IDR

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A comparison of earnings for teachers with those for other graduate professions

A report for NASUWT

IDR

Pay Data | Intelligent Decisions

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1. Overview

1.1. Background and what the report covers

This report is one of a series of similar studies produced by IDR for the NASUWT but the current report differs from previous editions because it follows the first multi-year pay increases implemented since the establishment of the Independent Welsh Pay Review Body (IWPRB) in 2019. The award covers the two-year period up to September 2024 and while this is still in the future, it remains important to examine how the economic factors affecting the teaching profession have changed over the last 12 months.

Similarly, it is also essential to analyse the differentials between earnings for Welsh teachers and those for other professional groups in the UK as many of the latter may have been awarded relatively high pay rises as a result of historically high inflation levels, which may have impacted pay relativities. Further, high inflation endured longer than many initially assumed, something that is underlined by the fact that the initial two-year pay uplift agreed for teachers in Wales was later increased further due to the continued changing economic environment.

The bulk of the report focuses on the variations between the earnings received by teachers in Wales but also extends to other parts of the UK. This is because these pay ranges have increasingly diverged in the last few years since the establishment of the IWPRB. As well as examining earnings differentials, the report usually draws on various sources of other relevant information, including the IWPRB's findings, though with no IWPRB report published in 2023 the evidence available this year is more limited although many other sources of information are still available.

Another factor to bear in mind is the backdrop of persistently high inflation over the last couple of years. For a period, inflation reached double-digit levels, significantly higher than the pay rises awarded to teachers in Wales. As a result, despite historically high pay increase recommendations from the IWPRB that were later uplifted, not all of those in the teaching profession in Wales received real terms pay increases in the last year.

Since our last report, inflation levels have eased significantly but are still higher than in many of the years previously. According to the latest available statistics, in the year to January 2024, the UK Consumer Prices Index (CPI) stood at 4% while the Retail Prices Index (RPI) was even higher at 4.9%.

Looking ahead, economists expect inflation to moderate further, with the RPI potentially dropping as low as 2.3% or thereabouts in June 2024. After this, it could rebound, but only a little, and will mostly remain flat, with IDR's panel of forecasts indicating that by summer 2025 it could be just below 3%. This would represent a return to the sort of inflation that we have been used to for most of the past 30 years. For the CPI, our forecasters predict that, on average, it should return to the Government's target of 2% or even below it by April, and remain around this level, or slightly above it, for the remainder of the forecast period. The main factors behind the continued moderation are falls in the contribution from household energy and food prices, with the latter currently rising at 7%, down from 8% the previous month. Although the trend here is declining, the rate is significantly higher than before the pandemic.

Latest pay award

In recognition of inflationary pressures, in its last report, the IWPRB added that its recommendations should be kept under review and revisited if there was a significant change in economic conditions. The Welsh Government accepted the initial IWPRB recommendations, but they were made at a time of high inflation which endured for a longer period than most economists expected. Because of this, the original recommendations for 2022/23 and 2023/24 were later uplifted. On top of the initial 5% pay rise already awarded effective from September 2022, a revised pay award was made. This included a 1.5% consolidated amount and 1.5% non-consolidated with both backdated to 1 September 2022. For the 2023/24 year, the Welsh Government also increased the original proposed rise of 3.5% to 5%.

Time period and main sources

We have been producing reports for the NASUWT for a number of years and over that time our approach has evolved. Back in 2015, our report covered the UK as a whole but since

2016 the research has focused specifically on Wales and, as in previous reports, this latest study presents a detailed picture of how earnings for teachers have varied in relation to those for other graduate occupations.

Three years ago, we shifted our focus from the years since 1998 to a more recent period spanning 2007 to 2019. This year's study takes the same broad approach with the first year, 2008, marking the year the global economic crisis began. We next focus on 2015 as this is the midpoint of the period to date while 2023 is of obvious interest as it is the latest year for which data is available.

As with all the reports we have produced for the NASUWT, this latest one examines earnings data drawn from the Office for National Statistics' (ONS) Annual Survey of Hours and Earnings (ASHE), for school teachers and a basket of selected comparator professional occupations. More specifically, the report focuses on basic and gross weekly and annual full-time earnings in Wales from ASHE for 11 non-teaching professional occupations, making it possible to examine how their earnings compare to those for school teachers – both secondary teachers and those in primary schools.

We focus on average as well as median statistics because a limitation of using median figures is that they represent central or typical values and are not as strongly affected as the average or mean by the highest and lowest amounts found in a particular sample. For remuneration data, such outliers are important because they provide a more complete picture of the whole range of earnings found in different occupations. This is particularly relevant for teachers in Wales where concerns have been expressed in the past about pay at more experienced levels and, in recent years, for those at the other end of the earnings distribution, just starting their careers.

