary at 01 September 2002</i>
L1	£30,531
L2	£31,296
L3	£32,079
L4	£32,880
L5	£33,699
L6	£34,542
L7	£35,478
L8	£36,291
L9	£37,197
L10	£38,154
L11	£39,144
L12	£40,047
L13	£41,049
L14	£42,069
L15	£43,116
L16	£44,265
L17	£45,285
L18	£46,422
L19	£47,571
L20	£48,753
L21	£49,959
L22	£51,198

<i>Spine point</i>	<i>Salary at 01 September 2002</i>
L23	£52,467
L24	£53,769
L25	£55,101
L26	£56,469
L27	£57,867
L28	£59,301
L29	£60,774
L30	£62,283
L31	£63,825
L32	£65,412
L33	£67,035
L34	£68,694
L35	£70,401
L36	£72,144
L37	£73,938
L38	£75,768
L39	£77,613
L40	£79,554
L41	£81,540
L42	£83,580
L43	£85,671

#### Classroom Teachers' Pay Spine

<i>Spine point</i>	<i>Salary at 01 September 2002</i>
M1	£17,595
M2	£18,984
M3	£20,514
M4	£22,092
M5	£23,835
M6	£25,713

<i>Spine point</i>	<i>Salary at 01 September 2002</i>
U1	£27,861
U2	£28,893
U3	£29,961
U4	£31,068
U5	£32,217

The School Teachers' Review Body

# Survey of Teachers' Pay in Schools

Please read carefully the guidance notes accompanying the questions.

Additional guidance notes, including an example sheet, can be found in the enclosed green booklet.

The questionnaire can be completed electronically at: [www.orc.co.uk/teacherspay](http://www.orc.co.uk/teacherspay)

## I. Number of Qualified Teachers

How many teachers in your school are paid as each of the following?

Please enter the number at 1 September 2002.

Part-time teachers should not be expressed in terms of full-time equivalents.

**Please include:**

- staff temporarily absent for less than one term
- relief staff covering long term absences or filling nominal vacancies
- EMAG (Section 11) teachers and teachers funded under the Single Regeneration Budget

**Please exclude:**

- non-teaching staff
- staff paid on the scale for unqualified teachers
- vacancies not filled by relief staff
- student teachers not paid on the spine for qualified teachers
- staff on long term absence of one term or more
- relief staff covering short term absences of less than one term
- relief staff not paid on the spine for qualified teachers
- advisory teachers not on the school's payroll
- Advanced Skills Teachers

	Full time	Part time
Headteachers	<input type="text"/>	<input type="text"/>
Deputy heads	<input type="text"/>	<input type="text"/>
Assistant heads (i.e. all other teachers who are paid on the leadership group spine)	<input type="text"/>	<input type="text"/>
Other qualified classroom teachers (who are paid on the spine for qualified teachers)	<input type="text"/>	<input type="text"/>



## 2. Pay of Headteacher

### 2.1 To which group does your school belong for determining heads' pay?

Please tick one box.

For guidance on the classification of schools, please see page 2 of the Guidance Notes and Part III of the School Teachers' Pay and Conditions Document 2002.

Classification of special schools ranges from Group 2 to Group 8.

Group 1	<input type="checkbox"/>	Group 5	<input type="checkbox"/>
Group 2	<input type="checkbox"/>	Group 6	<input type="checkbox"/>
Group 3	<input type="checkbox"/>	Group 7	<input type="checkbox"/>
Group 4	<input type="checkbox"/>	Group 8	<input type="checkbox"/>

### 2.2 Please complete the table below for the headteacher.

Only posts which exist at September 2002 should be included.

- Headteachers on safeguarded salaries should be included. For guidance on safeguarded salaries for headteachers please see page 1 of the Guidance Notes.
- Where the post holder has changed since 1 September 2001, column e should show the spine point at September 2001 of the post holder **at that date**, and not the post holder at September 2002
- For posts created after September 2001, enter "N/A" in columns e and f
- The individual school range consists of seven points from the pay spine e.g. L6 – L12.
- If the spine point or individual school range at 1 September 2002 is not yet known, please enter "D/K" and a note explaining the circumstances
- The salaries payable in September 2002 and 2001 which correspond with each spine point are shown on page 3 of the Guidance Notes. If a headteacher is paid a salary higher than that for the top of the pay spine please enter "75".

