

School Teachers' Review Body

TEACHERS' PAY SURVEY

September 2003

Report produced by the Office of Manpower Economics

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SUMMARY - Schools

The Survey

- Fifty-five per cent (1,653) of schools approached returned useable questionnaires giving information for some 34,300 teachers (1,650 heads, 1,580 deputies, 1,090 assistant heads and 30,000 classroom teachers).
- The data relate to the position at September 2003 and changes since September 2002.

Leadership group

- After weighting, there were an estimated 24,800 full-time equivalent (FTE) headteachers, 22,300 FTE deputy headteachers and 12,700 FTE assistant headteachers in post in maintained schools in England and Wales.
- Eighty-six per cent of headteachers, 79 per cent of deputy headteachers and 71 per cent of assistant headteachers remained in the same post between September 2002 and September 2003 (Table 4).
- Sixty-one per cent of headteachers, 61 per cent of deputy headteachers and 51 per cent of assistant headteachers who remained in post were awarded at least one additional spine point (Table 5).
- Fourteen per cent of headteachers were paid on the lowest point of their individual school range and 29 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 92 per cent for their deputy and assistant headteachers (Table 20).

Classroom teachers

- There were an estimated 373,200 full-time equivalent (FTE) classroom teachers in post in maintained schools in England and Wales (Table 14A). Thirty-two per cent of them were paid on spine point M5 and below, 15 per cent were on point M6, 16 per cent had passed the threshold and were on U1, and the remaining 37 per cent were on U2 (Table 14A).
- Fifty-one per cent of classroom teachers were in receipt of management allowances, 6 per cent special need allowances and 5 per cent recruitment and retention (R&R) allowances. (Table 17A).
- Forty-nine per cent of full-time appointments to schools in September 2002 were new entrants to teaching, 40 per cent came direct from other maintained schools, six per cent came from teaching posts outside the maintained sector, and five per cent were returners after a break in service (Table 19).

SUMMARY – LEAs

The Survey

- The questionnaire was sent to all 172 LEAs in England and Wales. Useable responses were received from half of them, giving information for some 8,860 teachers (690 paid as leadership group members and 8,180 paid as classroom teachers).
- The data relate to the position at September 2003 and changes since September 2002.

Teachers paid on the leadership group pay scale

- After weighting, there were an estimated 1,360 unattached teachers in the leadership group in England and Wales. Eighty-one per cent of them teachers paid on the leadership group scale remained in the same post between September 2002 and September 2003. Of these, 18 per cent were awarded at least one additional spine point (Table 22).

Teachers paid on the classroom teachers' pay scale

- There were an estimated 13,200 FTE unattached teachers paid on the classroom teachers' scale. Seven per cent of them were paid on spine point M5 and below, 22 per cent were on M6, 19 per cent had passed the threshold and were on U1, and 52 per cent were on U2 (Table 23).
- Ninety-one per cent of those on M5 and below were awarded one additional point. Ten per cent of those on M6 went through the threshold and 30 per cent of those on U1 went onto U2.
- Fifty-three per cent of unattached teachers received a management allowance, 41 per cent received a special needs allowance and four 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. The majority of teachers have already crossed the threshold, and moved onto the upper pay scale, with the second batch of teachers reaching upper scale level 2 in September 2003.
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 2003, 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 2003. For the second year running, the survey included unattached teachers, with a separate questionnaire being sent to Local Education Authorities. This part of the survey is described in Chapter 5 and Tables 21 to 28 in Appendix A.
5. The schools' questionnaire was sent to a sample of 3,005 maintained schools, almost one eighth of the total number of schools in England and Wales. Fifty-five per cent (1,653) of the schools approached returned useable questionnaires. After validation of the returns, a total of some 34,300 teachers (1,650 heads, 1,580 deputies, 1,090 assistant heads and 30,000 classroom teachers) was included in the analysis. Results from the attached teachers part of 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 nursery schools are included in primary school figures.

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 should 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 2003 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	2003 point	2002 point
1	L9	L9
2	L14	L13
3	L18	L17
4	L21	L20
5	L25	L24
6	L28	L28
7	L32	L31
8	L37	L36

Table B: Mean spine point for deputy headteachers

Group	2003 point	2002 point
1	L4	L4
2	L6	L6
3	L9	L8
4	L12	L11
5	L14	L15
6	L17	L17
7	L19	L19
8	L20	L20

Table C: Mean spine point for assistant headteachers

Group	2003 point	2002 point
1	L3	L2
2	L4	L4
3	L5	L5
4	L7	L7
5	L11	L10
6	L12	L11
7	L13	L12
8	L12	L13

Changes in postholder

15. Eighty-six per cent of headteachers, 79 per cent of deputy headteachers and 71 per cent of assistant headteachers remained in the same post between September 2002 and September 2003. These percentages were higher for men (90%, 84% and 76% respectively) than for women (84%, 77% and 67% respectively).

For headteachers:

- heads in primary schools were slightly more likely to remain in the same post (87%) compared with special schools (85%) and secondary schools (83%);
- the proportions staying in the same post varied by region from 81 per cent in the South West to 93 per cent in Wales;
- the proportions staying in the same post varied by school group from 81 per cent in group 8 schools to 87 per cent in group 1, 2, 5 and 6 schools, with no clear pattern by size.

For deputy headteachers:

- deputies were more likely to remain in post in secondary schools (84%) than in primary (78%) and special schools (68%);
- the proportions staying in post were highest in the East of England (84%) and lowest in Yorkshire and the Humber (77%);
- deputies were generally more likely to stay in post in larger schools; the highest proportions were 87 per cent in group 7 schools, with the lowest (less than 80%) being in group 1, 2 and 3 schools. Schools in group 8 are an exception where only 76 per cent of deputies stayed in post.

For assistant headteachers:

- assistant headteachers were more likely to remain in post in secondary schools (74%) than in special (69%) and primary schools (61%);
- the proportion staying in post was highest in Wales (85%) and lowest in the South East (59%);
- the proportions of assistants staying in the same post varied by school group from 51 per cent in group 2 schools to 78 per cent in group 7 schools, with no clear pattern by size.

Progression

16. Sixty-one per cent of headteachers, 61 per cent of deputy headteachers and 51 per cent of assistant headteachers who remained in post were awarded at least one additional spine point between September 2002 and September 2003 (Tables 5, 6, 7 and 8). Proportionally, slightly more female headteachers and deputies received at least one additional spine point than their male counterparts. Where the postholder changed, 32 per cent of headteacher posts, 26 per cent of deputy posts and 30 per cent of assistant headteacher posts received at least one additional spine point (Tables 9, 10 and 11).

17. The percentage of all heads receiving additional spine points (61%) was the same as in 2002, whereas the percentages of deputies and assistants who remained in post receiving additional spine points were much higher in 2003 (61% of deputies and 51% of assistants) than in 2002 (54% and 42% respectively). This follows already strong increases between 2001 and 2002.

For leadership group members who had remained in post:

- the percentage of heads in special schools awarded at least one additional point (70%) was higher than those in primary (62%) and secondary schools (52%);
- the percentages of deputies in primary and special schools awarded at least one additional point (both 62%) were also higher than those in secondary schools (57%);
- the percentage of assistant headteachers in secondary schools awarded at least one additional point (52%) was higher than in primary schools (49%) and special schools (40%).

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, just under half of heads (48%) are on their lowest possible ISR (L6 to L12) or below as expected with very small schools. In groups 2 to 7 the distribution of ISRs is more even. In group 8, it is noticeable that the majority of schools (51%) have 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. Fourteen per cent of headteachers were paid on the lowest point of their 7-point ISR compared with 18 per cent in September 2002. There was little difference between the proportions by school type and no clear pattern by school group (Tables 13A and 13B).

20. Overall, 14 per cent of headteachers were paid on one of the top 2 points of their ISR. The corresponding percentage is highest in special schools (25%) and in the schools in group 4 (24% - highest group for primary schools) and group 8 (32% - highest group for other schools). As mentioned before, there are a small number of heads paid on a point above their 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 M1 to point M9), an upper pay scale (point U1 to point U5) and a range of allowances. In September 2002 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 and upper scale assessment processes, this survey might not account for all teachers who passed the threshold (with respect to September 2003). Where teachers are recorded as progressing through the threshold between September 2002 and September 2003, it is likely to be as part of the previous year's arrangements.

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.

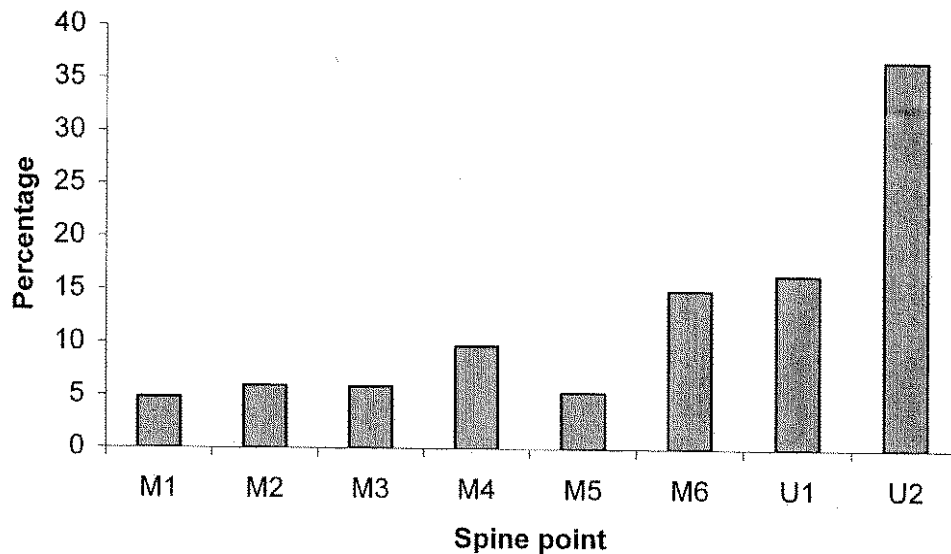
24. The September 2003 distribution of full-time equivalent classroom teachers on the pay spine is shown by type of school, by region, by size of school and for full-time and part-time teachers in Tables 14A, 14B, 14C and 14D respectively. Table D and the chart below summarise the spine point distribution.

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

Point	Primary	Secondary	Special	All
	%	%	%	%
Main 1-5	35	30	15	32
Main 6	17	13	17	15
Upper 1	18	15	22	16
Upper 2	30	42	45	37

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, about a third of teachers were on spine point M5 and below, 15 per cent were on point M6, 16 per cent have passed the threshold and were on U1, and finally 37 per cent have reached U2. The latter figure compares with only 4% of teachers being on U2 in September 2002.
- A higher proportion of female (34%) than male teachers (27%) were on point M5 and below. There was a higher proportion of male teachers (57%) than female teachers (52%) on the upper scale.
- Special schools (67%) had the highest proportion of teachers on the upper scale compared with secondary (56%) and primary schools with the lowest (48%).
- There was some difference in the proportions of teachers on the upper scale by region. Greater London had the lowest proportion (43%). South East and East of England also had low proportions compared to other regions, respectively 48 per cent and 50 per cent. Wales had the highest proportion (63%).
- There were generally higher proportions of teachers on the upper scale in larger schools. Group 5 had the highest (59%) and group 1, 2 and 3 schools had the lowest with just under half of teachers being on the upper scale.

Level of allowances

25. Table 16 shows the distribution of the level of each allowance by spine point at September 2003.

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, 26 per cent had a management allowance whereas of 42 per cent of teachers on point M6 and 69 per cent of those on the upper scale had such an 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 51 per cent of all teachers having at least level one. Six per cent of teachers received a special needs allowance and five per cent had a recruitment and retention allowance. These figures have remained virtually constant since September 2002.

Management allowance

- Overall, 49 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 (64%) than females (47%) had a management allowance.
- By type of school, a greater proportion of secondary school teachers (63%) than primary school teachers (38%) 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 (57%) whereas Yorkshire and the Humber had the lowest proportion (48%), as shown in Table 17B.
- By size of school, the proportion of teachers with a management allowance steadily increased from group 1 (31%) to group 4 (51%). For each of groups 5, 6, 7 and 8, the proportions were between 62 and 63 per cent, as shown in Table 17C.

- A considerably greater proportion of full-time teachers (55%) 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 58 per cent had level one allowance and 42 per cent had level two, as shown in Table 17A.

Recruitment and retention allowance

- The vast majority of all teachers (95%) did not receive a recruitment and retention allowance. Those that did were mainly in Greater London, where 17 per cent of teachers received an allowance. In the rest of England and Wales, the proportions of teachers in receipt of a recruitment and retention allowance varied from five per cent in the East of England and the South East down to less than one per cent in Wales, as shown in Table 17B.

Comparisons of allowance levels between 2002 and 2003

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 2002 and September 2003, 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 2003 compared to September 2002. Eleven per cent of teachers received an increase in their management allowance whereas less than two per cent experienced a decrease.
- Secondary schools had the highest proportion of teachers who received an increase in their level of management allowance (13%); the proportion of primary and special school teachers who received an increase was nine per cent and seven per cent respectively, as shown in Table 18A.
- East of England (14%) and Greater London (13%) had the highest proportion of teachers who received an increase in their management allowance; the lowest was in Wales with only seven per cent having an increase, as shown in Table 18B.
- The proportion of teachers who received an increase in their management allowance increased fairly steadily with the increasing size of school, from seven

per cent of teachers in group 1 schools to between 12 and 14 per cent of those in groups 6, 7 and 8, as shown in Table 18C.

- A greater proportion of full-time teachers (12%) compared to part-time teachers (4%) received 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 2003 compared to September 2002, 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 2003 compared to September 2002. Greater London had the highest proportion of teachers who increased their recruitment and retention allowance (3%), whereas virtually all teachers in Wales remained on the same level, as shown in Table 18B.

Source of entrants

30. Of the estimated 49,300 full-time teachers who joined or moved between schools from September 2002 to September 2003, nearly half of them (49%) were newly qualified, 40 per cent came direct from other maintained schools, five per cent were returners after a break in service, and six 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 27 per cent of full-time entrants being newly qualified, and 61 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 81 per cent, and the proportion returning after a break in service was nine per cent.

31. A full-time equivalent of some 4,400 part-time teachers was estimated to have joined or moved between schools in the same period. Nearly half of these (49%) came from another maintained school, 34 per cent were returners after a break in service, 13 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 part-time new entrants at September 2003. Disregarding those teachers who moved directly from another maintained school, in contrast to full-timers 25 per cent of part-time entrants to all schools were newly qualified, and 67 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 2003:

- 81 per cent had been informed in writing of their pay point;
- 78 per cent had been informed in writing of the basis of its determination;
- 96 per cent had performance objectives in place, but only 35 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. The same percentage of teachers said the same thing last year, still the proportion of those who had had their performance reviewed against their objectives decreased by four percentage points.

34. For schools with deputy and assistant headteachers at September 2003:

- 90 per cent of schools had informed their deputy and assistant heads in writing of their pay point;
- 85 per cent of schools had informed their deputy and assistant heads in writing of the basis of its determination;
- 92 per cent of schools had performance objectives for their deputy and assistant heads, but in only 45 per cent of those schools had performance been reviewed against them;

- of those schools in which performance had not been reviewed, 96 per cent said there were plans for a review to take place. Again, the proportion of those who had had their performance reviewed against them decreased by three percentage points.

35. For classroom teachers at September 2003:

- 82 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 of those who had been informed in writing of their pay point and its basis of determination were slightly up, and more particularly for deputies and assistants (up 11%). While proportions of those who had performance objectives in place remained the same for heads (96%) and were up by 13 per cent for deputies and assistants, the proportion of those who had had their performance reviewed against those objectives were slightly down.

37. Generally, the above proportions were highest in secondary schools, and tended to increase as school size increased. They showed no clear pattern by regions.

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, we ensured 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 2003;

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 172 Local Education Authorities in England and Wales. Half of them (86) returned useable questionnaires. After validation of the returns, a total of some 8,860 teachers (690 paid as leadership group members and 8,180 paid as classroom teachers) were included in the analysis.

41. Results from the survey are given in Tables 21 to 28 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. 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 FTE 1,360 unattached teachers paid on the leadership group scale at September 2003, in England and Wales.

43. The distribution of these teachers on the pay scale is shown in Table 21. Their mean spine point was L10.

Progression

44. Eighty-one per cent of unattached teachers paid on the leadership group scale had remained in the same post between September 2002 and September 2003. Of these, 18 per cent received at least one additional spine point between those dates, with the remaining 82 per cent remaining on the same spine point (less than one per cent of them were paid on a lower pay 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 FTE 13,200 full-time equivalent unattached teachers paid on the classroom teachers' scale at September 2003, 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	7
Main 6	22
Upper 1	19
Upper 2	52

47. Seven per cent were on spine point M5 and below, 22 per cent were on point M6, nearly one-fifth (19%) had passed the threshold and were on U1, and more than half (52%) of unattached teachers had progressed to U2. 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 (67%) was on the upper scale. The proportion was higher for full-time teachers (75%) than part-time teachers (61%).

Progression

49. Table 24 shows the distribution of spine point at September 2002 by spine point at September 2003.

50. Ninety-one per cent of those on M5 and below were awarded one additional point. Ten per cent of those on M6 passed through the threshold and 30 per cent of those on U1 moved onto U2.

Level of allowances

51. Table 25 shows the distribution of the level of each allowance by spine point at September 2003.

52. Analysis of the data in Table 25 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, 22 per cent had a management allowance whereas of those teachers on point M6 and above 56 per cent had an allowance. Looking at just those teachers on point U1 and U2, 64 per cent received a management allowance.

53. Table 26 shows the level of each allowance received by full-time equivalent full-time and part-time teachers.

54. Of the three types of allowance available to classroom teachers the most widely received is a management allowance, with 53 per cent of unattached teachers having at least level one. Forty-one per cent of teachers received a special needs allowance and four per cent had a recruitment and retention allowance.

55. Forty-seven per cent of teachers had no management allowance, 39 per cent had level one or two and the remaining 14 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 (60%) than part-time teachers (33%) had a management allowance.

Comparisons of allowance levels between 2002 and 2003

56. Table 27 shows the changes in the level of each allowance received by full-time equivalent teachers between September 2002 and September 2003, for those teachers remaining in the same LEA at both dates.

57. Ninety-four per cent of unattached teachers had no change in the level of management allowance received at September 2003 compared to September 2002. Five per cent had an increase in their management allowance with the remaining one per cent experiencing a decrease. A greater proportion of full-time teachers (5%) than part-time teachers (3%) had an increase in the level of management allowance they received.