1.2. Changes to occupational classifications

The ONS makes periodical changes to its occupational classifications as part of its 10-yearly review process. One such change affected last year's analysis which meant we had to make some important changes to the report affecting the list of job groups whose earnings we analyse. This was because some of the professions we usually examine had either changed

or disappeared entirely from the data. In short, three occupational groups either changed or disappeared which meant that we had to review the situation in order to determine replacement occupational groups. These new groups continue to be used this year and, because the change is still relatively new, the old and replacement jobs are presented once more in Table 1 below.

Table 1: New and old occupational groups resulting from change from SOC 2010 to 2020

2010 occupational group previously used	Change made by the ONS	2020 occupational group now used	Comment
Biological scientists and biochemists	Split into two more specific groups	Biochemists and biomedical scientists	We are using the larger of the two new groups created
Health professionals	Split into multiple medical categories so no longer exists with no similar group now existing	Medical practitioners	Medical practitioners were previously part of the health professionals group and are a main focus of comparison
Primary and nursery education teaching professionals	Split into two smaller groups – primary and nursery teachers	Primary teachers	This group, along with secondary teachers have always been the focus of our studies. Primary teachers always dominate the previous combined group that included nursery teachers

Source: IDR

As a result of the changes made to the standard occupational codes, the 11 graduate occupations used for comparisons are:

- Chemical scientists
- Biochemists and biomedical scientists
- Physical scientists
- Engineering professionals
- Information technology and telecommunications professionals
- Medical practitioners
- Pharmacists
- Legal professionals
- Chartered and certified accountants
- Management consultants and business analysts

- Chartered surveyors.

Another change made three years ago was to extend our non-teaching group to include IT and telecommunications professionals. The reason for this was because this type of work has become a major growth area in the labour market, not least because of the pandemic. A point to note with regard to IT specialists, however, is that they tend to be particularly low paid in Wales. Our analysis of earnings for all the professions across the UK illustrates that IT specialists in Wales are significantly lower paid than their counterparts in the other two countries, whether measured by weekly or annual earnings. This could indicate that some of the Welsh IT jobs may be particularly junior and/or may not be graduate roles although ASHE does not provide evidence on levels of responsibilities, skills, qualifications and experience to conclude this for certain.

More broadly, the same could be true to varying extents for many of the professions, with earnings for most non-teaching roles in Wales tending to be lower paid when compared with those for similar roles in England and Scotland. For example, when measured by average gross weekly earnings, an analysis of the 10 non-teaching jobs for which data was available in every country illustrates that five were lowest paid in Wales. When measured by average gross annual earnings, the pattern was similar, with seven of the 10 non-teaching jobs in Wales at the bottom of the pay table when compared to similar roles in England and Scotland. As a result, comparisons of earnings for teachers with those for non-teaching professions in Wales appear much more favourable (to teachers) than similar comparisons in England or Scotland. Further to this, comparisons based on ASHE data between teaching earnings levels in Wales and non-teaching professional pay levels in England and Scotland illustrate even wider gaps.

1.3. Annual as well as weekly data analysed

Another change that we made last year which is also included in the latest report is additional comparative analysis based on annual as well as weekly earnings where it is disclosed. The ASHE survey only includes annual figures for gross earnings with no corresponding annual data for basic pay so this year we have again extended our analysis to include this measure in addition to the analysis of weekly amounts.

The main difference between the annual and weekly data is that the former is collected at the end of the year and only includes those individuals that have been in post for the full 12 months. By contrast, the weekly data is collected in April and includes anyone in post at that time which means that the sample sizes are typically larger.

Another important difference between the weekly and annual figures is that because the ASHE data on weekly amounts is normally collected in April each year, it does not provide adequate coverage of bonuses. This is because the bonus season in most sectors runs from December to March. As a result, any earnings differentials based on weekly figures may overstate the relative position of the two teaching groups (because it does not adequately include bonuses that other groups may receive) and at the same time may understate the earnings lead for many of the comparator groups. In contrast, because the annual data covers the full 12 months, notwithstanding the smaller sample sizes, this new data may mitigate the drawbacks of the weekly data to some extent and provide an extra dimension to the analysis[1].

1.4. A number of caveats

A number of caveats need to be borne in mind when using ASHE data. While the survey is an invaluable source of occupational earnings data for the UK, it does have some drawbacks which need to be considered. In particular, there are sample size limitations in Wales in some years for certain occupations due to the country's comparatively smaller population. As mentioned above, this year's analysis has been extended to include some annual earnings data and, because this only covers individuals that have been in post for a full 12 months, the sample sizes are more limited than those relating to weekly earnings.

As a result, variations in earnings across years can appear quite volatile with the science-based professions standing out. This is because the number of these roles is relatively low in the ASHE sample for Wales in many of the years examined. For some of the other positions, limited sample sizes also appear to be in evidence as implied by the degree of fluctuation in

[1] The ONS also collects separate data on incentive payment levels which would also be of great interest but unfortunately the small sample sizes in Wales mean that there is insufficient data for any meaningful analysis.

the earnings for certain professions across different years. In addition to these considerations, changes to the job definitions mentioned earlier as part of the ONS' regular review process mean that all the cross-year comparisons are unmatched and need to be treated with an appropriate degree of caution.