Please enter the spine point and not the salary in columns a and e (see page 3 of the Guidance Notes)

1 September 2002				1 September 2001	
a	b	c	d	e	f
Spine point at Sept 2002	Individual school range at Sept 2002	Gender of post holder	New post holder since Sept 2001?	Spine point at Sept 2001	Individual school range at Sept 2001
L1 to L43 (or 75)		M/F	Y/N	L1 to L41 (or 75)	
Headteacher					

Please briefly describe below any factors to explain unusual situations (e.g. large increase in spine point, any decrease in spine point, payment outside the normal range) for the above post.

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### 3. Pay of Deputy Heads and Assistant Heads

Please complete the table below for each deputy head and assistant head who is paid on the leadership group spine. Only posts which exist at September 2002 should be included.

- Deputy heads and assistant heads on safeguarded salaries should be included. For guidance on safeguarded salaries for deputy or assistant heads please see page 1 of the Guidance Notes.
- Where the post holder has changed since 1 September 2001, column e should show the spine point at September 2001 of the post holder **at that date**, and not the post holder at September 2002
- For posts created after September 2001, enter "N/A" in column e
- If details at 1 September 2002 or 1 September 2001 are not known, please enter "D/K"
- The salaries payable in September 2002 and 2001 which correspond with each spine point are shown on page 3 of the Guidance Notes. If a deputy head or assistant head is paid a salary higher than that for the top of the pay spine (point L43) please enter "75".

Please enter the spine point and not the salary in columns b and e (see page 3 of the Guidance Notes)

1 September 2002

1 September 2001

	a Deputy or Assistant Head? D/A	b Spine point at Sept 2002 L1 to L43 (or 75)	c Gender of post holder M/F	d New post holder since Sept 2001? Y/N	e Spine point at Sept 2001 L1 to L41 (or 75)
Post 1					
Post 2					
Post 3					
Post 4					
Post 5					
Post 6					
Post 7					
Post 8					
Post 9					
Post 10					

Please briefly describe below any factors to explain unusual situations (e.g. large increase in spine point, any decrease in spine point, payment outside the normal range) for the above posts.

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## 4. Pay of Qualified Classroom Teachers

Please complete both sides of the table below using one line for each qualified classroom teacher (do not include heads, deputies, assistant heads and ASTs). Information should be recorded to reflect the position at 1 September 2002 and 1 September 2001. For teachers joining later than September 2001, the section for 1 September 2001 should be left blank, and a source of appointment entered. Please also refer to the example sheet in the guidance notes.

This column is to help you identify each teacher and may be detached if you wish before you return the form

Teacher Identifiers		Source of appointment, for newly appointed teachers only *[Please refer to the notes on the facing page]	Full/part time F/P	Pay at 1 September 2002					
				(see column base for maximum possible points: see also guidance notes)					
				Main scale or upper pay scale M/U	Point on scale	Allowances			Safeguarded salary Y/N
				Management	Special needs	Recruitment/retention			
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									

Maximum possible points

6 main 5 upper	5	2	5
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If you prefer, the questionnaire can be completed electronically at:  
www.orc.co.uk/teacherspay

<b>Pay at 1 September 2001<sup>†</sup></b>					
Please see note on right (see column base for maximum possible points: see also guidance notes)					
	Main scale or upper pay scale <b>M/U</b>	Point on scale	Allowances		
			Management	Special needs	Recruitment / retention
1					
2					
3					
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26					
27					
28					
29					
30					
9 main 5 upper		5	2	5	

**\* Threshold Applicants**

For teachers who have passed the threshold and been formally informed of the decision, please complete this section with reference to their post-threshold pay, i.e. on the upper scale.

If decisions on any threshold applications have not yet been finalised (for either September 2001 or September 2002) those teachers should be shown as remaining on the main scale.

**\*Source of appointment**

(For teachers joining the school later than September 2001 only. This column should be left blank for all other teachers.)

If a teacher was newly appointed to a post in your school later than September 2001, please leave the whole row blank for 2001 and enter one of the following codes for 'Source of appointment':

- 1 for new entrants to teaching (i.e. entering any kind of teaching for the first time)
- 2 for those returning to teaching after a break in service (i.e. having previously taught in this school or elsewhere)
- 3 for those transferring directly from another teaching post (i.e. without a break in service) in a maintained school in **England or Wales**
- 4 for those transferring directly from another teaching post (i.e. without a break in service) **elsewhere**

**Point on the scale**

Teachers who have passed the threshold and have been formally informed of the decision should be on a point on the upper pay scale. All other teachers should be on a point on the main pay scale.

The salaries payable on the main and upper pay scales and the range of allowances available are shown on page 7 of the guidance notes.

**Allowances**

The number of allowances available under each criterion, and a description of their applicability, is shown on page 6 of the guidance notes.

**Safeguarded salaries**

See page 6 of the guidance notes.