58. Three per cent of unattached teachers experienced a change in the level of special needs allowance they received at September 2003 compared to September 2002, while less than one per cent of unattached teachers saw a change in their recruitment and retention allowance. For both types of allowance, the majority of teachers who saw a change received an increase.

Source of entrants

59. Of the estimated 1,040 full-time unattached teachers who joined or moved between teaching posts from September 2002 to September 2003, six per cent were newly qualified, 13 per cent were returners after a break in service, 74 per cent came direct from maintained schools, and six per cent came from teaching posts elsewhere (Table 28).

60. A full-time equivalent of some 330 part-time unattached teachers was estimated to have joined or moved between teaching posts in the same period. Four per cent of these were newly qualified, 22 per cent were returners after a break in service, 69 per cent came direct from maintained schools, and five 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
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- 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
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- 12 Distribution of headteachers across individual school ranges (ISR)
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 - A By type of school
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- 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 2002 by spine point at September 2003 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
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- 19 Source of entrants to schools at September 2003, by type of school
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- 26 Distribution of the level of each allowance of full-time equivalent unattached teachers on the classroom teachers' pay spine
- 27 Changes in the level of each allowance of full-time equivalent unattached teachers on the classroom teachers' pay spine
- 28 Source of unattached teacher entrants to LEAs at September 2003

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

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TABLE 1A **Distribution of headteachers on the pay spine, by type of school**
Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	PRIMARY SCHOOLS				SECONDARY SCHOOLS			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L5	-	-	-	-	-	-	-	-
L6	1.2	2.3	390	1.9	-	-	-	-
L7	1.5	4.5	690	3.4	-	-	-	-
L8	3.7	6.7	1,130	5.6	-	-	-	-
L9	4.0	8.4	1,370	6.9	-	1.6	20	0.5
L10	7.0	7.0	1,400	7.0	-	-	-	-
L11	5.5	9.2	1,580	7.9	1.1	-	30	0.8
L12	8.5	10.1	1,900	9.5	-	1.6	20	0.5
L13	8.8	10.6	1,980	9.9	-	-	-	-
L14	11.7	7.9	1,840	9.2	-	2.7	30	0.8
L15	10.5	6.7	1,600	8.0	0.9	-	20	0.6
L16	7.0	8.7	1,620	8.1	0.9	0.9	30	0.9
L17	6.5	4.9	1,090	5.5	0.4	2.1	30	0.9
L18	5.8	3.7	890	4.4	1.4	2.0	60	1.6
L19	6.1	3.7	900	4.5	2.7	-	70	1.9
L20	3.1	1.4	400	2.0	1.9	1.2	60	1.7
L21	2.5	1.6	380	1.9	0.9	4.1	70	1.8
L22	2.6	0.6	250	1.3	2.3	4.2	100	2.9
L23	1.4	1.2	250	1.3	5.2	5.7	190	5.3
L24	0.3	0.4	80	0.4	5.8	5.1	200	5.6
L25	0.6	0.2	70	0.3	7.4	7.9	270	7.5
L26	1.1	0.1	90	0.4	6.1	6.2	220	6.1
L27	0.4	-	30	0.1	6.8	6.8	250	6.8
L28	0.1	-	10	0.0	4.5	3.6	150	4.2
L29	-	-	-	-	6.8	10.0	280	7.8
L30	0.2	-	10	0.1	7.7	4.8	250	6.8
L31	-	-	-	-	5.7	9.8	250	6.9
L32	0.2	-	10	0.1	6.1	5.5	220	5.9
L33	-	-	-	-	4.9	1.6	140	3.9
L34	-	-	-	-	7.0	3.6	220	6.0
L35	-	-	-	-	5.0	2.9	160	4.4
L36	-	-	-	-	2.1	1.9	70	2.1
L37	-	-	-	-	2.6	1.5	80	2.3
L38	-	-	-	-	0.4	1.0	20	0.6
L39	-	-	-	-	1.2	0.8	40	1.1
L40	-	-	-	-	0.3	-	10	0.2
L41	-	-	-	-	0.8	-	20	0.6
L42	-	-	-	-	0.4	0.8	20	0.6
L43	-	-	-	-	0.8	-	20	0.6
Number	7,010	12,940	19,950		2,560	1,080	3,640	

TABLE 1A (cont) Distribution of headteachers on the pay spine, by type of school
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	<i>SPECIAL SCHOOLS</i>				<i>ALL SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L5	-	-	-	-	-	-	-	-
L6	-	-	-	-	0.9	2.1	390	1.6
L7	-	-	-	-	1.0	4.0	690	2.8
L8	-	-	-	-	2.6	5.8	1,130	4.5
L9	-	-	-	-	2.8	7.5	1,390	5.6
L10	-	-	-	-	4.9	6.2	1,400	5.7
L11	-	-	-	-	4.2	8.1	1,610	6.5
L12	-	1.8	10	1.2	5.9	9.0	1,930	7.8
L13	9.2	2.8	60	5.1	6.5	9.4	2,040	8.2
L14	-	4.1	30	2.6	8.2	7.3	1,900	7.7
L15	19.4	6.2	130	10.9	8.4	6.2	1,750	7.1
L16	2.6	8.0	70	6.1	5.2	8.1	1,720	7.0
L17	-	13.5	100	8.7	4.6	5.2	1,230	5.0
L18	4.2	12.0	110	9.3	4.6	4.0	1,050	4.2
L19	5.5	6.3	70	6.0	5.2	3.5	1,040	4.2
L20	-	5.4	40	3.5	2.6	1.6	500	2.0
L21	13.7	8.7	120	10.4	2.5	2.2	570	2.3
L22	4.2	14.9	130	11.1	2.6	1.6	490	2.0
L23	16.3	5.9	110	9.6	3.0	1.8	560	2.3
L24	4.0	4.4	50	4.3	1.9	1.0	330	1.3
L25	-	-	-	-	2.3	0.8	340	1.4
L26	3.2	-	10	1.1	2.5	0.5	320	1.3
L27	5.8	2.0	40	3.3	2.2	0.6	310	1.3
L28	4.3	1.8	30	2.7	1.4	0.4	190	0.8
L29	7.4	-	30	2.6	2.1	0.7	310	1.3
L30	-	-	-	-	2.1	0.4	260	1.0
L31	-	-	-	-	1.5	0.7	250	1.0
L32	-	-	-	-	1.7	0.4	230	0.9
L33	-	-	-	-	1.2	0.1	140	0.6
L34	-	-	-	-	1.8	0.3	220	0.9
L35	-	-	-	-	1.3	0.2	160	0.6
L36	-	2.4	20	1.5	0.5	0.3	90	0.4
L37	-	-	-	-	0.7	0.1	80	0.3
L38	-	-	-	-	0.1	0.1	20	0.1
L39	-	-	-	-	0.3	0.1	40	0.2
L40	-	-	-	-	0.1	-	10	0.0
L41	-	-	-	-	0.2	-	20	0.1
L42	-	-	-	-	0.1	0.1	20	0.1
L43	-	-	-	-	0.2	-	20	0.1
Number	410	750	1,160		9,990	14,770	24,760	

TABLE 1B Distribution of headteachers on the pay spine, by region
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	North East	North West	Yorkshire & the Humber	East Midlands	West Midlands	East of England	Greater London	South East	South West	Wales
	%	%	%	%	%	%	%	%	%	%
L1	-	-	-	-	-	-	-	-	-	-
L2	-	-	-	-	-	-	-	-	-	-
L3	-	-	-	-	-	-	-	-	-	-
L4	-	-	-	-	-	-	-	-	-	-
L5	-	-	-	-	-	-	-	-	-	-
L6	2.8	1.6	1.4	0.9	1.5	1.6	-	1.7	1.4	3.7
L7	4.2	1.6	1.4	4.3	1.5	6.0	-	1.3	7.7	1.2
L8	4.2	3.2	2.1	6.9	4.5	5.4	0.9	3.8	10.4	5.0
L9	4.2	4.2	5.7	7.8	6.0	6.0	0.4	5.6	7.7	10.0
L10	1.4	5.3	9.9	6.9	3.8	5.4	0.9	5.6	9.0	7.5
L11	9.8	7.4	5.4	5.2	7.5	6.0	0.8	6.4	7.7	11.2
L12	8.4	12.1	9.2	5.2	6.0	6.5	2.9	9.4	7.7	8.7
L13	9.8	6.3	9.8	8.8	8.3	11.4	6.9	6.8	7.7	8.7
L14	4.2	7.4	12.0	8.6	11.5	8.7	4.3	5.6	4.2	10.0
L15	4.2	9.3	11.9	8.3	6.8	4.8	5.0	6.8	6.9	4.3
L16	14.0	7.3	7.1	8.2	8.6	4.2	9.8	5.5	4.2	4.3
L17	8.4	4.7	0.7	4.8	3.0	4.8	6.3	9.0	4.9	2.5
L18	3.2	3.2	4.8	2.6	3.6	4.8	9.9	3.5	2.6	4.3
L19	6.3	3.7	3.9	4.4	1.5	4.1	10.5	3.0	2.8	3.4
L20	2.8	2.1	0.7	1.3	5.3	1.6	2.4	2.1	1.2	0.5
L21	-	1.9	0.5	1.0	2.7	2.5	5.0	4.7	0.7	1.7
L22	1.4	1.8	1.1	1.7	1.9	2.0	3.5	3.5	0.5	1.2
L23	2.8	2.3	0.5	1.9	1.0	2.6	6.2	1.2	2.4	2.2
L24	-	3.0	0.5	0.9	0.9	1.2	2.5	1.4	1.0	0.5
L25	1.4	2.0	2.3	0.9	1.3	1.2	1.3	1.1	1.0	0.9
L26	1.4	1.8	0.9	1.4	2.2	0.4	2.0	1.3	1.0	0.5
L27	-	1.1	0.6	0.9	3.2	-	1.7	1.1	1.0	2.8
L28	-	-	0.9	0.9	1.3	0.9	2.1	0.6	0.5	0.5
L29	2.8	-	1.8	0.9	3.2	0.4	1.8	1.5	0.5	0.9
L30	1.4	0.8	1.4	0.5	-	1.6	1.7	1.6	0.5	0.9
L31	-	1.9	1.4	0.5	0.9	2.1	1.3	0.6	0.5	-
L32	-	1.1	0.5	1.4	-	1.6	2.0	1.0	0.5	0.5
L33	-	-	-	0.5	1.3	-	1.9	1.0	-	0.9
L34	1.4	1.1	0.9	0.9	-	-	1.7	0.6	1.6	0.9
L35	-	1.1	0.5	0.5	-	1.2	0.7	0.3	1.6	-
L36	-	-	-	0.9	0.4	-	1.1	0.6	0.5	-
L37	-	0.8	-	0.5	-	0.4	0.7	0.3	-	0.5
L38	-	-	-	-	0.4	-	-	0.3	-	-
L39	-	-	-	-	-	-	0.7	0.6	-	-
L40	-	-	-	-	-	-	0.3	-	-	-
L41	-	-	0.5	-	-	-	0.4	-	-	-
L42	-	-	-	-	-	0.4	0.4	-	-	-
L43	-	-	-	-	-	-	0.4	0.3	-	-
Number	1,290	3,430	2,400	2,180	2,500	2,660	2,500	3,460	2,420	1,910

TABLE 1C Distribution of headteachers on the pay spine, by size of school
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
	%	%	%	%	%	%	%	%
L1	-	-	-	-	-	-	-	-
L2	-	-	-	-	-	-	-	-
L3	-	-	-	-	-	-	-	-
L4	-	-	-	-	-	-	-	-
L5	-	-	-	-	-	-	-	-
L6	7.2	-	-	-	-	-	-	-
L7	12.7	-	-	-	-	-	-	-
L8	17.5	1.8	-	-	-	-	-	-
L9	18.0	4.2	-	-	-	-	-	-
L10	15.2	5.8	-	-	-	-	-	-
L11	12.4	8.8	1.3	-	-	-	-	-
L12	6.4	15.3	0.9	-	-	-	-	-
L13	5.1	15.3	4.9	-	-	-	-	-
L14	3.0	13.7	7.7	-	-	-	-	-
L15	1.2	12.3	9.6	-	-	-	-	-
L16	1.1	8.4	16.6	4.7	-	-	-	-
L17	0.3	5.8	11.5	7.7	-	-	-	-
L18	-	3.5	11.8	10.5	2.8	-	-	-
L19	-	3.0	12.2	14.4	-	-	-	-
L20	-	0.7	7.3	4.0	4.2	-	-	-
L21	-	0.4	5.7	16.6	4.7	1.5	-	-
L22	-	-	5.1	11.0	7.3	3.7	-	-
L23	-	0.5	3.4	11.3	18.1	3.4	-	-
L24	-	0.1	0.9	7.1	9.0	8.2	-	-
L25	-	0.1	-	5.4	12.8	8.2	3.5	-
L26	-	0.1	0.2	3.9	9.2	12.0	1.1	-
L27	-	-	0.6	0.9	9.1	12.9	1.6	-
L28	-	-	-	1.5	5.3	8.8	0.9	-
L29	-	-	-	-	12.1	7.4	10.1	-
L30	-	0.1	-	-	1.1	11.7	8.1	-
L31	-	-	-	-	-	5.1	17.8	-
L32	-	-	-	0.9	1.1	2.4	15.9	5.4
L33	-	-	-	-	1.0	2.0	9.2	6.0
L34	-	-	-	-	-	6.7	10.0	14.0
L35	-	-	-	-	-	2.6	11.0	5.0
L36	-	-	-	-	1.1	1.5	3.7	13.0
L37	-	-	-	-	-	1.8	2.7	17.4
L38	-	-	-	-	1.2	-	-	6.0
L39	-	-	-	-	-	-	2.7	6.1
L40	-	-	-	-	-	-	-	4.2
L41	-	-	-	-	-	-	0.9	6.0
L42	-	-	-	-	-	-	0.9	6.0
L43	-	-	-	-	-	-	-	11.1
Number	5,380	10,090	4,600	1,220	920	1,330	1,040	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 2003

National estimates

Spine point 2003	PRIMARY SCHOOLS					SECONDARY SCHOOLS							
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	
	%	%	%	%	%	%	%	%	%	%	%	%	
L1	-	-	-	-	-	-	-	-	-	-	-	-	
L2	-	-	-	-	-	-	-	-	-	-	-	-	
L3	-	-	-	-	-	-	-	-	-	-	-	-	
L4	-	-	-	-	-	-	-	-	-	-	-	-	
L5	-	-	-	-	-	-	-	-	-	-	-	-	
L6	7.2	-	-	-	-	-	-	-	-	-	-	-	
L7	12.8	-	-	-	-	-	-	-	-	-	-	-	
L8	17.5	1.9	-	-	-	-	-	-	-	-	-	-	
L9	18.0	4.1	-	-	-	29.9	-	-	-	-	-	-	
L10	15.2	5.9	-	-	-	-	-	-	-	-	-	-	
L11	12.4	9.0	0.8	-	-	-	14.2	-	-	-	-	-	
L12	6.2	15.5	1.0	-	-	29.9	-	-	-	-	-	-	
L13	5.2	15.3	4.9	-	-	-	-	-	-	-	-	-	
L14	3.0	13.7	8.0	-	-	-	14.2	-	-	-	-	-	
L15	1.2	12.0	8.7	-	-	21.7	4.8	-	-	-	-	-	
L16	1.1	8.6	16.8	5.1	-	-	15.8	-	-	-	-	-	
L17	0.3	5.6	12.0	6.2	-	-	10.9	4.3	-	-	-	-	
L18	-	3.3	12.6	8.1	-	18.4	5.4	10.4	1.7	-	-	-	
L19	-	3.1	12.7	14.3	-	-	20.5	12.5	-	-	-	-	
L20	-	0.7	7.2	5.0	-	-	8.8	9.4	3.2	-	-	-	
L21	-	0.4	5.6	20.8	-	-	-	14.4	2.0	1.5	-	-	
L22	-	-	4.7	8.8	19.2	-	5.4	10.4	5.4	2.7	-	-	
L23	-	0.5	3.5	8.7	14.3	-	-	10.4	19.2	3.5	-	-	
L24	-	0.1	1.0	-	31.1	-	-	23.3	9.1	7.1	-	-	
L25	-	0.1	-	10.1	-	-	-	4.8	18.0	8.4	3.6	-	
L26	-	0.1	0.3	8.8	23.5	-	-	-	8.2	12.3	1.1	-	
L27	-	-	0.4	2.0	-	-	-	-	9.2	13.2	1.6	-	
L28	-	-	-	-	11.9	-	-	-	4.0	9.0	1.0	-	
L29	-	-	-	-	-	-	-	-	12.3	7.6	10.3	-	
L30	-	0.1	-	-	-	-	-	-	1.5	11.9	8.2	-	
L31	-	-	-	-	-	-	-	-	-	5.3	18.1	-	
L32	-	-	-	2.0	-	-	-	-	1.5	2.4	16.2	5.4	
L33	-	-	-	-	-	-	-	-	1.4	2.0	9.3	6.0	
L34	-	-	-	-	-	-	-	-	-	6.9	10.2	14.0	
L35	-	-	-	-	-	-	-	-	-	2.7	11.2	5.0	
L36	-	-	-	-	-	-	-	-	1.5	1.6	2.0	13.0	
L37	-	-	-	-	-	-	-	-	-	1.8	2.7	17.4	
L38	-	-	-	-	-	-	-	-	1.7	-	-	6.0	
L39	-	-	-	-	-	-	-	-	-	-	2.7	6.1	
L40	-	-	-	-	-	-	-	-	-	-	-	4.2	
L41	-	-	-	-	-	-	-	-	-	-	0.9	6.0	
L42	-	-	-	-	-	-	-	-	-	-	0.9	6.0	
L43	-	-	-	-	-	-	-	-	-	-	-	11.1	
Number	5,370	9,860	4,100	540	80	60	200	230	650	1,300	1,020	180	