1.5. Structure of the report

The report is divided into a number of chapters, each one focused on areas that shed light on factors concerning the pay of teachers in Wales either directly or indirectly. Chapter 2 provides a brief context for the research, highlighting a range of findings while Chapter 3 looks more closely at how pay awards for school teachers in Wales have compared with whole economy pay increases since 2008.

Chapter 4 provides an overview of the graduate labour market in Wales and analyses results from the IDR 2023 graduate recruitment and salary survey (and other sources) and reviews how starting salaries for graduates compare with those for school teachers in Wales.

Chapter 5 reflects on the ASHE analysis and reviews the median and average earnings differentials between school teachers and other comparator graduate professions for three of the past 16 years – 2008, 2015 and 2023 – to establish earnings trends at the start, middle and end of the review period.

In our previous reports covering England and Wales, we supplemented this analysis with an examination of the lower and upper quartile earnings levels for all the professions to determine how differentials vary beyond midpoint levels as measured by median and average statistics. Unfortunately, ASHE sample sizes in Wales are insufficient to make a similar analysis possible for the smaller country.

Appendices 1 to 12 contain full details of median and average actual full-time earnings data from ASHE for all of the occupations over the 16-year review period. Finally, Appendix 13 presents our methodology in respect of ASHE for this research.

1.6. Recent pay deals

Since September 2019, the power to decide teachers' pay and conditions has been devolved to the Welsh Government. Prior to this devolvement, teachers in Wales were subject to the same pay scales and rises as their counterparts in England. For much of the period since 2008, data on pay movements has demonstrated a lack of significant real terms pay increases which has had a cumulative effect on teachers' earnings.

Following the establishment of the new Welsh pay review body, pay increases over the years 2019 to 2021 for teachers in Wales were above the corresponding inflation levels available at the time the pay reviews were set. The 2022 report represented a break with this pattern because the recommendations, which the Welsh Government subsequently accepted in full, meant that all statutory scale points were increased by 5% in September of that year. This again trailed both measures of inflation at that time but since then, the pay deal was revisited, and a revised award was made which comprised additional payments worth 1.5% consolidated and 1.5% non-consolidated. Similarly, the original 2023 award of 3.5% was uplifted to 5%. On top of this, the IWPRB recommended that the minimum of the main pay range be increased to £30,000 for 2023/24.

1.7. Pay rankings

In this section, we usually reflect on the IWPRB's latest findings before examining the findings from our latest analysis of the ASHE data but because of the two-year pay recommendations in 2022 there is no IWPRB report this year. One point to make about the IWPRB's remit is that, understandably, it focuses solely on comparisons within its borders but if we consider that significant numbers of teachers in Wales (36.4% in secondary and 23.1% in primary schools) leave the profession within the first 10 years of teaching, it might be useful to also examine non-teaching earnings potential further afield. After all, a subset of this large cohort of teachers may be leaving the profession to find new non-teaching jobs outside of Wales.

In order to provide a complete picture of the relative position of Welsh teachers' earnings, below we examine the latest available data for both median and average gross earnings figures. This year we have again extended our analysis to annual as well as weekly figures so

in this report, all gross earnings data is based on annual as well as weekly figures. This was not possible for basic earnings because annual data for this measure is not published by the ONS.

Table 2 below illustrates how the two teaching groups rank against other graduate professions when based on median gross weekly earnings in the three featured years. It shows that in 2023, the two Welsh teaching groups were ranked towards the top end of the table, positioned in second and third place versus five non-teaching occupations. Comparisons across the three years are complicated by the fact that median gross earnings data for all the professions were not available in all the years as explained in the footnote to the table.

Table 2: Ranking of median gross weekly earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	4 out of 10	4 out of 11	3 out of 7
Primary education teachers	5 out of 10	7 out of 11	2 out of 7

Source: ASHE

*No data available for three non-teaching professions in 2008, two in 2015 and six in 2023.

The corresponding analysis using the median gross **annual** earnings figures illustrates that secondary and primary teachers were positioned 2nd and 3rd respectively in 2023 although this was only based on a comparison with earnings for four non-teaching jobs.

Table 3: Ranking of median gross annual earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	1 out of 4	4 out of 9	2 out of 6
Primary education teachers	3 out of 4	7 out of 9	3 out of 6

Source: ASHE

*No data available for nine non-teaching professions in 2008, four in 2015 and seven in 2023.

For most of the years in which we have conducted this analysis, whether using annual or weekly data, teacher rankings based on average figures are usually lower than those focusing on median amounts. In 2023, this was again true for the analysis of gross weekly earnings where the positions based on averages were slightly down compared to the corresponding

median amounts. It should be added though that the average analysis was based on a comparison with a larger number of non-teaching professions. Table 4 below, for instance, illustrates that the teachers' rankings were placed third and fourth, this time out of 12 professions compared to second and third out of seven as shown by the corresponding median gross weekly earnings analysis.