**London Allowance**

The London area allowances paid to teachers in Inner London, Outer London and the Fringe area should NOT be recorded on the questionnaire.

# Questionnaire

## 5. Operation of procedures for Heads' pay

**A** In relation to the last school year **2001/02**, did your governing body inform you in writing of:

- i) your pay spine point/salary level? Yes  No
- ii) the basis on which that point/level had been determined? Yes  No

**B** Again in relation to the **2001/02** school year, did your governing body agree objectives against which to review your performance?

Yes  No

**IF NO** are there plans for objectives to be in place for the **2002/03** school year?

Yes  No

**IF YES** i) did the governing body receive guidance from an external adviser in setting objectives?

Yes  No

ii) were the objectives clear and unambiguous?

Yes  No

iii) did you consider the objectives to be helpful in carrying out your job?

Yes  No

iv) has your performance in **2001/02** been reviewed against these objectives?

Yes  Go to Section 6

No

if a review has not taken place, is one planned?

Yes

No

## 6. Operation of procedures for Deputy Heads' and Assistant Heads' pay

Note: Only answer this question if your school has one or more deputy heads or assistant heads (paid on the leadership group spine and carrying out the role of deputy head or assistant head).

**A** In relation to the last school year **2001/02**, did your governing body inform your deputy/assistant heads in writing of:

- i) their pay spine point/salary level? Yes  No
- ii) the basis on which that point/level had been determined? Yes  No

**B** Again in relation to the **2001/02** school year, did your governing body agree objectives against which to review the performance of the deputy/assistant heads? Yes  No

**IF NO** are there plans for objectives to be in place for the **2002/03** school year? Yes  No

**IF YES** has performance in **2001/02** been reviewed against these objectives? Yes  Go to Section 7 No

if a review has not taken place, is one planned? Yes  No

## 7. Operation of procedures for Classroom Teachers' pay

In relation to the last school year **2001/02**, were your classroom teachers informed in writing of:

- i) their pay spine point/salary level? Yes  No
- ii) the basis on which that point/level had been determined? Yes  No

The School Teachers' Review Body

# Survey of Unattached Teachers' Pay

# Questionnaire

This questionnaire is collecting information on the pay of teachers employed by your Local Education Authority, but who are not attached to a particular school, or are employed otherwise than at a school. Equivalent information on teachers employed in schools is being collected simultaneously through a survey of schools.

To avoid duplication between the two surveys, it is important that you read the list of inclusions and exclusions below. The qualified teacher pay scales are those set out in Parts III and IV of the School Teachers' Pay and Conditions Document 2002, and in the guidance notes accompanying this questionnaire.

Please include:

- all teachers engaged in teaching activities and paid on one of the qualified teacher pay scales, and whose conditions are defined by paragraph 43 of the School Teachers' Pay and Conditions Document 2002. This definition includes:
  - teachers in a language support service;
  - peripatetic music teachers;
  - home tutors and teachers teaching in hospitals;
  - EMTAG teachers not part of a school's establishment;
  - SEN staff not part of a school's establishment;
  - other teachers deemed to be unattached;
  - teachers in Pupil Referral Units or other special units;
- teachers who fall in the above definition who are normally directly employed by your LEA but are temporarily absent (absence of less than one term's duration);
- teachers who fall in the above definition who are on long-term secondment (of more than one term's duration) to your LEA.

Please exclude:

- staff who work centrally in the LEA and who are paid on the teachers' pay scale as a matter of contract, but are not engaged in teaching activities in schools, Pupil Referral Units, etc;
- teachers who are part of the establishment of a particular school;
- teachers who are normally directly employed by your LEA but are on long-term absence (of more than one term's duration);
- teachers on short-term secondment (of less than one term's duration) to your LEA.

# Questionnaire

Please read carefully the guidance notes accompanying the questions.  
Additional guidance notes, including an example sheet, can be found in the enclosed green booklet.  
The questionnaire can be completed electronically at: [www.orc.co.uk/teacherspay](http://www.orc.co.uk/teacherspay)

## I. Number of Qualified Teachers

How many teachers employed directly by your LEA are paid as each of the following?

Please enter the number at 1 September 2002.

Part-time teachers should not be expressed in terms of full-time equivalents.

**Please include:**

- relief staff covering long-term absences or filling nominal vacancies
- EMAG (Section 11) teachers and teachers funded under the Single Regeneration Budget

**Please exclude:**

- vacancies not filled by relief staff
- relief staff covering short-term absences of less than one term
- Advanced Skills Teachers

Teachers paid on the leadership group scale

Full-time

Part-time

Other qualified classroom teachers

(who are paid on the spine for qualified teachers)



## 2. Pay of Teachers on the Leadership Group Pay Scale

Please complete the table below for each teacher who is paid on the leadership group spine.  
Only posts which exist at September 2002 should be included.