Group pay ranges are marked

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TABLE 2A **Distribution of deputy headteachers on the pay spine, by type of school**
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	<i>PRIMARY SCHOOLS</i>				<i>SECONDARY SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	1.9	3.0	410	2.7	-	-	-	-
L2	2.2	3.9	530	3.5	-	-	-	-
L3	2.6	4.8	650	4.3	-	-	-	-
L4	12.1	9.4	1,510	10.0	-	-	-	-
L5	6.2	12.6	1,670	11.1	-	0.8	20	0.3
L6	10.3	15.7	2,170	14.5	-	-	-	-
L7	17.3	14.3	2,260	15.0	0.3	0.8	30	0.5
L8	12.4	11.3	1,730	11.5	1.8	1.0	90	1.5
L9	12.2	7.4	1,280	8.5	1.4	1.9	100	1.6
L10	10.0	6.1	1,050	7.0	0.8	3.6	110	1.8
L11	6.5	5.2	830	5.5	2.2	1.4	120	1.9
L12	1.5	3.2	420	2.8	1.1	2.0	90	1.4
L13	2.7	1.2	240	1.6	4.5	2.9	240	4.0
L14	0.8	0.5	90	0.6	6.0	3.9	320	5.3
L15	0.7	0.3	50	0.4	9.8	12.1	650	10.6
L16	0.6	0.6	90	0.6	13.6	11.5	790	12.9
L17	-	0.5	60	0.4	10.9	13.6	720	11.8
L18	-	-	-	-	13.4	7.4	690	11.3
L19	-	-	-	-	7.6	10.9	540	8.8
L20	-	-	-	-	7.1	8.7	470	7.6
L21	-	-	-	-	8.0	4.5	420	6.8
L22	-	-	-	-	3.6	2.5	190	3.2
L23	-	-	-	-	3.7	4.0	230	3.8
L24	-	-	-	-	1.4	2.7	110	1.9
L25	-	-	-	-	0.9	1.8	70	1.2
L26	-	-	-	-	1.3	0.5	60	1.0
L27	-	-	-	-	-	0.4	10	0.1
L28	-	-	-	-	0.5	0.9	40	0.6
L29	-	-	-	-	-	-	-	-
L30	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
Number	3,580	11,440	15,020		3,960	2,140	6,100	

TABLE 2A (cont) Distribution of deputy headteachers on the pay spine, by type of school
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	SPECIAL SCHOOLS				ALL SCHOOLS			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	-	-	-	-	0.9	2.4	410	1.8
L2	-	-	-	-	1.0	3.1	530	2.4
L3	-	-	-	-	1.2	3.8	650	2.9
L4	-	3.3	30	2.4	5.5	7.7	1,530	6.9
L5	-	-	-	-	2.8	10.1	1,690	7.6
L6	-	4.6	40	3.3	4.7	12.8	2,210	9.9
L7	4.6	8.3	80	7.2	8.2	12.0	2,370	10.7
L8	3.3	11.3	100	9.0	6.7	9.7	1,930	8.7
L9	21.1	11.6	160	14.3	7.1	6.8	1,540	6.9
L10	-	11.5	90	8.3	5.0	6.0	1,250	5.6
L11	18.6	9.1	130	11.8	4.8	4.8	1,080	4.8
L12	22.8	10.8	160	14.2	2.2	3.5	670	3.0
L13	17.7	11.7	150	13.4	4.2	2.1	630	2.8
L14	-	2.1	20	1.5	3.4	1.1	420	1.9
L15	3.0	9.7	90	7.8	5.4	2.5	790	3.5
L16	-	2.1	20	1.5	7.1	2.3	890	4.0
L17	-	-	-	-	5.5	2.4	780	3.5
L18	3.3	-	10	1.0	6.9	1.1	700	3.1
L19	-	-	-	-	3.8	1.6	530	2.4
L20	5.5	2.2	40	3.1	3.8	1.4	500	2.3
L21	-	1.6	10	1.2	4.1	0.8	430	1.9
L22	-	-	-	-	1.8	0.4	190	0.9
L23	-	-	-	-	1.9	0.6	230	1.0
L24	-	-	-	-	0.7	0.4	110	0.5
L25	-	-	-	-	0.5	0.3	70	0.3
L26	-	-	-	-	0.7	0.1	60	0.3
L27	-	-	-	-	-	0.1	10	0.0
L28	-	-	-	-	0.2	0.1	40	0.2
L29	-	-	-	-	-	-	-	-
L30	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
Number	320	810	1,130		7,850	14,400	22,250	

TABLE 2B Distribution of deputy headteachers on the pay spine, by region
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	North East	North West	Yorkshire & the Humber	East Midlands	West Midlands	East of England	Greater London	South East	South West	Wales
	%	%	%	%	%	%	%	%	%	%
L1	1.5	1.0	1.6	2.1	3.3	0.6	-	1.0	3.9	6.0
L2	3.1	1.0	1.6	4.2	1.6	4.5	0.8	1.5	3.9	4.5
L3	-	2.6	4.1	5.3	2.4	3.2	1.1	3.9	3.0	3.0
L4	6.2	7.9	6.5	5.3	7.1	7.1	1.7	8.3	12.8	7.5
L5	13.9	9.4	10.6	8.5	4.9	9.7	2.1	6.8	7.9	6.0
L6	6.2	12.1	15.5	9.5	7.9	10.9	7.3	9.2	7.9	11.1
L7	13.9	11.5	12.8	13.9	9.5	7.8	7.8	12.6	4.7	13.4
L8	7.7	6.7	12.6	4.8	7.8	10.5	7.4	9.6	6.9	14.1
L9	10.8	5.2	3.2	7.5	9.6	7.2	10.3	4.1	7.6	6.0
L10	3.5	5.2	2.4	4.3	8.2	4.8	9.9	6.1	2.0	6.6
L11	8.6	4.2	4.0	3.7	7.1	4.2	7.4	2.5	6.4	1.6
L12	4.6	1.5	1.6	5.0	4.3	2.4	4.3	4.1	2.5	-
L13	1.5	3.2	3.7	2.7	2.9	2.9	3.7	1.6	3.2	2.0
L14	3.1	2.9	2.6	2.2	-	0.5	3.0	1.2	3.0	0.5
L15	4.6	5.0	1.8	4.4	1.0	2.6	2.2	5.3	6.4	2.2
L16	-	4.0	2.6	6.1	5.7	3.9	4.5	3.9	5.2	2.2
L17	4.6	2.5	2.6	2.2	3.3	4.9	5.1	3.7	3.0	2.7
L18	1.5	4.9	1.1	0.6	6.2	4.9	2.3	2.6	2.2	2.9
L19	-	1.9	3.7	1.7	2.4	1.0	3.2	3.7	2.2	2.7
L20	1.5	2.2	1.6	1.7	0.5	2.5	5.2	2.9	0.7	1.6
L21	1.5	1.5	1.1	-	3.4	3.4	2.1	1.1	3.0	2.2
L22	-	0.7	1.6	2.8	-	0.5	1.6	0.4	-	1.1
L23	-	2.6	-	1.1	-	-	1.4	1.8	1.5	-
L24	-	-	0.5	0.6	1.0	-	2.1	0.4	-	-
L25	1.5	-	0.5	-	-	-	1.6	-	-	-
L26	-	-	-	-	-	-	0.6	1.5	-	-
L27	-	-	-	-	-	-	0.3	-	-	-
L28	-	-	-	-	-	-	0.9	0.4	-	-
L29	-	-	-	-	-	-	-	-	-	-
L30	-	-	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-	-	-
Number	1,160	3,450	2,090	1,780	2,300	2,240	2,880	3,050	1,710	1,600

TABLE 2C Distribution of deputy headteachers on the pay spine, by size of school
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
	%	%	%	%	%	%	%	%
L1	13.3	2.1	-	-	-	-	-	-
L2	16.0	2.7	0.3	-	-	-	-	-
L3	13.4	4.5	0.4	-	-	-	-	-
L4	17.4	12.7	2.1	-	1.0	-	-	-
L5	10.7	15.0	3.5	-	-	-	-	-
L6	8.8	18.8	8.6	-	-	-	-	-
L7	10.0	16.8	14.4	5.3	-	-	-	-
L8	3.4	11.3	16.9	9.2	0.8	-	-	-
L9	4.0	6.1	17.6	9.2	1.8	0.7	-	-
L10	2.1	5.4	12.7	9.6	4.2	-	-	-
L11	0.9	3.1	10.9	14.2	9.0	0.5	-	-
L12	-	1.3	4.8	19.1	5.0	1.8	-	-
L13	-	-	5.2	12.7	12.5	2.9	0.6	-
L14	-	0.1	1.1	4.2	9.4	7.1	0.8	2.6
L15	-	-	1.2	6.1	21.4	12.3	4.8	2.0
L16	-	-	0.3	7.6	13.6	16.5	9.5	11.5
L17	-	0.1	0.2	2.8	10.0	16.4	8.8	11.6
L18	-	-	-	-	3.9	15.6	12.4	12.9
L19	-	-	-	-	1.4	5.3	17.8	11.3
L20	-	-	-	-	4.3	6.4	14.6	4.2
L21	-	-	-	-	1.7	7.9	9.6	9.4
L22	-	-	-	-	-	0.8	6.3	11.2
L23	-	-	-	-	-	2.2	9.5	-
L24	-	-	-	-	-	1.8	1.9	7.4
L25	-	-	-	-	-	1.6	-	7.6
L26	-	-	-	-	-	-	1.1	8.5
L27	-	-	-	-	-	-	0.5	-
L28	-	-	-	-	-	-	2.0	-
L29	-	-	-	-	-	-	-	-
L30	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
Number	1,670	8,980	4,350	1,290	1,340	2,190	1,940	500

TABLE 3A **Distribution of assistant headteachers on the pay spine, by type of school**
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	<i>PRIMARY SCHOOLS</i>				<i>SECONDARY SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	10.8	10.9	310	10.9	-	-	-	-
L2	5.2	10.1	260	9.3	-	-	-	-
L3	9.6	5.8	180	6.4	-	-	-	-
L4	17.0	13.6	400	14.2	-	-	-	-
L5	22.6	20.0	580	20.4	0.2	0.2	20	0.2
L6	10.2	19.6	510	18.1	0.6	1.3	90	0.9
L7	4.4	8.7	220	8.0	2.0	1.9	180	2.0
L8	14.1	4.9	180	6.4	0.8	1.4	100	1.1
L9	-	4.5	110	3.7	5.0	3.7	410	4.4
L10	-	0.5	10	0.4	10.1	10.6	950	10.3
L11	-	0.8	20	0.7	17.5	19.3	1,690	18.3
L12	2.0	-	10	0.3	25.9	21.9	2,230	24.1
L13	-	0.6	10	0.5	15.7	15.8	1,450	15.7
L14	-	-	-	-	11.3	14.5	1,180	12.7
L15	-	-	-	-	5.5	4.3	460	5.0
L16	-	-	-	-	3.2	2.4	270	2.9
L17	-	-	-	-	1.0	1.6	120	1.3
L18	4.0	-	20	0.6	0.5	0.5	50	0.5
L19	-	-	-	-	-	0.5	20	0.2
L20	-	-	-	-	0.6	-	30	0.3
L21	-	-	-	-	-	-	-	-
L22	-	-	-	-	-	-	-	-
L23	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
Number	460	2,360	2,810		5,220	4,040	9,250	

TABLE 3A (cont) Distribution of assistant headteachers on the pay spine, by type of school
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	<i>SPECIAL SCHOOLS</i>				<i>ALL SCHOOLS</i>			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1	-	-	-	-	0.8	3.7	310	2.4
L2	-	-	-	-	0.4	3.5	260	2.1
L3	-	-	-	-	0.8	2.0	180	1.4
L4	-	-	-	-	1.3	4.7	400	3.1
L5	-	9.1	40	6.8	2.0	7.6	640	5.0
L6	8.3	12.7	80	11.6	1.6	8.4	670	5.3
L7	60.7	33.1	260	39.9	3.8	6.5	670	5.3
L8	-	13.3	70	10.0	1.8	3.5	350	2.7
L9	-	11.6	60	8.7	4.4	4.5	570	4.5
L10	12.1	5.4	50	7.0	9.3	6.7	1,010	7.9
L11	10.7	7.3	50	8.1	15.9	12.1	1,760	13.9
L12	-	-	-	-	23.3	12.8	2,240	17.6
L13	-	5.4	30	4.1	14.0	9.9	1,500	11.8
L14	8.3	-	10	2.0	10.4	8.5	1,190	9.4
L15	-	-	-	-	4.9	2.5	460	3.6
L16	-	2.2	10	1.7	2.9	1.6	280	2.2
L17	-	-	-	-	0.9	1.0	120	0.9
L18	-	-	-	-	0.8	0.3	60	0.5
L19	-	-	-	-	-	0.3	20	0.1
L20	-	-	-	-	0.5	-	30	0.2
L21	-	-	-	-	-	-	-	-
L22	-	-	-	-	-	-	-	-
L23	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
Number	<i>160</i>	<i>490</i>	<i>650</i>		<i>5,840</i>	<i>6,880</i>	<i>12,720</i>	

TABLE 3B Distribution of assistant headteachers on the pay spine, by region
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	North East	North West	Yorkshire & the Humber	East Midlands	West Midlands	East of England	Greater London	South East	South West	Wales
	%	%	%	%	%	%	%	%	%	%
L1	-	1.1	1.2	3.3	1.4	2.1	-	6.2	6.3	-
L2	-	1.1	4.8	3.3	2.9	1.1	0.6	1.5	-	8.5
L3	4.4	-	2.4	1.7	1.4	1.1	1.4	-	4.7	-
L4	-	-	1.2	3.3	8.6	4.3	2.6	3.9	4.7	-
L5	8.8	6.6	6.0	5.9	7.6	4.2	2.7	4.6	4.7	-
L6	4.3	5.4	4.6	1.7	4.2	5.8	9.6	5.5	5.6	-
L7	-	4.0	3.3	8.0	3.7	3.7	6.4	4.4	7.9	13.5
L8	-	-	1.5	2.5	3.1	3.7	2.7	5.8	4.0	-
L9	-	9.3	5.4	4.3	4.8	8.4	1.0	2.3	2.4	4.7
L10	4.3	10.3	7.7	8.7	8.4	14.6	4.8	4.7	10.7	1.6
L11	8.7	13.2	15.5	19.9	14.4	16.2	7.3	17.8	14.3	4.7
L12	43.4	24.9	17.0	17.4	13.5	16.2	14.3	15.1	16.7	14.0
L13	13.0	13.2	13.2	3.5	10.5	11.4	16.5	13.0	6.0	14.0
L14	8.7	10.1	8.5	9.6	10.3	3.2	11.1	9.9	7.2	18.6
L15	-	-	5.4	3.5	4.2	1.6	9.3	1.7	1.2	7.8
L16	-	0.8	2.3	-	-	1.6	6.5	1.2	2.4	6.6
L17	-	-	-	2.6	-	0.8	1.4	1.2	1.2	3.1
L18	-	-	-	0.9	-	-	1.4	0.6	-	3.1
L19	-	-	-	-	-	-	0.4	0.6	-	-
L20	4.3	-	-	-	0.8	-	-	-	-	-
L21	-	-	-	-	-	-	-	-	-	-
L22	-	-	-	-	-	-	-	-	-	-
L23	-	-	-	-	-	-	-	-	-	-
to	-	-	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-	-	-
Number	410	1,660	1,410	1,130	1,300	1,350	1,910	1,910	1,060	570

TABLE 3C Distribution of assistant headteachers on the pay spine, by size of school
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
	%	%	%	%	%	%	%	%
L1	32.8	10.1	5.0	5.7	-	-	-	-
L2	29.4	15.2	3.0	-	-	-	-	-
L3	13.1	7.9	5.6	-	-	-	-	-
L4	13.1	21.6	10.8	-	0.9	-	-	-
L5	-	8.2	32.7	11.7	1.8	-	-	-
L6	-	24.5	17.1	15.2	2.9	0.3	-	-
L7	6.7	2.8	14.2	29.9	4.1	2.1	-	-
L8	-	6.1	6.6	12.0	2.8	1.0	-	-
L9	-	2.6	1.5	8.6	13.0	3.4	2.7	2.9
L10	-	1.1	1.3	8.2	14.2	11.2	4.8	17.2
L11	-	-	2.3	5.2	19.9	20.5	14.7	22.3
L12	5.0	-	-	1.1	15.4	29.0	24.3	21.2
L13	-	-	-	1.4	9.9	13.0	22.8	11.7
L14	-	-	-	1.1	8.0	9.5	19.3	7.9
L15	-	-	-	-	3.1	4.9	6.1	4.8
L16	-	-	-	-	2.4	2.7	3.1	5.7
L17	-	-	-	-	0.6	1.0	1.6	2.6
L18	-	-	-	-	1.1	0.5	0.6	1.0
L19	-	-	-	-	-	-	-	2.4
L20	-	-	-	-	-	0.9	-	-
L21	-	-	-	-	-	-	-	-
L22	-	-	-	-	-	-	-	-
L23	-	-	-	-	-	-	-	-
<i>to</i>	-	-	-	-	-	-	-	-
L43	-	-	-	-	-	-	-	-
Number	250	1,000	1,260	1,030	1,590	3,290	3,520	770

TABLE 4

Percentages of headteachers, deputy and assistant headteachers who had remained in the same post between September 2002 and September 2003, by type of school, by region and by size of school

Maintained schools in England and Wales, September 2003

National estimates

	HEADTEACHERS			DEPUTY HEADS			ASSISTANT HEADS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%	%	%	%
All	90	84	86	84	77	79	76	67	71
School type									
Primary	91	85	87	84	76	78	73	58	61
Secondary	87	74	83	85	82	84	77	71	74
Special	84	86	85	72	66	68	58	72	69
Region									
North East	94	87	90	73	82	80	77	60	70
North West	94	84	88	85	75	79	70	69	69
Yorkshire & the Humber	81	86	84	89	71	77	82	66	73
East Midlands	92	86	88	87	72	78	76	62	69
West Midlands	96	79	87	86	74	79	81	80	80
East of England	86	84	85	84	84	84	74	76	75
Greater London	91	89	89	83	80	81	82	63	70
South East	89	79	82	83	75	78	67	53	59
South West	82	80	81	81	78	79	75	74	74
Wales	93	93	93	88	74	80	89	78	85
School Group									
One	93	85	87	89	72	75	57	77	74
Two	92	84	87	85	77	79	79	46	51
Three	87	85	86	82	74	76	62	72	70
Four	88	74	82	79	85	83	75	50	56
Five	86	89	87	91	73	83	70	69	70
Six	91	77	87	83	79	82	79	72	76
Seven	87	82	85	86	89	87	78	78	78
Eight	85	54	81	77	75	76	77	53	66