Table 4: Ranking of average gross weekly earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	6 out of 11	8 out of 12	3 out of 12
Primary education teachers	7 out of 11	12 out of 12	4 out of 12

Source: ASHE

*No data available for two non-teaching professions in 2008, one in 2015 and one in 2023.

Data relating to average gross annual earnings was also less limited than for the median data with available figures for 10 of the 13 jobs examined in 2023. Here, the two teachers' positions dropped to 6th and 8th with the secondary school group ranked higher.

For most professional and managerial occupations, average annual earnings figures usually exceed medians because such occupational groups often contain a significant proportion of senior employees with higher pay levels and greater access to different types of variable pay such as bonuses. In contrast, for the two teaching groups in Wales, both average annual gross pay figures in 2023 were below the equivalent medians. For example, the primary teacher average stood at £40,424 per year compared to a median of £42,887. Similarly, the secondary teacher average was £41,053, some way below the median of £43,437.

Table 5: Ranking of average gross annual earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	5 out of 8	8 out of 12	6 out of 10
Primary education teachers	6 out of 8	12 out of 12	8 out of 10

Source: ASHE

*No data available for five non-teaching professions in 2008, one in 2015 and three in 2022.

When similar comparisons were made between the median and average amounts for each of the other six comparator professions the opposite was true with the average figures tending to be larger than the same professions' median amounts in all but one case, engineers, where

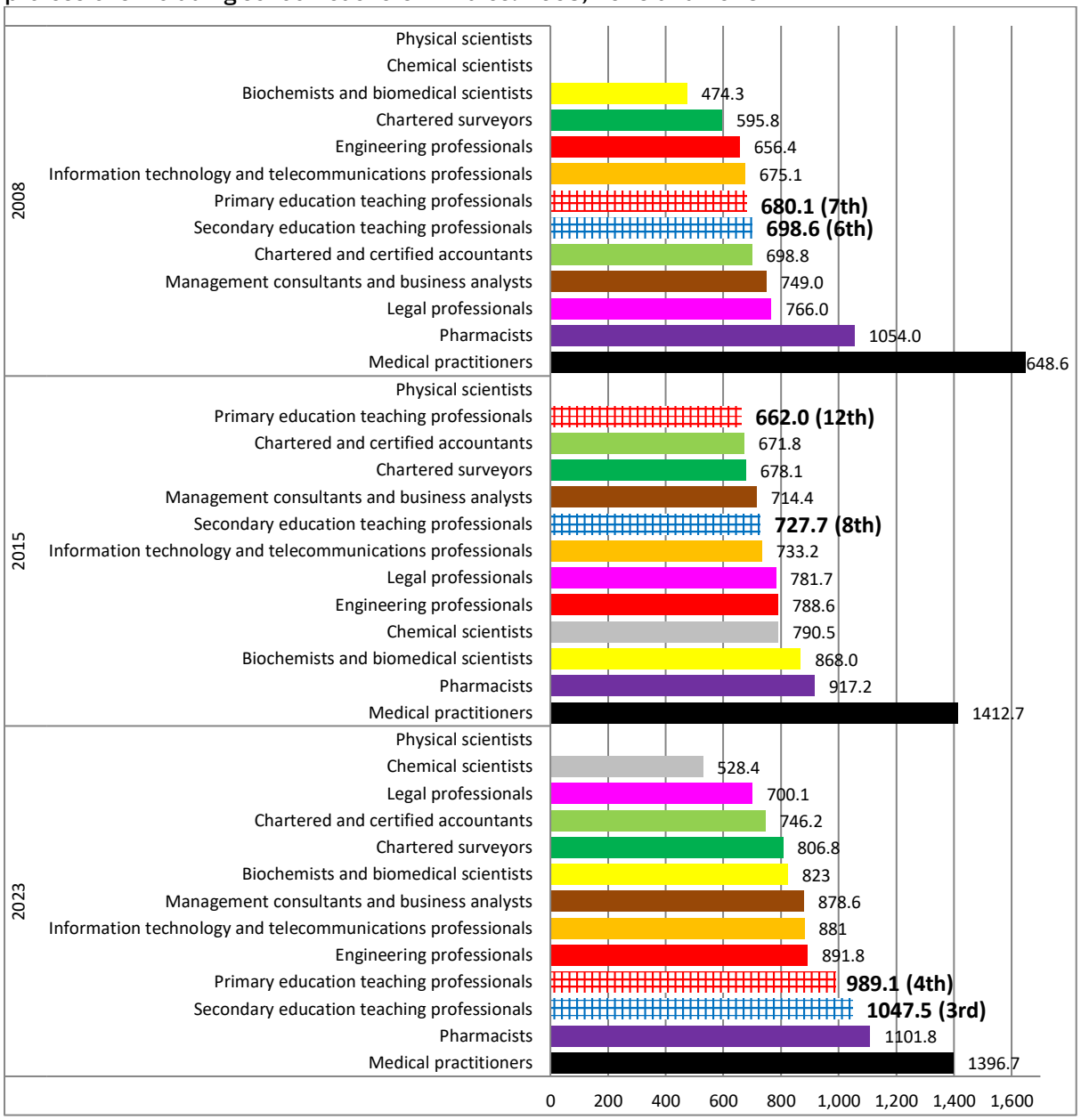
the average in 2023 was 1.7% lower than the corresponding median. For the other non-teaching professions for which data was available in the same year, average figures exceeded medians by between 1.4% for legal professionals up to 5.4% for IT professionals.