- Teachers on safeguarded salaries should be included. For guidance on safeguarded salaries for teachers paid on the leadership group scale please see page 1 of the Guidance Notes.
- Where the post holder has changed since 1 September 2001, column d should show the spine point at September 2001 of the post holder **at that date**, and not the post holder at September 2002
- For posts created after September 2001, enter "N/A" in column e
- If details at 1 September 2002 or 1 September 2001 are not known, please enter "D/K"
- The salaries payable in September 2002 and 2001 which correspond with each spine point are shown on page 3 of the Guidance Notes. If a teacher is paid a salary higher than that for the top of the pay spine please enter "75".

Please enter the spine point and not the salary in columns b and e (see page 3 of the Guidance Notes)

1 September 2002

1 September 2001

	a Employed in a PRU?  Y/N	b Spine point at Sept 2002  L1 to L43 (or 75)	c Gender of post holder  M/F	d New post holder since Sept 2001?  Y/N	e Spine point at Sept 2001  L1 to L41 (or 75)
Post 1					
Post 2					
Post 3					
Post 4					
Post 5					
Post 6					
Post 7					
Post 8					
Post 9					
Post 10					

Please briefly describe below any factors to explain unusual situations (e.g. large increase in spine point, any decrease in spine point, payment outside the normal range) for the above posts.

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### 3. Pay of Qualified Classroom Teachers

Please complete both sides of the table below using one line for each qualified teacher paid on the classroom teachers' pay scale (do not include those paid on the leadership group pay scale and ASTs). Information should be recorded to reflect the position at 1 September 2002 and 1 September 2001. For teachers joining later than September 2001, the section for 1 September 2001 should be left blank, and a source of appointment entered. Please also refer to the example sheet in the guidance notes.

This column is to help you identify each teacher and may be detached if you wish before you return the form

Teacher Identifiers		Male/ Female M/F	Employed in a PRU? Y/N	Source of appointment, for newly appointed teachers only *[Please refer to the notes on the facing page]	Full/ part time F/P	Pay at 1 September 2002					Safeguarded salary Y/N
						(see column base for maximum possible points: see also guidance notes)					
						Main scale or upper pay scale M/U	Point on scale	Allowances			
		Management	Special needs	Recruitment/ retention							
1											
2											
3											
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Maximum possible points

6 main 5 upper	5	2	5
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If you prefer, the questionnaire can be completed electronically at:  
**www.orc.co.uk/teacherspay**

<b>Pay at 1 September 2001<sup>†</sup></b>					
Please see note on right (see column base for maximum possible points: see also guidance notes)					
	Main scale or upper pay scale <b>M/U</b>	Point on scale	Allowances		
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30					
		9 main 5 upper	5	2	5

**\* Threshold Applicants**

For teachers who have passed the threshold and been formally informed of the decision, please complete this section with reference to their post-threshold pay, i.e. on the upper scale.

If decisions on any threshold applications have not yet been finalised (for either September 2001 or September 2002) those teachers should be shown as remaining on the main scale.

**\*Source of appointment**

(For teachers joining the LEA later than September 2001 only. This column should be left blank for all other teachers.)

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**Point on the scale**

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**Allowances**

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**Safeguarded salaries**

See page 6 of the guidance notes.

**London Allowance**

The London area allowances paid to teachers in Inner London, Outer London and the Fringe area should NOT be recorded on the questionnaire.

# Questionnaire

## 4. Operation of Procedures for Pay of Teachers on the Leadership Group Pay Scale

**A** In relation to the last school year **2001/02**, were those teachers paid on the leadership group pay scale informed in writing of:

- i) their pay spine point/salary level?    Yes     No     Information not available
- ii) the basis on which that point/level had been determined?    Yes     No     Information not available

**B** Again in relation to the **2001/02** school year, were objectives agreed against which to review the performance of those teachers paid on the leadership group pay scale?    Yes     No     Information not available     Go to Section 5

**IF NO** are there plans for objectives to be in place for the **2002/03** school year?    Yes     No

**IF YES** has performance in **2001/02** been reviewed against these objectives?    Yes     Go to Section 5    No

**if a review has not taken place**, is one planned?    Yes     No

## 5. Operation of Procedures for Classroom Teachers' Pay

In relation to the last school year **2001/02**, were those teachers paid on the classroom teachers' pay scale informed in writing of:

- i) their pay spine point/salary level?    Yes     No     Information not available
- ii) the basis on which that point/level had been determined?    Yes     No     Information not available