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 2003

National estimates, leadership group members who were in the same post at September 2002 and September 2003

	<i>HEADTEACHERS</i> ^(a)	<i>DEPUTY HEADTEACHERS</i> ^(b)	<i>ASSISTANT HEADTEACHERS</i> ^(c)
	%	%	%
All	61	61	51
School type			
Primary	62	62	49
Secondary	52	57	52
Special	70	62	40
Region			
North East	67	68	57
North West	64	67	49
Yorkshire & the Humber	63	58	54
East Midlands	60	63	41
West Midlands	59	47	51
East of England	60	56	36
Greater London	64	62	62
South East	61	64	47
South West	53	57	56
Wales	63	66	64
School Group			
One	59	55	31
Two	67	64	39
Three	60	61	47
Four	49	53	57
Five	65	67	56
Six	46	58	52
Seven	55	56	55
Eight	50	54	34

- (a) Excluding 2,580 headteacher posts in primary schools, 620 posts in secondary schools and 170 posts in special schools where the postholder had changed.
- (b) Excluding 3,250 deputy headteacher posts in primary schools, 970 posts in secondary schools and 360 posts in special schools where the postholder had changed.
- (c) Excluding 1,110 assistant headteacher posts in primary schools, 2,370 posts in secondary schools and 200 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 2003

National estimates^(a), headteachers who were in the same post at September 2002 and September 2003

Additional spine points	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
	PRIMARY SCHOOLS				SECONDARY SCHOOLS			
<-1	0.3	0.2	40	0.2	-	1.4	10	0.4
-1	-	-	-	-	-	-	-	-
0	38.6	36.5	6,480	37.3	49.6	43.9	1,450	48.1
1	45.4	42.6	7,590	43.7	32.6	33.8	990	32.9
2	14.6	18.9	3,010	17.3	15.3	17.4	480	15.9
3	0.5	1.2	160	0.9	0.8	1.2	30	0.9
4	0.1	0.1	20	0.1	1.4	-	30	1.0
5	0.3	0.2	40	0.2	0.3	1.0	20	0.5
6	-	0.3	30	0.2	-	-	-	-
7	-	-	-	-	-	-	-	-
8	0.2	-	10	0.1	-	-	-	-
9	-	-	-	-	-	-	-	-
>9	-	-	-	-	-	1.4	10	0.4
Number	6,410	10,970	17,380		2,220	800	3,020	
	%	%	Headcount	%	%	%	Headcount	%
	SPECIAL SCHOOLS				ALL SCHOOLS			
<-1	-	-	-	-	0.2	0.3	50	0.2
-1	-	-	-	-	-	-	-	-
0	23.5	33.6	300	30.0	40.7	36.8	8,230	38.5
1	53.7	45.7	480	48.5	42.6	42.2	9,060	42.4
2	19.7	15.6	170	17.1	15.0	18.6	3,660	17.1
3	-	-	-	-	0.5	1.1	190	0.9
4	-	5.1	30	3.3	0.5	0.3	80	0.4
5	-	-	-	-	0.3	0.2	50	0.2
6	3.1	-	10	1.1	0.1	0.3	40	0.2
7	-	-	-	-	-	-	-	-
8	-	-	-	-	0.1	-	10	0.1
9	-	-	-	-	-	-	-	-
>9	-	-	-	-	-	0.1	10	0.1
Number	350	650	990		8,970	12,420	21,390	

(a) Excluding 2,580 headteacher posts in primary schools, 620 posts in secondary schools and 170 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 2003

National estimates^(a), deputy headteachers who were in the same post at September 2002 and September 2003

Additional spine points	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
	PRIMARY SCHOOLS				SECONDARY SCHOOLS			
<-1	-	-	-	-	1.2	1.3	60	1.2
-1	-	0.2	20	0.1	0.6	-	20	0.4
0	36.0	38.0	4,410	37.5	44.5	34.6	2,100	41.0
1	53.3	50.9	6,060	51.5	40.9	46.9	2,200	43.0
2	10.6	9.3	1,130	9.6	9.0	11.7	510	9.9
3	-	1.0	90	0.8	2.2	3.3	130	2.6
4	-	0.3	20	0.2	0.7	1.0	40	0.8
5	-	0.4	30	0.3	-	-	-	-
6	-	-	-	-	-	-	-	-
7	-	-	-	-	0.3	-	10	0.2
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	0.6	10	0.2
>9	-	-	-	-	0.7	0.6	30	0.6
Number	3,020	8,750	11,770		3,380	1,750	5,130	
	SPECIAL SCHOOLS				ALL SCHOOLS			
<-1	-	-	-	-	0.6	0.2	60	0.4
-1	-	-	-	-	0.3	0.2	40	0.2
0	32.5	41.0	290	38.5	40.2	37.6	6,810	38.6
1	36.3	41.1	300	39.6	46.4	49.8	8,570	48.5
2	19.1	17.9	140	18.2	10.1	10.1	1,780	10.1
3	7.5	-	20	2.2	1.4	1.3	240	1.4
4	-	-	-	-	0.3	0.4	60	0.3
5	-	-	-	-	-	0.3	30	0.2
6	4.7	-	10	1.4	0.2	-	10	0.1
7	-	-	-	-	0.2	-	10	0.1
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	0.1	10	0.1
>9	-	-	-	-	0.3	0.1	30	0.2
Number	230	540	770		6,630	11,030	17,660	

(a) Excluding 3,250 deputy headteacher posts in primary schools, 970 posts in secondary schools and 360 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 2003

National estimates^(a), assistant headteachers who were in the same post at September 2002 and September 2003

Additional spine points	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
	<i>PRIMARY SCHOOLS</i>				<i>SECONDARY SCHOOLS</i>			
<-1	-	2.2	30	1.8	0.3	-	10	0.2
-1	-	-	-	-	0.5	0.4	30	0.4
0	50.1	49.2	840	49.4	47.0	47.1	3,240	47.0
1	35.6	39.9	670	39.0	43.9	45.8	3,080	44.7
2	8.8	8.7	150	8.7	5.5	4.6	350	5.1
3	-	-	-	-	2.0	1.1	110	1.6
4	-	-	-	-	0.6	0.7	40	0.6
5	-	-	-	-	-	0.4	10	0.2
6	5.5	-	20	1.1	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
>9	-	-	-	-	0.2	-	10	0.1
Number	330	1,370	1,710		4,030	2,860	6,890	
	%	%	Headcount	%	%	%	Headcount	%
	<i>SPECIAL SCHOOLS</i>				<i>ALL SCHOOLS</i>			
<-1	-	-	-	-	0.3	0.7	40	0.5
-1	-	-	-	-	0.4	0.2	30	0.3
0	60.9	59.8	270	60.1	47.5	48.6	4,350	48.1
1	39.1	36.1	160	36.8	43.2	43.3	3,910	43.3
2	-	4.1	10	3.2	5.6	5.8	520	5.7
3	-	-	-	-	1.8	0.7	110	1.2
4	-	-	-	-	0.5	0.4	40	0.5
5	-	-	-	-	-	0.2	10	0.1
6	-	-	-	-	0.4	-	20	0.2
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
>9	-	-	-	-	0.2	-	10	0.1
Number	90	350	450		4,460	4,580	9,040	

(a) Excluding 1,110 assistant headteacher posts in primary schools, 2,370 posts in secondary schools and 200 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 2003

National estimates^(a), where the postholder changed between September 2002 and September 2003

Additional spine points	Headteachers	
	Number	Percent
	Headcount	%
-9	-	-
-8	-	-
-7	20	0.7
-6	80	2.5
-5	130	3.8
-4	220	6.5
-3	290	8.5
-2	500	14.9
-1	90	2.8
0	960	28.5
1	460	13.8
2	290	8.7
3	180	5.5
4	70	2.1
5	-	-
6	40	1.3
7	-	-
8	20	0.5
9	-	-
10	-	-
Number	3,370	100.0

(a) Estimated from those posts for which the spine point at September 2002 was known.

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

Maintained schools in England and Wales, September 2003

National estimates^(a), where the postholder changed between September 2002 and September 2003

Additional spine points	Deputy headteachers	
	Number	Percent
	Headcount	%
-9	20	0.3
-8	40	0.9
-7	20	0.4
-6	40	0.8
-5	140	3.1
-4	180	3.9
-3	480	10.4
-2	450	9.8
-1	640	13.9
0	1,410	30.8
1	630	13.7
2	350	7.6
3	90	2.1
4	50	1.0
5	-	-
6	-	-
7	20	0.4
8	20	0.4
9	-	-
10	30	0.6
Number	4,590	100.0

(a) Estimated from those posts for which the spine point at September 2002 was known.

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

Maintained schools in England and Wales, September 2003

National estimates^(a), where the postholder changed between September 2002 and September 2003

Additional spine points	Assistant headteachers	
	Number	Percent
	Headcount	%
-9	-	-
-8	-	-
-7	-	-
-6	60	1.5
-5	60	1.5
-4	150	4.0
-3	120	3.3
-2	200	5.3
-1	650	17.6
0	1,350	36.7
1	780	21.3
2	150	4.1
3	120	3.3
4	-	-
5	-	-
6	50	1.4
7	-	-
8	-	-
9	-	-
Number	3,680	100.0

(a) Estimated from those posts for which the spine point at September 2002 was known.

TABLE 12A **Distribution of headteachers across individual school ranges (ISR), by type of school**
 Maintained schools in England and Wales, September 2003

National estimates

ISR	PRIMARY SCHOOLS				SECONDARY SCHOOLS			
	Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent
	%	%	Headcount	%	%	%	Headcount	%
L1 to L7	-	-	-	-	-	-	-	-
L2 to L8	-	-	-	-	-	-	-	-
L3 to L9	-	0.1	20	0.1	-	-	-	-
L4 to L10	-	-	-	-	-	-	-	-
L5 to L11	0.2	0.1	30	0.2	-	-	-	-
L6 to L12	8.3	15.7	2,620	13.1	-	-	-	-
L7 to L13	3.4	5.7	970	4.9	-	1.7	20	0.5
L8 to L14	7.9	13.3	2,280	11.4	-	1.7	20	0.5
L9 to L15	7.4	7.5	1,490	7.4	-	-	-	-
L10 to L16	9.8	10.7	2,070	10.4	-	-	-	-
L11 to L17	12.3	12.2	2,440	12.2	1.7	-	40	1.2
L12 to L18	8.0	8.1	1,610	8.1	-	-	-	-
L13 to L19	12.0	8.0	1,880	9.4	0.5	1.1	20	0.6
L14 to L20	8.0	3.1	960	4.8	1.2	3.9	70	2.0
L15 to L21	5.4	5.7	1,110	5.6	0.8	-	20	0.6
L16 to L22	6.8	5.0	1,130	5.6	2.1	0.9	60	1.8
L17 to L23	1.9	1.3	300	1.5	1.5	1.2	50	1.4
L18 to L24	4.6	2.0	570	2.9	2.8	2.1	100	2.6
L19 to L25	1.1	0.4	120	0.6	2.3	3.4	100	2.6
L20 to L26	0.4	-	30	0.1	1.2	3.2	70	1.8
L21 to L27	1.1	0.9	190	0.9	6.6	10.4	280	7.7
L22 to L28	0.1	0.1	20	0.1	3.3	2.1	110	3.0
L23 to L29	0.9	0.1	80	0.4	8.7	7.3	300	8.3
L24 to L30	-	-	-	-	7.9	6.3	270	7.4
L25 to L31	0.4	-	30	0.1	6.9	5.7	240	6.6
L26 to L32	-	-	-	-	4.1	5.0	160	4.4
L27 to L33	-	-	-	-	7.9	14.2	350	9.7
L28 to L34	-	-	-	-	7.2	4.0	230	6.3
L29 to L35	0.2	-	10	0.1	9.6	5.8	310	8.5
L30 to L36	-	-	-	-	4.7	3.8	160	4.4
L31 to L37	-	-	-	-	8.8	10.4	340	9.3
L32 to L38	-	-	-	-	1.9	-	50	1.4
L33 to L39	-	-	-	-	2.6	2.6	90	2.6
L34 to L40	-	-	-	-	0.5	2.1	40	1.0
L35 to L41	-	-	-	-	0.8	-	20	0.5
L36 to L42	-	-	-	-	-	-	-	-
L37 to L43	-	-	-	-	4.2	1.1	120	3.3
Number	7,010	12,940	19,950		2,560	1,080	3,640	

TABLE 12A (cont) Distribution of headteachers across individual school ranges (ISR), by type of school
 Maintained schools in England and Wales, September 2003

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	-	-	-	-	-	-	-	-
L3 to L9	-	-	-	-	-	0.1	20	0.1
L4 to L10	-	-	-	-	-	-	-	-
L5 to L11	-	-	-	-	0.2	0.1	30	0.1
L6 to L12	-	-	-	-	5.9	13.8	2,620	10.6
L7 to L13	-	-	-	-	2.4	5.1	990	4.0
L8 to L14	-	3.1	20	2.0	5.6	12.0	2,330	9.4
L9 to L15	-	-	-	-	5.2	6.6	1,490	6.0
L10 to L16	-	4.5	30	2.8	6.9	9.6	2,110	8.5
L11 to L17	3.7	2.4	30	2.9	9.2	10.8	2,520	10.2
L12 to L18	7.7	4.8	70	5.9	5.9	7.4	1,680	6.8
L13 to L19	7.0	6.8	80	6.9	8.9	7.4	1,980	8.0
L14 to L20	11.0	13.0	140	12.3	6.4	3.6	1,170	4.7
L15 to L21	5.7	7.6	80	6.9	4.2	5.3	1,210	4.9
L16 to L22	13.9	10.4	140	11.7	5.9	5.0	1,330	5.4
L17 to L23	-	7.4	50	4.6	1.7	1.6	400	1.6
L18 to L24	8.6	21.2	190	16.6	4.3	2.9	860	3.5
L19 to L25	21.1	4.1	120	10.3	2.2	0.8	330	1.3
L20 to L26	-	-	-	-	0.6	0.2	90	0.4
L21 to L27	2.7	3.1	30	2.9	2.5	1.7	500	2.0
L22 to L28	3.3	4.9	50	4.3	1.1	0.5	180	0.7
L23 to L29	7.6	2.1	50	4.2	3.2	0.7	430	1.7
L24 to L30	-	-	-	-	2.0	0.5	270	1.1
L25 to L31	7.8	1.9	50	4.1	2.4	0.5	310	1.3
L26 to L32	-	-	-	-	1.1	0.4	160	0.6
L27 to L33	-	-	-	-	2.0	1.0	350	1.4
L28 to L34	-	-	-	-	1.8	0.3	230	0.9
L29 to L35	-	-	-	-	2.6	0.4	320	1.3
L30 to L36	-	-	-	-	1.2	0.3	160	0.6
L31 to L37	-	-	-	-	2.2	0.8	340	1.4
L32 to L38	-	-	-	-	0.5	-	50	0.2
L33 to L39	-	2.6	20	1.6	0.7	0.3	110	0.5
L34 to L40	-	-	-	-	0.1	0.2	40	0.1
L35 to L41	-	-	-	-	0.2	-	20	0.1
L36 to L42	-	-	-	-	-	-	-	-
L37 to L43	-	-	-	-	1.1	0.1	120	0.5
Number	410	750	1,160		9,990	14,770	24,760	

TABLE 12B Distribution of headteachers across individual school ranges (ISR), by size of school
Maintained schools in England and Wales, September 2003

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	-	-	-	-	-	-	-	-
L3 to L9	0.3	-	-	-	-	-	-	-
L4 to L10	-	-	-	-	-	-	-	-
L5 to L11	0.6	-	-	-	-	-	-	-
L6 to L12	47.1	0.8	-	-	-	-	-	-
L7 to L13	15.2	1.7	-	-	-	-	-	-
L8 to L14	15.0	14.8	-	-	-	-	-	-
L9 to L15	7.4	10.7	-	-	-	-	-	-
L10 to L16	8.3	16.0	0.6	-	-	-	-	-
L11 to L17	2.8	18.9	9.7	-	-	-	-	-
L12 to L18	2.7	11.6	8.0	-	-	-	-	-
L13 to L19	0.7	12.7	13.8	3.0	-	-	-	-
L14 to L20	-	4.0	14.5	10.2	-	-	-	-
L15 to L21	-	6.0	11.9	5.5	-	-	-	-
L16 to L22	-	1.9	20.3	18.6	-	-	-	-
L17 to L23	-	0.1	5.9	7.5	3.0	-	-	-
L18 to L24	-	0.5	12.4	14.1	8.7	-	-	-
L19 to L25	-	-	0.9	16.5	8.5	1.1	-	-
L20 to L26	-	-	-	3.1	4.7	0.8	-	-
L21 to L27	-	0.1	0.8	15.9	16.8	7.2	-	-
L22 to L28	-	-	0.2	-	11.0	5.2	-	-
L23 to L29	-	-	0.6	3.1	21.8	11.6	-	-
L24 to L30	-	-	-	-	5.8	12.4	4.5	-
L25 to L31	-	0.1	0.3	1.5	10.2	9.4	4.2	-
L26 to L32	-	-	-	-	2.1	10.2	-	-
L27 to L33	-	-	-	-	2.0	16.4	10.8	-
L28 to L34	-	-	-	-	0.9	5.3	13.4	7.2
L29 to L35	-	-	-	0.9	1.3	13.3	11.2	-
L30 to L36	-	-	-	-	1.0	1.4	12.8	-
L31 to L37	-	-	-	-	1.1	3.2	26.5	9.3
L32 to L38	-	-	-	-	-	0.8	3.7	-
L33 to L39	-	-	-	-	-	-	10.9	-
L34 to L40	-	-	-	-	-	0.7	-	18.7
L35 to L41	-	-	-	-	-	-	-	13.8
L36 to L42	-	-	-	-	-	-	-	-
L37 to L43	-	-	-	-	1.3	1.0	2.1	51.1
Number	5,380	10,090	4,600	1,220	920	1,330	1,040	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 2003

National estimates

Distance from lowest point on ISR	Primary	Secondary	Special	All
	%	%	%	%
<0	0.2	0.3	-	0.2
0	13.1	20.5	11.7	14.1
1	14.2	13.1	9.3	13.8
2	23.0	18.1	12.2	21.8
3	21.7	16.3	23.7	21.0
4	14.8	15.5	18.2	15.0
5	7.9	10.2	16.4	8.6
6	4.9	5.6	8.5	5.2
>6	0.1	0.4	-	0.1
Number	<i>19,950</i>	<i>3,640</i>	<i>1,160</i>	<i>24,760</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 2003