For teachers, the opposite was true with averages trailing median amounts by around 5.5% for both primary and secondary teachers. Because of this difference, it is easy to understand why the teachers' rankings for average annual gross earnings are comparatively lower than for those relating to median pay levels.

1.8. Magnitude of pay gaps

Such rankings, however, do not provide any insight into the magnitude of the gaps that currently exist between the earnings of teachers and those for other professions. By contrasting the earnings figures for each of the comparator groups with those of the two teacher groups it is possible to demonstrate whether any differentials are significant. This is illustrated in Figure 1 below which shows the differentials according to the average gross weekly earnings figures.

Figure 1: Comparison of average weekly gross earnings (£pw) of all comparator graduate professions including school teachers in Wales: 2008, 2015 and 2023*



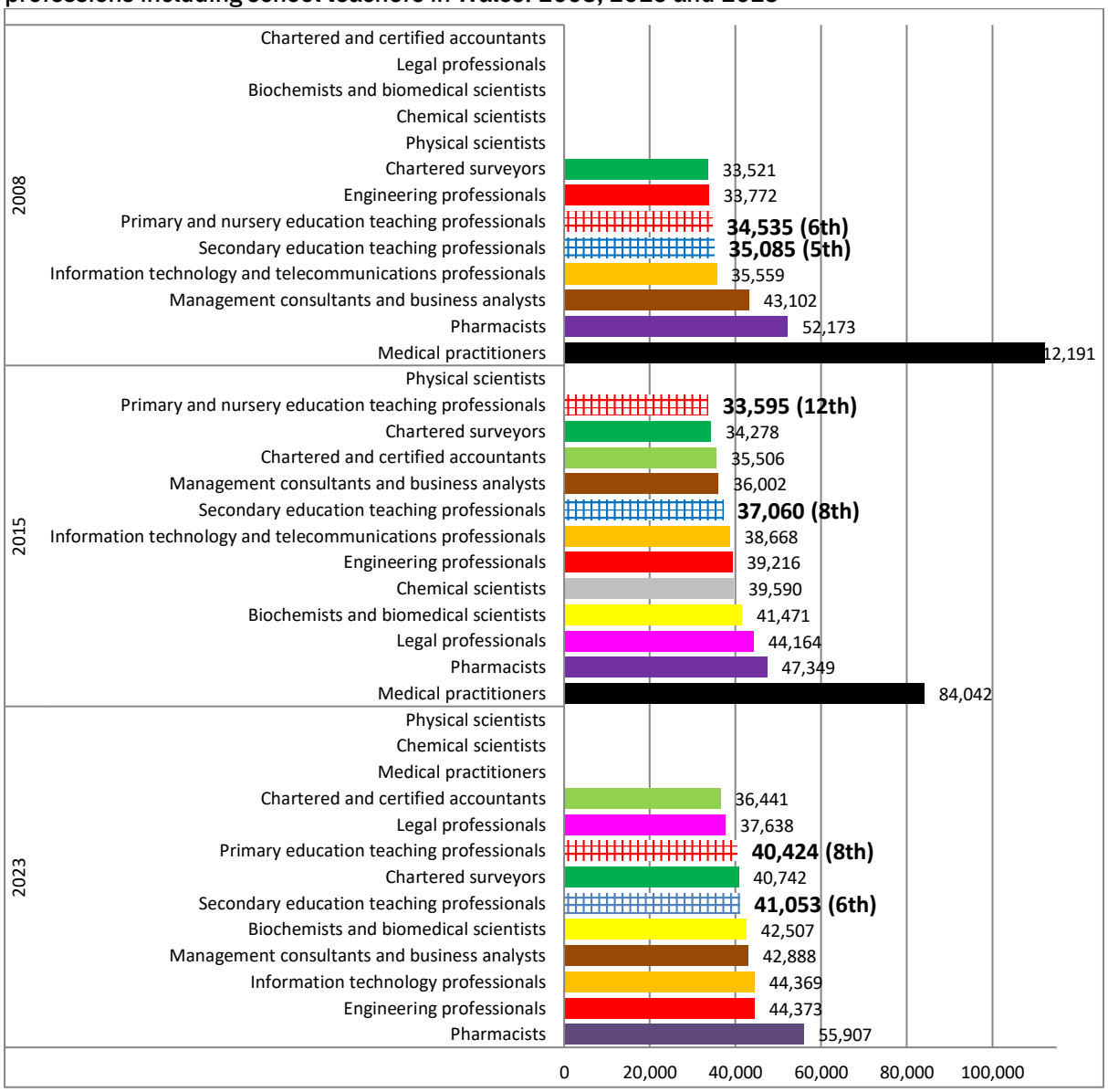
Source: ASHE

*Based on available data for nine non-teaching professions in 2008 and ten in 2015 and ten in 2023.

Not all of the occupations included sample sizes sufficiently large enough for the ONS to disclose data for every year, however, so some bars are missing. For example, there is no data for physical scientists in any of the years while chemical scientists did not feature in 2008.