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	-	0.2	0.4	-	-	0.8	-	-
0	19.1	10.9	12.2	12.4	14.3	24.5	14.3	31.9
1	18.4	12.8	13.7	6.7	11.0	9.6	19.3	-
2	24.2	23.9	18.3	13.8	15.0	22.7	19.5	15.3
3	19.3	21.6	23.4	26.0	23.4	15.5	15.6	5.6
4	11.4	17.1	14.6	17.2	21.5	8.7	15.7	15.1
5	4.7	9.2	8.6	17.6	11.6	9.8	7.8	17.3
6	3.0	4.1	8.8	6.4	3.1	7.4	7.8	14.8
>6	-	0.2	-	-	-	1.0	-	-
Number	5,380	10,090	4,600	1,220	920	1,330	1,040	180

TABLE 14A **Distribution on the spine of full-time equivalent classroom teachers, by type of school**
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	<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	6.5	5.1	8.8	5.3	3.7	5.3	9.0	4.7
2	6.6	6.4	10.7	6.4	4.5	6.7	11.2	5.8
3	7.3	6.6	11.2	6.7	4.5	6.0	10.4	5.4
4	11.9	10.3	17.6	10.5	7.5	10.7	18.1	9.4
5	5.9	5.8	9.8	5.9	4.5	5.4	9.6	5.0
6	20.2	16.4	28.2	16.8	14.6	12.3	25.6	13.2
Upper scale								
1	17.7	18.1	30.2	18.0	16.1	13.8	28.5	14.8
2	24.0	31.2	50.8	30.4	44.6	39.7	80.5	41.7
FTE (000)	18.0	149.0	167.1		79.6	113.3	192.9	
Spine point 2003	<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	0.6	2.2	0.2	1.8	4.1	5.1	18.0	4.8
2	-	2.4	0.2	1.8	4.8	6.4	22.1	5.9
3	3.0	2.5	0.3	2.6	5.0	6.2	21.9	5.9
4	3.8	4.9	0.6	4.7	8.2	10.3	36.3	9.7
5	4.3	4.5	0.6	4.5	4.7	5.6	20.0	5.4
6	22.1	15.9	2.3	17.3	15.8	14.7	56.0	15.0
Upper scale								
1	26.5	20.8	2.9	22.2	16.7	16.4	61.6	16.5
2	39.6	46.8	5.9	45.1	40.8	35.3	137.2	36.8
FTE (000)	3.0	10.1	13.2		100.7	272.5	373.2	

TABLE 14B Distribution on the spine of full-time equivalent classroom teachers, by region
Maintained schools in England and Wales, September 2003

Spine point 2003	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					
	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE				
1	4.2	3.7	0.7	3.8	4.4	2.3	4.9	4.2	4.8	3.4	1.6	4.4	4.7	6.1	1.7	5.7	4.2	5.5	2.1	5.1	4.2	5.5	2.1	5.1	4.2	5.5	2.1	5.1	4.2	5.5	2.1	5.1		
2	4.2	6.2	1.1	5.7	6.2	3.2	4.6	6.7	7.0	5.8	2.4	6.6	5.8	6.0	1.8	5.9	4.2	5.9	2.2	5.4	4.2	5.9	2.2	5.4	4.2	5.9	2.2	5.4	4.2	5.9	2.2	5.4		
3	2.7	4.8	0.8	4.3	5.8	3.0	5.7	5.9	5.5	5.2	2.0	5.4	4.5	5.4	1.5	5.1	3.9	6.4	2.3	5.7	3.9	6.4	2.3	5.7	3.9	6.4	2.3	5.7	3.9	6.4	2.3	5.7		
4	8.8	10.0	1.9	9.7	8.9	4.6	7.8	9.3	9.9	7.2	3.4	9.1	8.2	9.6	2.7	9.2	6.6	10.2	3.7	9.2	6.6	10.2	3.7	9.2	6.6	10.2	3.7	9.2	6.6	10.2	3.7	9.2		
5	2.4	5.8	1.0	5.0	4.7	2.5	2.9	5.4	5.6	5.6	2.0	5.6	5.3	5.4	1.6	5.4	4.1	4.5	1.8	4.4	4.1	4.5	1.8	4.4	4.1	4.5	1.8	4.4	4.1	4.5	1.8	4.4		
6	11.6	9.8	2.0	10.2	13.2	6.9	12.8	13.4	12.4	14.1	4.7	12.8	15.8	13.5	4.2	14.1	14.1	12.9	5.4	13.2	14.1	12.9	5.4	13.2	14.1	12.9	5.4	13.2	14.1	12.9	5.4	13.2		
Upper scale	15.7	15.6	3.0	15.6	16.6	8.6	17.2	16.4	15.5	14.7	5.6	15.2	17.4	15.8	4.8	16.2	16.7	15.6	6.4	15.9	16.7	15.6	6.4	15.9	16.7	15.6	6.4	15.9	16.7	15.6	6.4	15.9		
2	50.4	44.1	8.8	45.6	40.2	20.9	44.1	38.8	39.4	44.0	15.0	40.8	38.3	38.3	11.4	38.3	46.2	39.0	16.6	41.1	46.2	39.0	16.6	41.1	46.2	39.0	16.6	41.1	46.2	39.0	16.6	41.1		
FTE (000)	4.7	14.5	19.2	52.1	36.8	26.1	10.7	38.4	26.1	10.7	36.8	8.6	21.2	29.8	11.4	29.1	40.5																	
	EAST OF ENGLAND						GREATER LONDON						SOUTH EAST						SOUTH WEST						WALES									
Spine point 2003	Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total					
Main scale	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE				
1	4.6	5.7	2.0	5.4	5.0	2.4	3.8	5.4	6.2	4.7	3.1	5.8	3.5	4.8	1.5	4.4	2.2	3.0	0.6	2.8	2.2	3.0	0.6	2.8	2.2	3.0	0.6	2.8	2.2	3.0	0.6	2.8		
2	4.4	6.6	2.3	6.0	6.4	3.0	4.8	6.9	6.8	6.0	3.5	6.6	3.1	5.7	1.7	4.9	4.0	4.3	1.0	4.2	4.0	4.3	1.0	4.2	4.0	4.3	1.0	4.2	4.0	4.3	1.0	4.2		
3	6.4	6.7	2.5	6.6	7.1	3.4	5.7	7.5	7.1	4.6	3.4	6.5	5.1	5.8	1.9	5.6	4.0	5.0	1.1	4.8	4.0	5.0	1.1	4.8	4.0	5.0	1.1	4.8	4.0	5.0	1.1	4.8		
4	9.1	10.3	3.8	10.0	12.5	6.0	10.8	13.1	11.0	8.0	5.4	10.2	7.2	9.8	3.0	9.0	8.7	7.7	1.8	8.0	8.7	7.7	1.8	8.0	8.7	7.7	1.8	8.0	8.7	7.7	1.8	8.0		
5	5.7	5.3	2.0	5.4	6.7	3.2	5.6	7.0	6.0	5.0	3.1	5.8	5.9	4.9	1.8	5.2	3.5	5.6	1.2	5.1	3.5	5.6	1.2	5.1	3.5	5.6	1.2	5.1	3.5	5.6	1.2	5.1		
6	20.1	15.7	6.4	16.9	19.1	9.1	22.4	18.1	17.3	16.6	9.1	17.1	14.5	17.1	5.5	16.3	12.2	12.2	2.8	12.2	12.2	12.2	2.8	12.2	12.2	12.2	2.8	12.2	12.2	2.8	12.2			
Upper scale	15.0	18.4	6.6	17.4	16.6	7.9	18.6	16.0	17.8	18.5	9.5	18.0	17.2	15.7	5.5	16.2	12.8	16.7	3.6	15.7	12.8	16.7	3.6	15.7	12.8	16.7	3.6	15.7	12.8	16.7	3.6	15.7		
2	34.6	31.4	12.2	32.3	26.5	12.6	28.3	26.0	27.9	36.6	16.0	30.1	43.6	36.2	13.0	38.4	52.5	45.4	10.7	47.2	52.5	45.4	10.7	47.2	52.5	45.4	10.7	47.2	52.5	45.4	10.7	47.2		
FTE (000)	10.4	27.4	37.8	47.5	53.1	39.5	13.6	35.9	39.5	13.6	53.1	10.1	23.6	33.8	5.9	16.8	22.7																	

National estimates

TABLE 14C Distribution on the spine of full-time equivalent classroom teachers, by size of school
 Maintained schools in England and Wales, September 2003

Spine point 2003	GROUP 1						GROUP 2						GROUP 3						GROUP 4						
	Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		
	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	
Main scale																									
1	4.2	0.9	4.6	4.6	6.2	4.1	5.1	5.2	5.6	4.9	3.2	5.0	2.7	5.5	1.1	4.9									
2	8.8	1.0	4.8	5.1	6.1	5.1	6.4	6.4	6.0	6.4	4.1	6.4	2.4	5.1	1.0	4.5									
3	14.1	1.1	5.3	5.9	7.5	5.2	6.4	6.5	5.5	6.8	4.2	6.6	5.6	6.0	1.3	5.9									
4	10.5	1.8	9.5	9.6	11.8	8.3	10.2	10.4	11.4	10.5	6.8	10.6	4.9	7.6	1.6	7.0									
5	7.6	0.9	4.5	4.8	4.7	4.8	6.3	6.1	5.4	5.7	3.6	5.6	7.3	5.1	1.3	5.6									
6	21.8	4.1	21.7	21.7	23.3	13.0	15.5	16.4	15.8	15.9	10.2	15.9	18.8	15.3	3.6	16.0									
Upper scale																									
1	15.2	3.8	20.4	20.0	15.8	14.1	17.9	17.7	20.6	17.4	11.4	17.8	20.1	17.8	4.1	18.2									
2	17.8	5.3	29.1	28.3	24.6	24.9	32.1	31.3	29.7	32.4	20.5	32.0	38.3	37.6	8.5	37.7									
FTE (000)	1.3	17.5	18.8	18.8	8.5	79.5	71.0	79.5	9.0	54.9	63.9	63.9	4.7	17.7	22.5	22.5									
Spine point 2003	GROUP 5						GROUP 6						GROUP 7						GROUP 8						
Main scale	Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		
	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	
1	3.5	1.1	3.8	3.7	3.9	3.0	4.8	4.4	3.9	6.0	3.8	5.1	3.7	6.0	0.8	5.1									
2	2.7	1.2	5.0	4.1	4.3	3.9	6.8	5.7	5.2	7.2	4.8	6.4	5.7	7.4	1.1	6.7									
3	3.7	1.3	4.9	4.5	4.5	3.4	5.4	5.0	4.8	6.9	4.5	6.0	4.0	6.3	0.9	5.4									
4	6.2	2.2	8.0	7.4	7.6	6.8	11.7	10.0	7.7	10.5	6.9	9.4	9.2	14.1	2.0	12.1									
5	4.8	1.4	4.7	4.8	4.3	3.2	5.1	4.7	4.5	5.9	3.9	5.3	4.1	5.7	0.8	5.0									
6	17.8	4.8	15.1	16.2	12.5	8.5	12.4	12.4	15.4	11.0	9.5	12.8	15.4	13.5	2.3	14.3									
Upper scale																									
1	16.1	4.8	15.9	16.0	16.2	10.2	14.0	14.9	15.7	13.4	10.7	14.4	17.8	14.6	2.6	15.9									
2	45.1	13.0	42.5	43.5	46.7	29.1	39.8	42.7	42.7	39.2	30.1	40.6	40.0	32.5	5.8	35.5									
FTE (000)	11.5	18.4	29.9	29.9	29.1	68.1	39.0	68.1	30.0	44.2	74.2	74.2	6.6	9.8	16.3	16.3									

National estimates

TABLE 14D **Distribution on the spine of full-time and part-time classroom teachers**
 Maintained schools in England and Wales, September 2003

National estimates

Spine point 2003	<i>FULL-TIME</i>				<i>PART-TIME</i>				<i>TOTAL</i>			
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
			Number	Percent			Number	Percent			Number	Percent
	%	%	000 FTE	%	%	%	000 FTE	%	%	%	000 FTE	%
Main scale												
1	4.2	5.7	17.7	5.2	1.1	1.0	0.4	1.0	4.1	5.1	18.0	4.8
2	4.9	7.0	21.6	6.4	1.0	1.4	0.5	1.4	4.8	6.4	22.1	5.9
3	5.1	6.8	21.2	6.3	1.8	1.9	0.7	1.9	5.0	6.2	21.9	5.9
4	8.4	11.2	34.9	10.4	2.9	3.9	1.4	3.8	8.2	10.3	36.3	9.7
5	4.8	5.9	18.8	5.6	3.0	3.3	1.2	3.2	4.7	5.6	20.0	5.4
6	14.9	12.7	44.8	13.3	41.9	29.4	11.2	30.6	15.8	14.7	56.0	15.0
Upper scale												
1	16.6	15.6	53.4	15.9	19.7	22.5	8.1	22.2	16.7	16.4	61.6	16.5
2	41.2	35.1	124.1	36.9	28.6	36.6	13.1	35.9	40.8	35.3	137.2	36.8
FTE (000)	97.3	239.4	336.7		3.4	33.1	36.5		100.7	272.5	373.2	

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TABLE 15 **Distribution of spine point at September 2002 by spine point at September 2003 of full-time equivalent class**
Maintained schools in England and Wales, September 2003

National estimates, classroom teachers in the same school at September 2002 and September 2003

Spine point 2003	Spine point 2002								Total	
	Main scale						Upper scale		Number FTE	Percent %
	1	2	3	4	5	6	1	2		
	%	%	%	%	%	%	%	%		
PRIMARY SCHOOLS										
Main scale										
1	0.2	-	-	-	-	-	-	-	0.0	0.0
2	99.6	0.2	-	-	-	-	-	-	7.9	5.5
3	0.2	99.4	0.7	-	-	-	-	-	9.5	6.6
4	-	0.4	98.4	0.1	-	-	-	-	15.7	10.8
5	-	-	1.0	99.4	0.5	-	-	-	8.6	6.0
6	-	-	-	0.5	99.5	57.7	-	-	25.3	17.5
Upper scale										
1	-	-	-	-	-	42.3	41.9	-	28.2	19.5
2	-	-	-	-	-	-	58.1	100.0	49.6	34.2
FTE (000)	7.9	9.4	15.9	8.5	9.8	26.7	40.2	26.2	144.7	
SECONDARY SCHOOLS										
Main scale										
1	0.1	-	-	-	-	-	-	-	0.0	0.0
2	99.4	0.9	-	-	-	-	-	-	7.4	4.5
3	0.5	98.6	0.3	-	-	-	-	-	7.7	4.7
4	-	0.6	99.1	0.4	-	-	-	-	15.5	9.4
5	-	-	0.5	98.5	0.3	-	-	-	8.0	4.9
6	-	-	0.1	1.1	99.7	54.6	-	-	20.7	12.7
Upper scale										
1	-	-	-	-	-	45.4	45.5	-	26.0	15.9
2	-	-	-	-	-	-	54.5	100.0	78.2	47.8
FTE (000)	7.4	7.7	15.5	8.0	8.1	23.1	34.0	59.7	163.5	

TABLE 15 (cont) Distribution of spine point at September 2002 by spine point at September 2003 of full-time equivalent class: Maintained schools in England and Wales, September 2003

National estimates, classroom teachers in the same school at September 2002 and September 2003

Spine point 2003	Spine point 2002								Total		
	Main scale						Upper scale		Number	Percent	
	1	2	3	4	5	6	1	2			
	%	%	%	%	%	%	%	%	000 FTE	%	
SPECIAL SCHOOLS											
Main scale											
1	-	-	-	-	-	-	-	-	-	-	-
2	100.0	-	-	-	-	-	-	-	-	0.1	0.7
3	-	95.4	-	-	-	-	-	-	-	0.2	2.2
4	-	4.6	100.0	-	-	-	-	-	-	0.4	3.8
5	-	-	-	97.9	-	-	-	-	-	0.5	4.7
6	-	-	-	2.1	100.0	63.3	-	-	-	1.8	16.2
Upper scale											
1	-	-	-	-	-	36.7	44.0	-	-	2.6	22.8
2	-	-	-	-	-	-	56.0	100.0	-	5.6	49.6
FTE (000)	0.1	0.3	0.4	0.5	0.5	2.1	4.1	3.3		11.3	
ALL SCHOOLS											
Main scale											
1	0.2	-	-	-	-	-	-	-	-	0.0	0.0
2	99.5	0.5	-	-	-	-	-	-	-	15.4	4.8
3	0.3	99.0	0.5	-	-	-	-	-	-	17.5	5.5
4	-	0.5	98.8	0.2	-	-	-	-	-	31.5	9.9
5	-	-	0.7	98.9	0.4	-	-	-	-	17.1	5.4
6	-	-	0.0	0.9	99.6	56.6	-	-	-	47.8	15.0
Upper scale											
1	-	-	-	-	-	43.4	43.6	-	-	56.7	17.8
2	-	-	-	-	-	-	56.4	100.0	-	133.4	41.7
FTE (000)	15.4	17.4	31.8	17.0	18.4	52.0	78.4	89.2		319.6	