As with the rankings earlier, Figure 1 above shows that both groups of teachers were positioned towards the top end of the rankings in 2023. Unlike the rankings though, the chart provides greater insight into the extent of earnings differentials, illustrating that some of the pay gaps are substantial. For instance, in all the years shown, medical practitioners' average gross weekly earnings far exceeded those of most of the other groups. In 2023, this group was followed by pharmacists and then the two teaching groups although all three professions were some way behind medical practitioners.

Figure 2: Comparison of average annual gross earnings (£pa) of all comparator graduate professions including school teachers in Wales: 2008, 2015 and 2023*



Source: ASHE

*Data available for six non-teaching professions in 2008, ten in 2015 and eight in 2023.

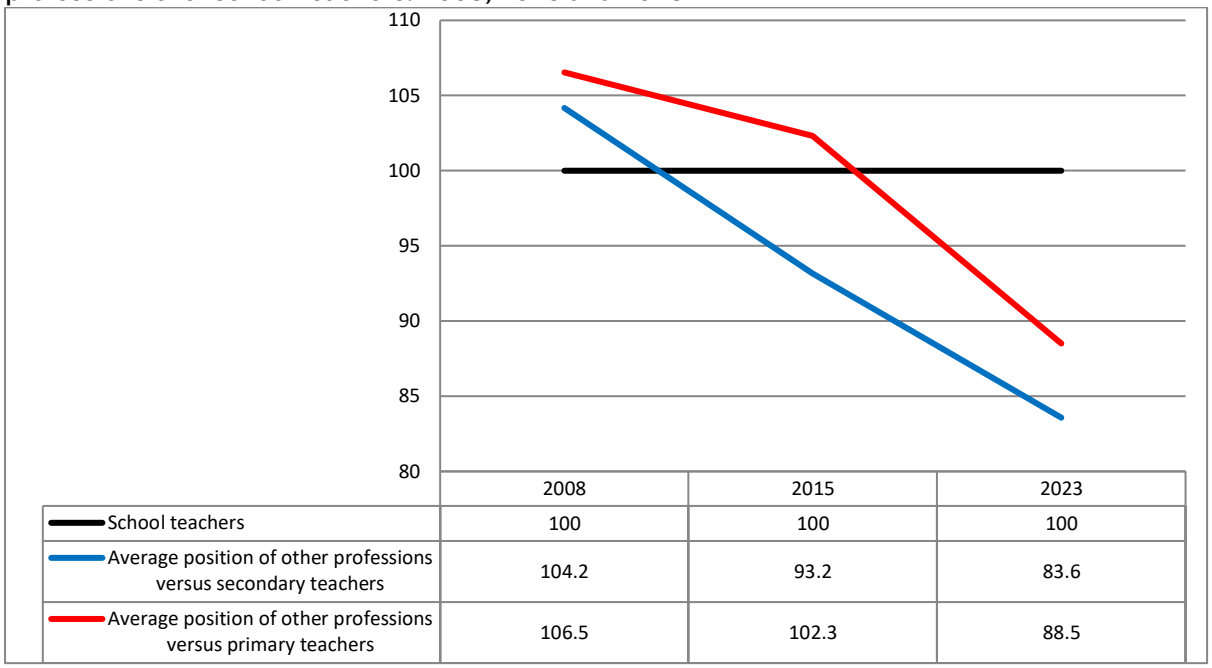
Figure 2 above presents a similar picture for average gross annual earnings data demonstrating that medical practitioners again dominate the pay landscape in the years where data was available. The overall rankings were different based on this measure, however, perhaps because the annual data takes greater account of bonuses and other incentives. As the chart illustrates, in 2023, the highest-paid group were pharmacists (£55,907) followed by engineering and IT professionals (£44,373 and £44,369 respectively). This was followed by management consultants and biochemists and biomedical scientists in fourth and fifth position with average gross earnings of just over £42,500 in both cases. In sixth place were secondary school teachers with an equivalent figure of £41,053 while primary teachers were in eighth place with a figure of £40,424.