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 2003

National estimates		Management Allowance					Total		Recruitment & Retention Allowance					Total		Spine point 2003			
Spine point	2003	0	1	2	3	4	5	Number	Percent	0	1	2	3	4	5	Number	Percent	Spine point	2003
		%	%	%	%	%	%	000	%	%	%	%	%	%	%	000	%		
PRIMARY SCHOOLS																			
Main scale																			
1		5.2	0.0	0.0	-	-	-	8.8	5.3	-	-	-	-	-	0.0	8.8	5.3	1	
2		6.1	0.3	0.0	-	-	-	10.7	6.4	0.0	-	-	-	-	0.0	10.7	6.4	2	
3		5.9	0.7	0.0	0.0	-	-	11.2	6.7	0.0	-	-	-	-	11.2	6.7	3		
4		7.8	2.1	0.5	0.0	-	-	17.6	10.5	0.2	0.0	-	-	-	17.6	10.5	4		
5		3.6	1.6	0.6	0.0	-	-	9.8	5.9	0.1	-	-	-	-	9.8	5.9	5		
6		11.3	3.6	1.8	0.2	0.0	-	28.2	16.8	0.5	0.1	-	-	-	28.2	16.8	6		
Upper scale																			
1		9.8	4.9	2.9	0.4	0.0	-	30.2	18.0	0.6	0.1	-	-	-	30.2	18.0	1		
2		12.3	10.2	6.7	1.1	0.0	-	50.8	30.4	1.3	0.5	-	-	-	50.8	30.4	2		
FTE (000)		103.7	39.1	21.2	3.0	0.1	-	167.1	100.0	4.5	1.1	-	-	-	167.1	100.0			
%		62.1	23.4	12.7	1.8	0.1	-			2.7	0.6	-	-	-					
SECONDARY SCHOOLS																			
Main scale																			
1		4.6	0.0	-	-	0.0	-	9.0	4.7	-	-	-	-	-	-	9.0	4.7	1	
2		5.1	0.6	0.1	0.0	-	-	11.2	5.8	0.0	-	-	-	-	-	11.2	5.8	2	
3		3.7	1.2	0.4	0.1	0.0	-	10.4	5.4	0.0	-	-	-	-	10.4	5.4	3		
4		4.6	2.3	1.6	0.7	0.2	0.0	18.1	9.4	0.0	-	-	-	-	18.1	9.4	4		
5		1.9	1.1	1.0	0.7	0.3	0.0	9.6	5.0	0.0	0.0	-	-	-	9.6	5.0	5		
6		6.4	2.0	2.3	1.4	1.0	0.1	25.6	13.2	0.2	0.1	-	-	-	25.6	13.2	6		
Upper scale																			
1		4.0	2.6	3.1	2.6	2.0	0.4	28.5	14.8	0.2	0.0	-	-	-	28.5	14.8	1		
2		6.6	5.7	8.7	8.9	9.8	2.1	80.5	41.7	0.8	0.2	-	-	-	80.5	41.7	2		
FTE (000)		71.3	29.8	33.4	27.7	25.6	5.1	192.9	100.0	2.5	0.7	-	-	-	192.9	100.0			
%		37.0	15.4	17.3	14.4	13.3	2.7			1.3	0.4	-	-	-					

Percentages of totals

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 2003

Spine point 2003		Management Allowance										Total		Recruitment & Retention Allowance										Total		Percentages of totals						
		0	1	2	3	4	5	Number 000	Percent	0	1	2	3	4	5	Number 000	Percent	0	1	2	3	4	5	Number 000	Percent	Spine point 2003	Percent					
National estimates																																
SPECIAL SCHOOLS																																
Main scale		1.4	0.4	-	-	-	-	0.2	1.8	-	-	-	-	-	-	0.2	1.8	-	-	-	-	-	-	-	-	-	-	-	0.2	1.8		
		1.4	0.4	-	-	-	-	0.2	1.8	-	-	-	-	-	-	0.2	1.8	-	-	-	-	-	-	-	-	-	-	-	0.2	1.8		
		1.5	1.0	0.1	-	-	-	0.3	2.6	-	-	-	-	-	-	0.3	2.6	-	-	-	-	-	-	-	-	-	-	-	0.3	2.6		
		2.9	1.5	0.2	-	-	-	0.6	4.7	-	-	-	-	-	-	0.6	4.7	-	-	-	-	-	-	-	-	-	-	-	0.6	4.7		
		2.7	1.7	0.1	-	-	-	0.6	4.5	-	-	-	-	-	-	0.6	4.5	-	-	-	-	-	-	-	-	-	-	-	0.6	4.5		
		9.8	6.3	0.9	0.2	0.1	-	2.3	17.3	-	-	-	-	-	-	2.3	17.3	-	-	-	-	-	-	-	-	-	-	-	2.3	17.3		
Upper scale		10.4	9.4	1.9	0.5	-	-	2.9	22.2	-	-	-	-	-	-	2.9	22.2	-	-	-	-	-	-	-	-	-	-	-	2.9	22.2		
		16.6	18.0	8.3	2.0	0.2	-	5.9	45.1	-	-	-	-	-	5.9	45.1	-	-	-	-	-	-	-	-	-	-	-	5.9	45.1			
FTE (000)		6.1	5.1	1.5	0.4	0.0	-	13.2	100.0	-	-	-	-	-	-	13.2	100.0	-	-	-	-	-	-	-	-	-	-	-	13.2	100.0		
%		46.6	38.8	11.6	2.7	0.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
ALL SCHOOLS																																
Main scale		4.8	0.1	0.0	-	0.0	-	18.0	4.8	4.8	0.1	-	-	-	-	18.0	4.8	4.8	0.1	0.1	0.0	0.0	-	-	-	-	-	18.0	4.8			
		5.4	0.4	0.1	0.0	-	-	22.1	5.9	5.8	0.1	-	-	-	-	22.1	5.9	5.9	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.1	5.9			
		4.6	1.0	0.2	0.1	0.0	-	21.9	5.9	5.8	0.1	0.0	0.0	0.0	0.0	21.9	5.9	5.9	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	21.9	5.9				
		6.0	2.2	1.1	0.4	0.1	0.0	36.3	9.7	9.5	0.2	0.0	0.0	0.0	0.0	36.3	9.7	9.7	0.6	0.2	0.0	0.0	-	-	-	-	36.3	9.7				
		2.7	1.3	0.8	0.4	0.1	0.0	20.0	5.4	5.1	0.2	0.1	0.0	0.0	0.0	20.0	5.4	5.4	0.3	0.1	0.0	0.0	0.0	0.0	0.0	0.0	20.0	5.4				
		8.7	2.9	2.0	0.8	0.5	0.1	56.0	15.0	14.0	0.7	0.3	0.0	0.0	0.0	56.0	15.0	15.0	0.5	0.2	0.0	0.0	0.0	0.0	0.0	0.0	56.0	15.0				
Upper scale		6.8	3.9	3.0	1.5	1.1	0.2	61.6	16.5	15.3	0.9	0.3	0.0	0.0	0.0	61.6	16.5	16.5	0.5	0.2	0.0	0.0	0.0	0.0	0.0	0.0	61.6	16.5				
		9.5	8.1	7.8	5.2	5.1	1.1	137.2	36.8	33.8	1.7	1.2	0.0	0.0	0.0	137.2	36.8	36.8	0.8	0.3	0.0	0.0	0.0	0.0	0.0	0.0	137.2	36.8				
FTE (000)		181.2	74.0	56.1	31.0	25.8	5.1	373.2	100.0	351.3	14.6	7.3	373.2	100.0	373.2	100.0	373.2	14.6	7.3	4.7	0.4	0.1	0.2	0.2	0.1	0.0	0.1	373.2	100.0			
%		48.6	19.8	15.0	8.3	6.9	1.4	-	-	94.1	3.9	2.0	-	-	-	-	-	94.1	3.2	1.3	0.1	0.0	0.0	0.0	0.0	0.0	95.3	3.2	1.3	0.1	0.0	0.1

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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 2003

Allowances 2003		PRIMARY SCHOOLS						SECONDARY SCHOOLS						SPECIAL SCHOOLS						ALL SCHOOLS					
		Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total	
		%	000	%	000	%	FTE	%	000	%	FTE	%	000	%	000	%	FTE	%	000	%	000	%	FTE	%	000
Management		54.8	103.7	63.0	103.7	62.1	71.3	31.2	41.1	37.0	37.0	37.4	49.4	6.1	46.6	35.6	53.4	181.2	48.6	35.6	53.4	181.2	48.6		
0		24.1	39.1	23.3	39.1	23.4	29.8	13.5	16.8	15.4	15.4	43.7	37.3	5.1	38.8	16.3	21.1	74.0	19.8	16.3	21.1	74.0	19.8		
1		18.3	21.2	12.0	21.2	12.7	33.4	17.7	17.0	17.3	17.3	13.8	10.9	7.5	11.6	17.7	14.0	56.1	15.0	17.7	14.0	56.1	15.0		
2		2.6	3.0	1.7	3.0	1.8	27.7	16.1	13.1	14.4	14.4	4.7	2.1	0.4	2.7	13.4	6.5	31.0	8.3	13.4	6.5	31.0	8.3		
3		0.2	0.1	0.1	0.1	0.1	25.6	17.8	10.1	13.3	13.3	0.5	0.3	0.0	0.4	14.1	4.2	25.8	6.9	14.1	4.2	25.8	6.9		
4		-	-	-	-	-	5.1	3.7	1.9	2.7	2.7	-	-	-	-	3.0	0.8	5.1	1.4	3.0	0.8	5.1	1.4		
5																									
Special Needs		98.8	161.6	96.4	161.6	96.7	189.7	99.2	97.7	98.3	98.3	-	-	-	-	96.2	93.4	351.3	94.1	96.2	93.4	351.3	94.1		
0		0.8	4.5	2.9	4.5	2.7	2.5	0.6	1.8	1.3	1.3	58.9	57.9	7.7	58.1	2.4	4.5	14.6	3.9	2.4	4.5	14.6	3.9		
1		0.4	1.1	0.7	1.1	0.6	0.7	0.1	0.5	0.4	0.4	41.1	42.1	5.5	41.9	1.4	2.1	7.3	2.0	1.4	2.1	7.3	2.0		
2																									
Recruitment & Retention		95.2	160.4	96.1	160.4	96.0	182.5	94.1	94.9	94.6	94.6	94.8	98.1	12.8	97.4	94.3	95.7	355.7	95.3	94.3	95.7	355.7	95.3		
0		4.2	5.6	3.3	5.6	3.4	6.3	3.4	3.1	3.3	3.3	1.9	0.9	0.2	1.1	3.5	3.1	12.1	3.2	3.5	3.1	12.1	3.2		
1		0.4	0.9	0.5	0.9	0.5	3.6	2.1	1.7	1.9	1.9	2.8	1.0	0.2	1.4	1.8	1.0	4.7	1.3	1.8	1.0	4.7	1.3		
2		-	0.0	0.0	0.0	0.0	0.4	0.2	0.2	0.2	0.2	0.5	-	0.0	0.1	0.2	0.1	0.4	0.1	0.2	0.1	0.4	0.1		
3		-	-	-	-	-	0.1	0.1	0.0	0.0	0.0	-	-	-	-	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0		
4		0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	-	-	-	-	0.1	0.1	0.2	0.0	0.1	0.1	0.2	0.0		
5																									

National estimates

TABLE 17C Distribution of the level of each allowance of full-time equivalent classroom teachers, by size of school
Maintained schools in England and Wales, September 2003

National estimates	National estimates											
	GROUP 1			GROUP 2			GROUP 3			GROUP 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
%	%	%	%	%	%	%	%	%	%	%	%	
	000	000	000	000	000	000	000	000	000	000	000	000
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE
	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Allowances 2003												
Management												
0	73.9	68.4	12.9	56.1	64.8	50.8	46.3	57.2	35.6	55.7	34.7	52.3
1	21.2	23.3	4.3	24.0	24.1	19.2	27.6	24.1	15.7	24.6	30.3	27.5
2	4.9	7.3	1.3	18.0	10.5	9.0	21.8	15.8	10.7	16.7	20.7	12.7
3	-	1.1	0.2	1.7	0.6	0.5	4.1	2.8	1.9	3.0	9.9	5.7
4	-	-	-	0.1	0.1	0.1	0.2	0.1	0.0	0.1	3.8	1.8
5	-	-	-	-	-	-	-	-	-	-	0.7	-
Special Needs												
0	96.7	96.2	18.1	97.2	94.9	75.6	91.6	92.3	58.9	92.2	72.0	76.8
1	1.2	3.1	0.6	2.3	3.8	2.9	4.2	5.2	3.3	5.1	18.9	15.3
2	2.0	0.7	0.2	0.6	1.3	1.0	4.2	2.5	1.7	2.7	9.1	7.9
Recruitment & Retention												
0	97.6	98.4	18.5	95.8	95.9	76.3	94.3	95.6	61.0	95.4	95.4	96.4
1	2.4	1.2	0.2	3.7	3.4	2.7	4.5	3.6	2.4	3.7	3.7	3.1
2	-	0.3	0.1	0.2	0.5	0.4	1.3	0.8	0.5	0.8	0.6	0.4
3	-	-	-	-	-	-	-	0.1	0.0	0.0	0.2	0.1
4	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	0.4	0.2	0.1	-	-	-	-	-	-

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 2003

National estimates	GROUP 5										GROUP 6					GROUP 7					GROUP 8				
	Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		
	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	
Allowances 2003																									
Management																									
0	30.2	11.1	41.7	25.3	37.1	25.3	31.0	41.7	41.7	25.3	37.1	25.3	32.5	42.2	42.2	28.4	38.3	28.4	31.3	41.7	41.7	6.1	37.5	6.1	
1	15.5	5.5	20.2	9.4	18.4	9.4	11.7	15.5	15.5	9.4	13.9	9.4	13.2	15.6	15.6	10.8	14.6	10.8	15.5	17.1	17.1	2.7	16.5	2.7	
2	20.5	5.8	18.6	12.2	19.3	12.2	18.8	17.2	17.2	12.2	17.9	12.2	15.0	15.8	15.8	11.5	15.5	11.5	14.4	15.8	15.8	2.5	15.3	2.5	
3	15.9	3.9	11.3	10.1	13.1	10.1	17.3	13.1	13.1	10.1	14.9	10.1	15.4	13.4	13.4	10.6	14.2	10.6	14.9	13.5	13.5	2.3	14.1	2.3	
4	14.9	3.0	7.1	9.2	10.1	9.2	17.7	10.4	10.4	9.2	13.5	9.2	19.5	11.0	11.0	10.7	14.5	10.7	20.2	9.2	9.2	2.2	13.6	2.2	
5	2.9	0.5	1.1	1.8	1.8	1.8	3.6	2.1	2.1	1.8	2.7	1.8	4.4	2.0	2.0	2.2	3.0	2.2	3.7	2.6	2.6	0.5	3.0	0.5	
Special Needs																									
0	92.9	26.4	85.6	66.3	88.4	66.3	99.0	95.9	95.9	66.3	97.3	66.3	98.9	97.6	97.6	72.8	98.1	72.8	99.3	98.4	98.4	16.1	98.8	16.1	
1	4.1	2.2	9.3	1.0	7.3	1.0	0.6	2.1	2.1	1.0	1.5	1.0	0.8	1.6	1.6	1.0	1.3	1.0	0.7	1.4	1.4	0.2	1.2	0.2	
2	3.0	1.3	5.0	0.9	4.3	0.9	0.4	2.0	2.0	0.9	1.3	0.9	0.3	0.7	0.7	0.4	0.6	0.4	-	0.1	0.1	0.0	0.1	0.0	
Recruitment & Retention																									
0	94.6	28.5	95.6	64.1	95.2	64.1	94.2	94.1	94.1	64.1	94.1	64.1	94.5	96.4	96.4	70.9	95.6	70.9	90.3	91.6	91.6	14.9	91.1	14.9	
1	2.4	0.6	1.9	2.5	2.1	2.5	3.4	3.9	3.9	2.5	3.7	2.5	3.3	2.1	2.1	1.9	2.6	1.9	5.8	5.7	5.7	0.9	5.7	0.9	
2	3.0	0.8	2.4	1.4	2.6	1.4	2.1	2.0	2.0	1.4	2.1	1.4	1.8	1.3	1.3	1.1	1.5	1.1	3.2	1.4	1.4	0.3	2.1	0.3	
3	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.0	0.0	0.1	0.1	0.1	0.3	0.1	0.1	0.1	0.2	0.1	0.3	1.2	1.2	0.1	0.8	0.1	
4	-	-	-	0.0	-	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.2	0.0	0.2	0.0	
5	-	-	-	0.0	-	0.0	0.0	-	-	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.3	-	-	0.0	0.1	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 2003

National estimates

Allowances 2003	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	%
Management												
0	34.0	49.4	151.4	45.0	80.7	81.7	29.8	81.6	35.6	53.4	181.2	48.6
1	16.5	22.3	69.3	20.6	11.5	13.0	4.7	12.8	16.3	21.1	74.0	19.8
2	18.1	15.4	54.5	16.2	4.1	4.2	1.5	4.2	17.7	14.0	56.1	15.0
3	13.7	7.2	30.7	9.1	2.4	0.7	0.3	0.9	13.4	6.5	31.0	8.3
4	14.6	4.8	25.6	7.6	1.3	0.3	0.1	0.4	14.1	4.2	25.8	6.9
5	3.1	0.9	5.1	1.5	-	0.1	0.0	0.1	3.0	0.8	5.1	1.4
Special Needs												
0	96.3	93.8	318.3	94.5	92.3	90.2	33.0	90.4	96.2	93.4	351.3	94.1
1	2.3	4.1	12.0	3.6	5.9	7.3	2.6	7.1	2.4	4.5	14.6	3.9
2	1.4	2.1	6.4	1.9	1.9	2.5	0.9	2.5	1.4	2.1	7.3	2.0
Recruitment & Retention												
0	94.2	95.4	320.2	95.1	96.7	97.4	35.5	97.4	94.3	95.7	355.7	95.3
1	3.6	3.3	11.4	3.4	1.9	1.9	0.7	1.9	3.5	3.1	12.1	3.2
2	1.9	1.1	4.4	1.3	1.3	0.7	0.3	0.7	1.8	1.0	4.7	1.3
3	0.2	0.1	0.4	0.1	-	0.0	0.0	0.0	0.2	0.1	0.4	0.1
4	0.0	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.0
5	0.1	0.1	0.2	0.1	-	-	-	-	0.1	0.1	0.2	0.1

TABLE 18A Changes in the level of each allowance of full-time equivalent classroom teachers, by type of school
Maintained schools in England and Wales, September 2003

Change in allowances 2002 to 2003	PRIMARY SCHOOLS						SECONDARY SCHOOLS						SPECIAL SCHOOLS						ALL SCHOOLS					
	Male	Female	Total		Male	Female	Total		Male	Female	Total		Male	Female	Total		Male	Female	Total					
			Number	Percent			Number	Percent			Number	Percent			Number	Percent			Number	Percent	Number	Percent		
	%	%	000	%	%	%	000	%	%	%	000	%	%	%	000	%	%	000	%					
Management																								
-5	-	-	-	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				
-4	-	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.0				
-3	0.1	0.0	0.0	0.1	0.1	0.1	0.2	0.1	-	-	-	-	-	0.0	0.2	0.1	0.1	0.0	0.2	0.1				
-2	0.1	0.1	0.2	0.4	0.7	0.9	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.3	1.1	0.4	0.4	0.3	1.1	0.4				
-1	1.2	1.1	1.6	1.3	1.7	2.5	1.5	1.5	1.6	1.6	1.6	1.5	1.6	1.0	0.1	1.2	1.3	1.3	4.2	1.3				
0	87.6	90.5	130.5	86.5	83.2	138.3	84.6	84.6	87.7	93.0	10.4	91.7	86.8	87.6	279.2	87.4	87.6	279.2	87.4	87.4				
1	9.6	7.1	10.6	8.8	10.3	15.8	9.7	9.7	9.0	5.6	0.7	6.4	8.9	8.3	27.2	8.5	8.3	27.2	8.5	8.5				
2	1.4	1.1	1.7	2.2	3.3	4.7	2.9	2.9	1.2	0.2	0.0	0.4	2.0	2.0	6.4	2.0	2.0	6.4	2.0	2.0				
3	-	0.1	0.1	0.5	0.5	0.9	0.5	0.5	0.2	0.2	0.0	0.1	0.4	0.3	1.0	0.3	0.3	1.0	0.3	0.3				
4	-	-	-	0.1	0.1	0.2	0.1	0.1	-	-	-	-	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.1				
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Special Needs																								
-2	-	0.0	0.0	-	0.1	0.1	0.0	0.0	-	-	-	-	-	-	-	-	-	-	-	-				
-1	-	0.1	0.1	0.0	0.0	0.1	0.0	0.0	-	-	-	-	-	0.3	0.0	0.3	0.0	0.1	0.2	0.1				
0	99.9	99.1	143.5	99.9	99.5	163.0	99.7	99.7	98.6	96.9	11.0	97.3	99.8	99.2	317.5	99.3	99.2	317.5	99.3	99.3				
1	0.1	0.8	1.0	0.1	0.3	0.4	0.2	0.2	1.4	2.8	0.3	2.4	0.1	0.7	1.7	0.5	0.7	1.7	0.5	0.5				
2	-	0.0	0.0	-	0.1	0.1	0.0	0.0	-	-	-	-	-	-	-	-	-	-	-	-				
Recruitment & Retention																								
-5	-	-	-	-	0.0	0.0	0.0	0.0	-	-	-	-	-	-	-	-	-	-	-	-				
-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
-2	-	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.0	0.2	0.1	0.0	0.2	0.2	0.1				
-1	0.8	0.2	0.4	0.5	0.6	0.9	0.5	0.5	0.6	0.2	0.0	0.3	0.5	0.3	1.2	0.4	0.3	1.2	0.4	0.4				
0	98.0	98.8	142.9	98.3	98.3	160.8	98.3	98.3	96.7	98.6	11.1	98.2	98.2	98.6	314.8	98.5	98.6	314.8	98.5	98.5				
1	1.2	0.9	1.3	1.1	0.9	1.6	1.0	1.0	0.5	0.4	0.0	0.4	1.1	0.9	3.0	0.9	0.9	3.0	0.9	0.9				
2	-	0.1	0.1	0.0	0.1	0.1	0.1	0.1	1.6	0.8	0.1	1.0	0.1	0.1	0.3	0.1	0.1	0.3	0.1	0.1				
3	-	0.0	0.0	-	-	-	-	-	0.5	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0				
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
5	-	-	-	-	0.0	0.0	0.0	0.0	-	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0				

National estimates, classroom teachers in the same school at September 2002 and September 2003

TABLE 18D

Changes in the level of each allowance of full-time and part-time classroom teachers
Maintained schools in England and Wales, September 2003

National estimates, classroom teachers in the same school at September 2002 and September 2003

Change in allowances 2002 to 2003	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	%
Management												
-5	0.0	-	0.0	0.0	0.2	-	0.0	0.0	0.0	-	0.0	0.0
-4	0.0	0.0	0.1	0.0	0.6	0.1	0.0	0.1	0.1	0.0	0.1	0.0
-3	0.1	0.0	0.2	0.1	0.9	0.1	0.1	0.2	0.1	0.0	0.2	0.1
-2	0.4	0.3	0.9	0.3	0.2	0.6	0.2	0.6	0.4	0.3	1.1	0.4
-1	1.2	1.3	3.7	1.3	1.8	1.5	0.5	1.6	1.3	1.3	4.2	1.3
0	86.5	86.7	249.0	86.6	93.0	93.9	30.1	93.8	86.8	87.6	279.2	87.4
1	9.1	9.1	26.2	9.1	3.1	3.0	1.0	3.0	8.9	8.3	27.2	8.5
2	2.1	2.2	6.2	2.2	-	0.7	0.2	0.7	2.0	2.0	6.4	2.0
3	0.4	0.3	1.0	0.3	0.2	-	0.0	0.0	0.4	0.3	1.0	0.3
4	0.1	0.1	0.2	0.1	-	0.0	0.0	0.0	0.1	0.1	0.2	0.1
5	-	-	-	-	-	-	-	-	-	-	-	-
Special Needs												
-2	-	0.0	0.1	0.0	-	0.0	0.0	0.0	-	0.0	0.1	0.0
-1	0.0	0.1	0.2	0.1	-	0.1	0.0	0.1	0.0	0.1	0.2	0.1
0	99.8	99.3	285.8	99.4	99.3	98.5	31.7	98.6	99.8	99.2	317.5	99.3
1	0.1	0.6	1.3	0.5	0.7	1.3	0.4	1.2	0.1	0.7	1.7	0.5
2	-	0.0	0.1	0.0	-	0.1	0.0	0.1	-	0.0	0.1	0.0
Recruitment & Retention												
-5	-	0.0	0.0	0.0	-	-	-	-	-	0.0	0.0	0.0
-4	-	-	-	-	-	-	-	-	-	-	-	-
-3	-	-	-	-	-	-	-	-	-	-	-	-
-2	0.1	0.0	0.2	0.1	-	0.0	0.0	0.0	0.1	0.0	0.2	0.1
-1	0.5	0.4	1.2	0.4	0.2	0.2	0.1	0.2	0.5	0.3	1.2	0.4
0	98.1	98.5	282.9	98.4	99.3	99.2	31.9	99.2	98.2	98.6	314.8	98.5
1	1.1	0.9	2.8	1.0	0.2	0.6	0.2	0.5	1.1	0.9	3.0	0.9
2	0.1	0.1	0.3	0.1	0.3	0.0	0.0	0.0	0.1	0.1	0.3	0.1
3	0.0	0.0	0.0	0.0	-	-	-	-	0.0	0.0	0.0	0.0
4	-	-	-	-	-	-	-	-	-	-	-	-
5	-	0.0	0.0	0.0	-	-	-	-	-	0.0	0.0	0.0

TABLE 19 Source of entrants to schools at September 2003, by type of school
Maintained schools in England and Wales, September 2003

National estimates

Source	PRIMARY SCHOOLS						SECONDARY SCHOOLS						SPECIAL SCHOOLS						ALL SCHOOLS								
	Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total				
	%	FTE	%	FTE	%	Number	Percent	%	FTE	%	Number	Percent	%	FTE	%	Number	Percent	%	FTE	%	Number	Percent	%	FTE	%	Number	Percent
Full-time New entrant to teaching Returner ^(a) From another school ^(b) From another post ^(c)	56.1	10,760	52.7	10,760	53.1	12,850	46.9	43.2	49.4	12,850	46.9	16.8	29.2	440	26.9	45.2	50.2	24,060	48.8	48.8	24,060	48.8	48.8	24,060	48.8	24,060	48.8
	4.2	1,100	5.6	1,100	5.4	1,370	5.0	5.5	4.7	1,370	5.0	5.6	6.3	100	6.2	5.2	5.2	2,570	5.2	5.2	2,570	5.2	5.2	2,570	5.2		
	33.4	7,110	35.4	7,110	35.1	11,620	42.4	45.9	40.2	11,620	42.4	73.8	58.5	1,010	61.3	44.0	38.5	19,740	40.1	40.1	19,740	40.1	40.1	19,740	40.1		
	6.2	1,280	6.3	1,280	6.3	1,540	5.6	5.5	5.7	1,540	5.6	3.8	6.0	90	5.6	5.6	6.0	2,910	5.9	5.9	2,910	5.9	5.9	2,910	5.9		
TOTAL	2,760	17,500	20,250	10,770	16,610	27,370	310	1,340	1,650	13,830	35,450	49,270	13,830	35,450	49,270	13,830	35,450	49,270	13,830	35,450	49,270	13,830	35,450	49,270	13,830	35,450	49,270
Part-time New entrant to teaching Returner ^(a) From another school ^(b) From another post ^(c)	7.2	290	13.6	290	13.3	270	13.3	12.4	13.5	270	13.3	-	-	-	-	11.1	13.0	560	12.7	12.7	560	12.7	12.7	560	12.7		
	38.1	790	37.0	790	37.0	660	32.7	23.7	35.3	660	32.7	-	22.4	40	19.5	24.9	35.6	1,500	34.2	34.2	1,500	34.2	34.2	1,500	34.2		
	49.0	990	46.3	990	46.4	990	48.7	51.8	47.8	990	48.7	100.0	72.6	150	76.1	53.5	48.1	2,130	48.8	48.8	2,130	48.8	48.8	2,130	48.8		
	5.7	70	3.2	70	3.3	110	5.3	12.1	3.3	110	5.3	-	5.0	10	4.3	10.6	3.3	190	4.3	4.3	190	4.3	4.3	190	4.3		
TOTAL	80	2,060	2,140	460	1,570	2,040	20	170	190	570	3,800	4,370	20	170	190	570	3,800	4,370	570	3,800	4,370	570	3,800	4,370	570	3,800	4,370

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 2003

National estimates	Percentage of headteachers who had been informed in writing of		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	Percentage with objectives in place, against which performance had been reviewed	their pay point	the basis on which the point had been determined	
													%
All	81	78	96	97	99	86	35	90	85	92	45	82	75
School type													
Primary	79	76	95	97	99	86	35	89	83	92	45	81	73
Secondary	94	89	98	96	99	89	36	96	91	95	42	90	84
Special	75	69	93	100	99	85	31	84	81	94	52	83	81
Region													
North East	89	87	97	97	98	92	35	95	95	95	45	91	87
North West	76	75	96	98	99	88	30	86	85	94	45	84	79
Yorkshire & the Humber	82	75	99	100	100	89	28	90	80	96	41	81	71
East Midlands	77	77	96	99	99	86	40	85	85	90	50	70	70
West Midlands	78	76	96	99	99	85	30	88	79	93	36	78	68
East of England	83	77	96	98	98	84	41	90	82	91	48	86	77
Greater London	83	80	93	96	99	84	35	91	82	89	44	83	74
South East	90	82	96	97	100	86	35	94	88	90	52	88	83
South West	79	80	97	97	98	85	40	94	90	96	48	87	80
Wales	71	71	90	89	99	88	36	88	82	93	38	72	63
School Group													
One	68	65	92	96	98	84	30	88	80	89	38	75	68
Two	81	78	96	97	99	88	36	89	82	92	47	83	75
Three	86	84	97	99	99	84	37	90	86	93	46	82	75
Four	91	87	92	98	100	92	36	91	85	94	51	88	81
Five	86	85	97	98	99	88	35	91	88	94	39	95	87
Six	94	90	99	95	98	87	32	98	92	92	37	93	88
Seven	92	84	99	95	100	85	33	98	94	100	43	91	83
Eight	93	81	82	95	100	87	70	86	87	87	58	58	57

TABLE 21 Distribution of unattached teachers on the leadership group pay spine
LEAs in England and Wales, September 2003

National estimates

Spine point 2003	<i>ALL LEADERSHIP GROUP MEMBERS</i>		
	Male	Female	Total
	%	%	%
L1	0.4	0.5	0.5
L2	0.8	1.3	1.1
L3	1.6	2.4	2.2
L4	2.3	3.6	3.2
L5	8.0	7.7	7.8
L6	7.3	10.4	9.4
L7	10.1	10.4	10.3
L8	8.9	6.1	7.0
L9	5.6	11.7	9.9
L10	8.1	11.2	10.3
L11	6.6	5.4	5.7
L12	6.0	6.1	6.1
L13	4.1	5.7	5.2
L14	3.8	5.5	5.0
L15	3.0	3.3	3.2
L16	1.1	2.0	1.7
L17	5.2	1.6	2.7
L18	2.6	1.1	1.6
L19	1.5	0.6	0.9
L20	1.7	0.9	1.1
L21	2.9	1.1	1.6
L22	1.3	0.2	0.5
L23	1.7	0.2	0.6
L24	1.2	-	0.3
L25	0.8	-	0.2
L26	0.4	-	0.1
L27	0.9	0.2	0.4
L28	-	-	-
L29	-	0.2	0.1
L30	0.6	0.2	0.3
L31	-	0.2	0.2
L32	0.4	-	0.1
L33	0.4	0.2	0.3
L34	0.7	0.2	0.3
L35	-	-	-
L36	-	-	-
L37	-	-	-
L38	-	-	-
L39	-	-	-
L40	-	-	-
L41	-	-	-
L42	-	-	-
L43	-	-	-

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 2003**

National estimates^(a), leadership group members who were in the same post at September 2002 and September 2003.

Additional spine points	Total
	%
-5	-
-4	-
-3	-
-2	0.4
-1	0.3
0	81.6
1	12.3
2	3.3
3	0.7
4	0.7
5	-
6	-
7	0.4
8	-
>8	0.2
Number	<i>1,100</i>

(a) Estimated from those posts for which the spine point at September 2002 was known.

TABLE 23

Distribution of full-time equivalent unattached teachers on the classroom teachers' pay spine

LEAs in England and Wales, September 2003

National estimates

Spine point 2003	<i>FULL-TIME</i>			<i>PART-TIME</i>			<i>TOTAL</i>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%	%	%	%
Main scale									
1	0.5	0.6	0.6	0.4	0.3	0.3	0.5	0.6	0.5
2	0.4	0.7	0.6	0.6	0.5	0.5	0.5	0.7	0.6
3	1.0	1.1	1.0	1.3	1.0	1.0	1.0	1.0	1.0
4	2.8	2.5	2.6	2.0	2.0	2.0	2.7	2.3	2.4
5	2.1	1.9	2.0	3.0	2.2	2.3	2.3	2.0	2.1
6	22.5	17.2	18.5	47.9	30.8	33.0	26.1	20.9	22.1
Upper scale									
1	22.4	18.1	19.2	20.4	20.4	20.4	22.1	18.7	19.5
2	48.2	57.9	55.5	24.5	42.9	40.5	44.9	53.8	51.8
FTE	2,520	7,480	9,990	420	2,830	3,250	2,930	10,310	13,240

TABLE 24

Distribution of spine point at September 2002 by spine point at September 2003 of full-time equivalent unattached teachers on the classroom teachers' pay spine
Maintained schools in England and Wales, September 2003

National estimates, unattached teachers in the same post at September 2002 and September 2003

Spine point 2003	Spine point 2002								Total	
	Main scale						Upper scale		Number	Percent
	1	2	3	4	5	6	1	2		
	%	%	%	%	%	%	%	%	FTE	%
Main scale										
1	34.9	-	-	-	-	-	-	-	20	0.2
2	62.2	-	-	-	-	-	-	-	30	0.3
3	2.9	100.0	2.2	-	-	-	-	-	80	0.7
4	-	-	97.5	2.2	-	-	-	-	230	1.9
5	-	-	-	96.0	16.7	-	-	-	210	1.8
6	-	-	0.3	1.8	83.3	89.6	-	-	2,510	21.1
Upper scale										
1	-	-	-	-	-	10.4	70.0	-	2,230	18.7
2	-	-	-	-	-	-	30.0	100.0	6,570	55.3
FTE	50	70	230	180	240	2570	2800	5730	11,870	