1.9. Teachers' earnings mostly behind combined occupational figure

An alternative way to explore the earnings differentials between teachers and non-teachers is to aggregate the data for non-teaching professions and compare this with earnings for each of the teaching groups. The results are presented in Figures 3 and 4 on an indexed basis, using school teachers' gross weekly and annual earnings as the base (=100) for each year. This allows us to see how the differentials have changed over time.

What the first chart shows are the differentials between average gross weekly earnings for both teaching groups and the corresponding non-teaching combined amount. It demonstrates that the non-teaching combined amount was higher than the equivalent primary school amounts in two of the three years while the same was true for the comparison with secondary teachers in only one of the three years, 2008. The combined non-teaching figure was lower than the corresponding secondary school amount in 2015, trailing it by 6.8% but this deficit grew to 16.4% in 2023. The differential with primary teachers in 2023 was also significant at 11.5% in favour of the education group.

Figure 3: Indexed average weekly gross earnings differentials of all-comparator graduate professions over school teachers: 2008, 2015 and 2023*



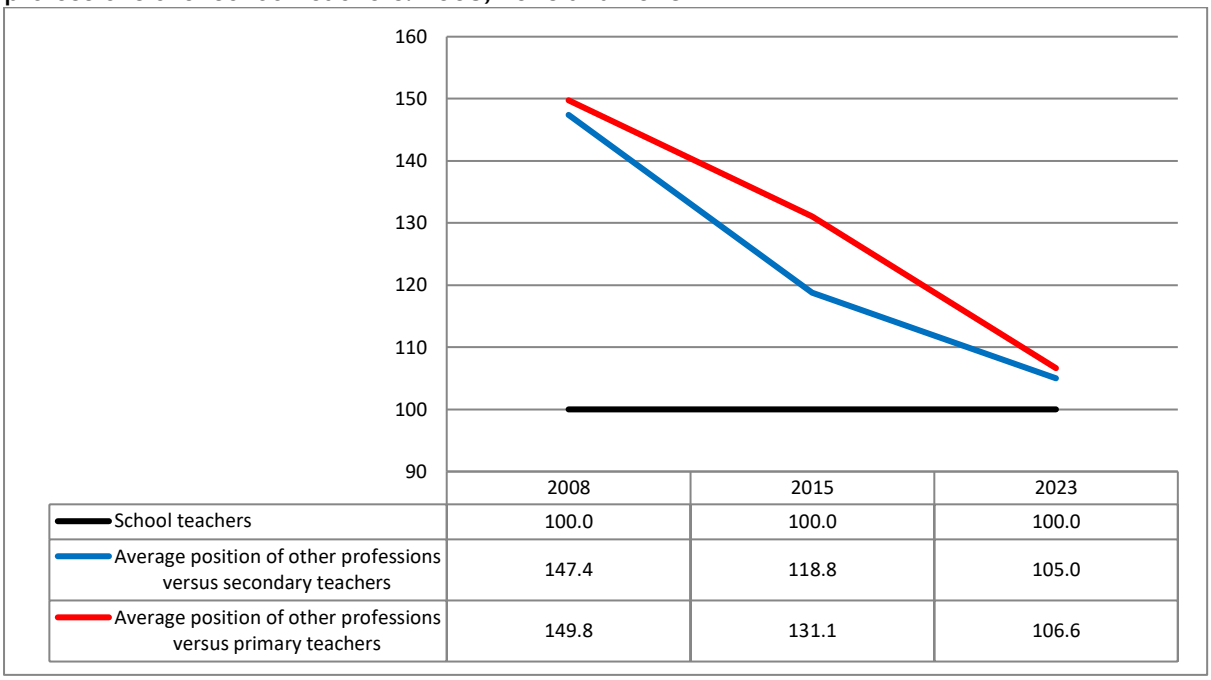
	2008	2015	2023
School teachers	100	100	100
Average position of other professions versus secondary teachers	104.2	93.2	83.6
Average position of other professions versus primary teachers	106.5	102.3	88.5

Source: ASHE

*Based on available data for nine non-teaching professions in 2008 and ten in 2015 and ten in 2023.

A similar analysis based on average annual gross earnings results in a different pattern with the non-teaching combined figures significantly higher than both corresponding teaching amounts in 2008 and 2015 while they were still slightly ahead in 2023 as shown in Figure 4 below. At the end of the period, the combined figure was 6.6% ahead of the primary teacher average annual earnings level and 5% above the secondary teacher one. While the graphs differ in important respects, they do show an overall trend in which the relative position of both teaching groups has improved over the whole period.

Figure 4: Indexed average annual gross earnings differentials of all-comparator graduate professions over school teachers: 2008, 2015 and 2023*



	2008	2015	2023
School teachers	100.0	100.0	100.0
Average position of other professions versus secondary teachers	147.4	118.8	105.0
Average position of other professions versus primary teachers	149.8	131.1	106.6

Source: ASHE

*Based on available data for six non-teaching professions in 2008, ten in 2015 and three in 2023.