TABLE 25 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 2003

National estimates		Management Allowance										Special Needs Allowance						Recruitment & Retention Allowance						Percentages of totals				
		0	1	2	3	4	5	Total	0	1	2	Total	0	1	2	3	4	5	Total	0	1	2	3	4	5	Total		
FULL-TIME Main scale	1	0.6	0.0	-	0.0	-	-	0.6	0.6	0.0	0.0	0.0	0.6	0.6	-	-	-	-	-	-	0.6	0.6	-	-	-	-	-	0.6
	2	0.6	0.0	0.0	-	-	-	0.6	0.5	0.1	0.0	0.0	0.6	0.6	0.0	-	-	-	-	-	0.6	0.6	0.0	-	-	-	-	0.6
	3	0.9	0.1	0.0	-	-	-	1.0	0.6	0.3	0.1	0.0	1.0	1.0	0.0	-	-	-	-	-	1.0	1.0	0.0	-	-	-	-	1.0
	4	1.8	0.4	0.3	0.0	0.0	-	2.6	1.8	0.6	0.2	0.2	2.6	2.4	0.1	0.1	-	-	-	-	2.6	2.4	0.1	0.1	-	-	-	2.6
	5	1.4	0.4	0.2	0.0	0.0	-	2.0	1.3	0.5	0.2	0.2	2.0	1.8	0.1	0.1	-	-	-	-	2.0	1.8	0.1	0.1	-	-	-	2.0
	6	11.8	3.0	2.5	0.6	0.5	0.1	18.5	12.9	3.4	2.2	2.2	18.5	17.6	0.5	0.5	0.0	-	-	-	18.5	17.6	0.5	0.5	0.0	-	-	18.5
	Upper scale																											
1	7.2	4.1	4.2	1.8	1.5	0.4	19.2	10.8	5.0	3.3	3.3	19.2	18.5	0.2	0.5	-	-	-	-	19.2	18.5	0.2	0.5	-	-	-	19.2	
2	15.8	12.8	14.4	7.2	4.2	1.0	55.5	28.0	13.1	14.4	14.4	55.5	53.6	1.1	0.7	0.2	-	-	-	55.5	53.6	1.1	0.7	0.2	-	-	55.5	
%	40.1	20.8	21.6	9.7	6.2	1.6	100.0	56.5	23.0	20.5	20.5	100.0	96.1	2.0	1.8	0.2	-	-	-	100.0	96.1	2.0	1.8	0.2	-	-	100.0	
PART-TIME Main scale	1	0.3	0.0	-	-	-	0.3	0.3	-	-	-	0.3	0.3	-	-	-	-	-	-	0.3	0.3	-	-	-	-	-	0.3	
	2	0.5	-	-	-	-	0.5	0.4	0.0	0.1	0.0	0.5	0.4	0.0	0.1	-	-	-	-	0.5	0.5	0.0	-	-	-	-	0.5	
	3	0.8	0.1	0.1	0.0	-	-	1.0	0.8	0.1	0.0	0.0	1.0	1.0	0.0	-	0.0	-	-	1.0	1.0	0.0	-	0.0	-	-	1.0	
	4	1.6	0.3	0.1	-	-	-	2.0	1.6	0.3	0.1	0.0	2.0	1.9	0.0	-	-	-	-	2.0	1.9	0.0	-	-	-	-	2.0	
	5	2.0	0.2	0.1	0.0	-	-	2.3	1.9	0.2	0.2	0.2	2.3	2.3	-	0.0	-	-	-	2.3	2.3	-	0.0	-	-	-	2.3	
	6	26.7	3.5	2.2	0.4	0.2	0.0	33.0	24.7	5.8	2.4	2.4	33.0	32.2	0.3	0.5	-	-	-	33.0	32.2	0.3	0.5	-	-	-	33.0	
	Upper scale																											
1	13.1	3.6	2.5	0.9	0.2	-	20.4	13.5	4.5	2.3	2.3	20.4	19.7	0.3	0.3	0.0	-	-	-	20.4	19.7	0.3	0.3	0.0	-	-	20.4	
2	21.9	9.3	6.9	1.4	0.8	0.2	40.5	21.7	10.2	8.6	8.6	40.5	39.8	0.5	0.2	0.1	-	-	-	40.5	39.8	0.5	0.2	0.1	-	-	40.5	
%	66.8	17.1	11.9	2.7	1.3	0.2	100.0	65.1	21.3	13.7	13.7	100.0	97.7	1.1	1.1	0.1	-	-	-	100.0	97.7	1.1	1.1	0.1	-	-	100.0	
TOTAL Main scale	1	0.5	0.0	-	0.0	-	0.5	0.5	0.0	0.0	0.0	0.5	0.5	-	-	-	-	-	-	0.5	0.5	-	-	-	-	-	0.5	
	2	0.6	0.0	0.0	-	-	0.6	0.5	0.1	0.0	0.0	0.6	0.6	0.0	-	-	-	-	-	0.6	0.6	0.0	-	-	-	-	0.6	
	3	0.9	0.1	0.0	0.0	-	-	1.0	0.7	0.3	0.1	0.0	1.0	1.0	0.0	-	0.0	-	-	1.0	1.0	0.0	-	0.0	-	-	1.0	
	4	1.7	0.4	0.2	0.0	0.0	-	2.4	1.8	0.5	0.1	0.1	2.4	2.3	0.0	0.0	-	-	-	2.4	2.3	0.0	0.0	-	-	-	2.4	
	5	1.5	0.3	0.2	0.0	0.0	-	2.1	1.4	0.4	0.2	0.2	2.1	1.9	0.1	0.1	-	-	-	2.1	1.9	0.1	0.1	-	-	-	2.1	
	6	15.5	3.1	2.4	0.6	0.4	0.1	22.1	15.8	4.0	2.3	2.3	22.1	21.2	0.4	0.5	0.0	-	-	-	22.1	21.2	0.4	0.5	0.0	-	-	22.1
	Upper scale																											
1	8.6	4.0	3.8	1.5	1.2	0.3	19.5	11.5	4.9	3.1	3.1	19.5	18.8	0.2	0.4	0.0	-	-	-	19.5	18.8	0.2	0.4	0.0	-	-	19.5	
2	17.3	11.9	12.6	5.8	3.4	0.8	51.8	26.5	12.4	13.0	13.0	51.8	50.2	0.9	0.6	0.2	-	-	-	51.8	50.2	0.9	0.6	0.2	-	-	51.8	
%	46.6	19.9	19.3	8.0	5.0	1.2	100.0	58.6	22.6	18.8	18.8	100.0	96.5	1.8	1.6	0.2	-	-	-	100.0	96.5	1.8	1.6	0.2	-	-	100.0	

TABLE 28

Source of unattached teacher entrants to LEAs at September 2003
LEAs in England and Wales, September 2003

National estimates

Source	Male	Female	Total
	%	%	%
Full-time			
New entrant to teaching	3.7	6.4	5.7
Returner ^(a)	13.4	13.4	13.4
From a school ^(b)	75.3	74.2	74.5
From another post ^(c)	7.5	6.1	6.5
FTE	270	760	1,040
	%	%	%
Part-time			
New entrant to teaching	-	4.5	3.8
Returner ^(a)	24.9	22.0	22.4
From a school ^(b)	68.0	68.8	68.6
From another post ^(c)	7.1	4.7	5.1
FTE	50	280	330

(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

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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 2003 and, where applicable, in 2002 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 3,005 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 2003. 57.5% (1,775) of the schools approached returned questionnaires. After validation of the returns, records for some teachers and schools had to be removed, and information for 1,653 schools and some 34,300 teachers (1,650 heads, 1,580 deputies, 1,090 assistant heads and 30,000 classroom teachers) was used.

7. Of the 3,005 schools contacted for the survey, there were 2,125 nursery and primary schools, 756 secondary schools and 124 special schools. The effective response rate was 55 per cent overall and individual rates for each type of school were 58 per cent, 44 per cent and 60 per cent respectively. Response rates by region varied from 46 per cent in Wales to 64 per cent in the East of England. 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 1,653 schools covering just over 34,300 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 2003 and, where applicable, in 2002, 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 2003. 94 LEAs (55 per cent) out of the 172 contacted returned questionnaires. After validation of the returns, records for some teachers and LEAs had to be removed, and information for some 8,860 teachers (690 leadership group

posts and 8,180 classroom teachers) was ultimately used. This year's response rate saw a large increase from the 2002 response rate.

16. The effective response rate for LEAs was 50 per cent. Response rates by LEA type varied from 36 per cent in Wales (up from 14% in 2002) to 63 per cent for Unitary LEAs. 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 via LEA types. 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	Special	Primary	Secondary	Special	Primary	Secondary	Special	Total
	No.	No.	No.	No.	No.	No.	%	%	%	%
North East	97	41	6	56	12	3	58	29	50	49
North West	267	94	19	152	37	12	57	39	63	53
Yorkshire & the Humber	191	63	9	117	30	7	61	48	78	59
East Midlands	170	63	7	94	33	4	55	52	57	55
West Midlands	192	81	13	106	38	10	55	47	77	54
East of England	209	86	10	148	39	8	71	45	80	64
Greater London	373	122	29	194	49	12	52	40	41	49
South East	269	100	17	187	46	12	70	46	71	63
South West	194	62	8	119	26	3	61	42	38	56
Wales	163	44	6	69	26	4	42	59	67	46
Total	2,125	756	124	1,242	336	75	58	44	60	55

Table B2

Response rates to LEAs' questionnaire, by LEA Type

Region	Number of LEAs	Number of LEAs responding		Response rate
	No.	No.	No.	%
County	35	20		57
Metropolitan	36	14		39
Unitary	46	29		63
Wales	22	8		36
London	33	15		45
Total	172	86		50

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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

Questionnaire

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 2003.

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
- teaching assistants

Headteachers

Full time	Part time
<input type="text"/>	<input type="text"/>

Deputy heads

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Assistant heads

<input type="text"/>	<input type="text"/>
----------------------	----------------------

(i.e. all other teachers who are paid on the leadership group spine)

Other qualified classroom teachers

<input type="text"/>	<input type="text"/>
----------------------	----------------------

(who are paid on the spine for qualified teachers)

Questionnaire

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 2003.

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 2003 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 2002, columns e and f should show the details at September 2002 of the post holder **at that date** (or "D/K" if not known), and not the post holder at September 2003
- For posts created after September 2002, enter "N/A" in columns e and f
- The individual school range (see page 2 of the Guidance Notes) consists of seven points from the pay spine e.g. L16 – L22
- If the spine point or individual school range at 1 September 2003 is not yet known, please enter "D/K" and a note explaining the circumstances
- The salaries payable in September 2003 and 2002 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 2003				1 September 2002	
a	b	c	d	e	f
Spine point at Sept 2003	Individual school range at Sept 2003	Gender of post holder	New post holder since Sept 2002?	Spine point at Sept 2002	Individual school range at Sept 2002
L1 to L43 (or 75)		M/F	Y/N	L1 to L43 (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.

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 2003 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 2002, column e should show the spine point at September 2002 of the post holder **at that date**, and not the post holder at September 2003
- For posts created after September 2002, enter "N/A" in column e
- If details at 1 September 2003 or 1 September 2002 are not known, please enter "D/K"
- The salaries payable in September 2003 and 2002 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 2003				1 September 2002
	a Deputy or Assistant Head? D/A	b Spine point at Sept 2003 L1 to L43 (or 75)	c Gender of post holder M/F	d New post holder since Sept 2002? Y/N	e Spine point at Sept 2002 L1 to L43 (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.

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 2003 and 1 September 2002. For teachers joining later than September 2002, the section for 1 September 2002 should be left blank, and a source of appointment entered. Please also refer to the example sheet on pages 4 and 5 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	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 2003					
				(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	2	5
5 upper			

If you prefer, the questionnaire can be completed electronically at:
www.orc.co.uk/teacherspay

Pay at 1 September 2002					
Please see note on right (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					
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					
	6 main 5 upper		5	2	5

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.

If decisions on any threshold applications have not yet been finalised (for either September 2002 or September 2003) those teachers should be shown as remaining on the main scale.

If decisions on progression on the upper scale have not yet been made, the spine point at September 2003 should be entered as unchanged from September 2002.

For teachers who passed the threshold or progressed on the upper scale with respect to September 2002, the spine point at that date should reflect that progression, even if the decision was backdated.

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.

***Source of appointment**

(For teachers joining the school later than September 2002 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 2002, please leave the whole row blank for 2002 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**

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 Outer London and the Fringe area (and formerly in Inner London) should **NOT** be recorded on the questionnaire.

Questionnaire

5. Operation of procedures for Heads' pay

A In relation to the last school year **2002/03**, 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 **2002/03** school year, did your governing body agree objectives against which to review your performance?

Yes
Go to 5D

No
Go to 5C

C If **NO** to 5B: Are there plans for objectives to be in place for the **2003/04** school year?

Yes
Go to Section 6

No
Go to Section 6

D If **YES** to 5B: 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 **2002/03** been reviewed against these objectives? Yes
Go to Section 6

No

v) 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 **2002/03**, were your deputy/assistant heads informed in writing of:

- | | | | |
|-----|--|------------------------------|-----------------------------|
| i) | their pay spine point/salary level? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ii) | the basis on which that point/level had been determined? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

B Again in relation to the **2002/03** school year, were objectives agreed against which to review the performance of the deputy/assistant heads?

- | | |
|------------------------------|-----------------------------|
| Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Go to 6D | Go to 6C |

C If **NO** are there plans for objectives to be in place for the to 6B: **2003/04** school year?

- | | |
|------------------------------|-----------------------------|
| Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Go to Section 7 | Go to Section 7 |

D If **YES** to 6B: i) has performance in **2002/03** been reviewed against these objectives?

- | | |
|------------------------------|-----------------------------|
| Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Go to Section 7 | |

- | | | |
|--|------------------------------|-----------------------------|
| ii) if a review has not taken place, is one planned? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|--|------------------------------|-----------------------------|

7. Operation of procedures for Classroom Teachers' pay

In relation to the last school year **2002/03**, were your classroom teachers informed in writing of:

- | | | | |
|-----|--|------------------------------|-----------------------------|
| i) | their pay spine point/salary level? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ii) | the basis on which that point/level had been determined? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

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The School Teachers' Review Body

Survey of Unattached Teachers' Pay

Questionnaire (Unattached Teachers)

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 2003, 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 42 of the School Teachers' Pay and Conditions Document 2003. This definition includes such teachers as:
 - those in a language support service;
 - peripatetic music teachers;
 - home tutors and teachers teaching in hospitals;
 - EMAG teachers not part of a school's establishment;
 - SEN teachers not part of a school's establishment;
 - LEA employed supply teachers;
 - 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:

- **teachers who are on the payroll 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;
- 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.

Questionnaire (Unattached Teachers)

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

I. Number of Qualified Teachers

How many teachers employed directly by your LEA, as defined on the front cover of this questionnaire, are paid as each of the following?

Please enter the number at 1 September 2003.

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
- teaching assistants

	Full-time	Part-time	
		Head count	Full-time equivalents
Teachers paid on the leadership group scale	<input type="text"/>	<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"/>	<input type="text"/>

2. Pay of Teachers on the Leadership Group Pay Scale

Please complete the table below for each teacher, as defined on the front cover of this questionnaire, who is paid on the leadership group spine.

Only posts which exist at September 2003 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 2 of the Guidance Notes.
- Where the post holder has changed since 1 September 2002, column c should show the spine point at September 2002 of the post holder **at that date**, and not the post holder at September 2003
- For posts created after September 2002, enter "N/A" in column d
- If details at 1 September 2003 or 1 September 2002 are not known, please enter "D/K"
- The salaries payable in September 2003 and 2002 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 a and d (see page 3 of the Guidance Notes)

	1 September 2003			1 September 2002
	a	b	c	d
	Spine point at Sept 2003	Gender of post holder	New post holder since Sept 2002?	Spine point at Sept 2002
	L1 to L43 (or 75)	M/F	Y/N	L1 to L43 (or 75)
Post 1				
Post 2				
Post 3				
Post 4				
Post 5				
Post 6				
Post 7				
Post 8				
Post 9				
Post 10				

If you need to enter details of more than 10 posts, please use photocopies of this page for a continuation grid.

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.

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 2003 and 1 September 2002. For teachers joining later than September 2002, the section for 1 September 2002 should be left blank, and a source of appointment entered. Please also refer to the example sheet on pages 4 and 5 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	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 2003					
				(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									
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21									
22									
23									
24									
25									
26									
27									
28									
29									
30									

Maximum possible points

6 main
5 upper

5

2

5

If you prefer, the questionnaire can be completed electronically at:
www.orc.co.uk/teacherspay

Pay at 1 September 2002					
Please see note on right (see column base for maximum possible points: see also Guidance Notes)					
	Main scale or upper pay scale M/U	Point on scale	Allowances		Recruitment / retention
			Management	Special needs	
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					
	6 main 5 upper	5	2	5	

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.

If decisions on any threshold applications have not yet been finalised (for either September 2002 or September 2003) those teachers should be shown as remaining on the main scale.

If decisions on progression on the upper scale have not yet been made, the spine point at September 2003 should be entered as unchanged from September 2002.

For teachers who passed the threshold or progressed on the upper scale with respect to September 2002, the spine point at that date should reflect that progression, even if the decision was backdated.

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.

***Source of appointment**

(For teachers joining the LEA later than September 2002 only. This column should be left blank for all other teachers.)

If a teacher was newly appointed to a post in your LEA later than September 2002, please leave the whole row blank for 2002 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 LEA 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**

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 Outer London and the Fringe area (and formerly in Inner London) should NOT be recorded on the questionnaire.

Questionnaire (Unattached Teachers)

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

A In relation to the last school year **2002/03**, were those teachers paid on the leadership group pay scale informed in writing of:

- | | | | | |
|-----|--|------------------------------|-----------------------------|--|
| i) | their pay spine point/salary level? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Information not available <input type="checkbox"/> |
| ii) | the basis on which that point/level had been determined? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Information not available <input type="checkbox"/> |

B Again in relation to the **2002/03** school year, were objectives agreed against which to review the performance of those teachers paid on the leadership group pay scale?

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Information not available <input type="checkbox"/>
Go to 4D	Go to 4C	Go to Section 5

C If **NO** to 4B: are there plans for objectives to be in place for the **2003/04** school year?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
Go to Section 5	Go to Section 5

D If **YES** to 4B:

i) has performance in 2002/03 been reviewed against these objectives?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
ii) if a review has not taken place, is one planned?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Go to Section 5	

5. Operation of Procedures for Classroom Teachers' Pay

In relation to the last school year **2002/03**, were those teachers paid on the classroom teachers' pay scale informed in writing of:

- | | | | | |
|-----|--|------------------------------|-----------------------------|--|
| i) | their pay spine point/salary level? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Information not available <input type="checkbox"/> |
| ii) | the basis on which that point/level had been determined? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Information not available <input type="checkbox"/> |

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Appendix C

PAY SPINES

Leadership Group Pay Spine

<i>Spine point</i>	<i>Salary at 01 September 2003</i>	<i>Salary in Inner London at 01 September 2003</i>
L1	£31,416	£37,359
L2	£32,205	£38,148
L3	£33,009	£38,952
L4	£33,834	£39,777
L5	£34,677	£40,620
L6	£35,544	£41,487
L7	£36,507	£42,450
L8	£37,344	£43,287
L9	£38,277	£44,220
L10	£39,261	£45,204
L11	£40,278	£46,221
L12	£41,208	£47,151
L13	£42,240	£48,183
L14	£43,290	£49,233
L15	£44,367	£50,310
L16	£45,549	£51,492
L17	£46,599	£52,542
L18	£47,769	£53,712
L19	£48,951	£54,894
L20	£50,166	£56,109
L21	£51,408	£57,351
L22	£52,683	£58,626

<i>Spine point</i>	<i>Salary at 01 September 2003</i>	<i>Salary in inner London at 01 September 2003</i>
L23	£53,988	£59,931
L24	£55,329	£61,272
L25	£56,700	£62,643
L26	£58,107	£64,050
L27	£59,544	£65,487
L28	£61,020	£66,963
L29	£62,535	£68,478
L30	£64,089	£70,032
L31	£65,676	£71,619
L32	£67,308	£73,251
L33	£68,979	£74,922
L34	£70,686	£76,629
L35	£72,444	£78,387
L36	£74,235	£80,178
L37	£76,083	£82,026
L38	£77,964	£83,907
L39	£79,863	£85,806
L40	£81,861	£87,804
L41	£83,904	£89,847
L42	£86,004	£91,947
L43	£88,155	£94,098

Classroom Teachers' Pay Spine

<i>Spine point</i>	<i>Salary at 01 September 2003</i>	<i>Salary in Inner London at 01 September 2003</i>
M1	£18,105	£21,522
M2	£19,536	£22,977
M3	£21,108	£24,573
M4	£22,734	£26,226
M5	£24,525	£28,041
M6	£26,460	£30,000

<i>Spine point</i>	<i>Salary at 01 September 2003</i>	<i>Salary in Inner London at 01 September 2003</i>
U1	£28,668	£34,002
U2	£29,730	£35,673
U3	£30,831	£36,774
U4	£31,968	£37,911
U5	£33,150	£39,093