As mentioned previously, a degree of caution needs to be exercised when drawing conclusions from cross-year comparisons because of the unmatched samples with different professions included in some years but not others. In addition to this, it might be argued that combining all the earnings data for the other occupations into one aggregate figure is an oversimplification because the overall figure may be heavily influenced by particularly high or low amounts. For example, medical practitioners and pharmacists stand out as groups that earn significantly more than most other professional occupations and as such are likely to exert upward pressure on the combined figure. Similarly, in the opposite direction, the average gross weekly figure for chemical scientists was particularly low in 2023 to the extent that it was over 20% lower than the value eight years earlier in 2015. Such cases are likely to have had the opposite influence (to that of medical practitioners and pharmacists) on the non-teaching combined figure.

In order to address this issue, Tables 5 and 6 provide an illustration of the actual differences in gross weekly and annual earnings between teachers and each graduate profession in 2023. For greater clarity, the table is colour-coded with differentials shaded blue where teachers' earnings are lower than those for the other professions and red where they are higher. The

red cells dominate in the first table based on weekly earnings while there is a more even split in the second one using annual earnings though the latter includes data from fewer professions.

An examination of the magnitude of differentials relating to median gross weekly earnings is shown in the table below which demonstrates that the two teaching groups were higher paid in all cases except when compared to the medical practitioner group. For medical practitioners, the lead over the corresponding median for primary teachers was 36.8% while this was 37.6% when compared with secondary school teachers.

At the other end of the median gross weekly earnings table, the teaching amounts were both around 35% higher than the equivalent figures for legal professionals. The comparable leads over information technology professionals and management consultants were between around 12% and 14% for both teaching groups. By contrast, the closest group in terms of weekly earnings were engineers whose figure trailed both teaching groups by around 10% when using the median measure.

The pattern of colours was almost the same when average gross weekly earnings were analysed with the teaching figures ahead of all the other professions with the exception of the two medical-related jobs. For medical practitioners, the figure was between 33.3% and 41.2% higher than the two teaching averages. In contrast, the leads for pharmacists were not so substantial with this figure 5.2% ahead of the corresponding secondary school level and 11.4% greater than the primary school amount.

In contrast, eight non-teaching professions had average gross weekly earnings that were lower than those of primary and secondary school teachers. The biggest differential was with chemical scientists where the average figure was 49.6% lower than the secondary school amount and showed a deficit of 46.6% when compared to the primary school average level.[2] For the other non-teaching professions, average gross weekly amounts were between 14.9%

[2]The chemical scientists' figure may have been an anomaly based on a small sample size, however, as the amount was also lower than any previous figure recorded for this group in the analysis. For example, the 2023 level was even below the figure recorded back in 2009 when the equivalent chemical scientist amount stood at £657.7 per week.

and 33.2% lower than the equivalent secondary teaching level and ranged from 9.8% to 29.2% below the primary teacher average level.

Table 5: Average and median gross weekly earnings differentials of 10 graduate professions versus teachers in Wales 2023

Description	Median gross weekly pay £pw	Differential with secondary school teachers %	Differential with primary and nursery school teachers %	Average gross weekly pay £pw	Differential with secondary school teachers %	Differential with primary and nursery school teachers %
Secondary education teaching professionals	969.7			1047.5		
Primary education teaching professionals	975.2			989.1		
Medical practitioners	1334.4	37.6	36.8	1396.7	33.3	41.2
Pharmacists				1101.8	5.2	11.4
Engineering professionals	871.8	-10.1	-10.6	891.8	-14.9	-9.8
Information technology and telecommunications professionals	850	-12.3	-12.8	881	-15.9	-10.9
Management consultants and business analysts	831.2	-14.3	-14.8	878.6	-16.1	-11.2
Biochemists and biomedical scientists				823	-21.4	-16.8
Chartered surveyors				806.8	-23.0	-18.4
Chartered and certified accountants				746.2	-28.8	-24.6
Legal professionals	629.3	-35.1	-35.5	700.1	-33.2	-29.2
Chemical scientists				528.4	-49.6	-46.6
Physical scientists						

Source: ONS

Table 6 below uses data on annual gross earnings and portrays a very different picture. Here, the teaching figures trailed the corresponding non-teaching amounts in a greater number of instances as indicated by the greater proportion of blue cells. There was also a more noticeable split between the average and median results with more blue cells appearing on the left side of the table below – where non-teaching earnings levels exceeded those of the teaching groups when measured by average annual gross earnings.

Table 6: Average and median gross annual earnings differentials of 10 graduate professions versus teachers in Wales 2023

Description	Median gross annual pay £pa	Differential with secondary school teachers %	Differential with primary and nursery school teachers %	Average gross annual pay £pa	Differential with secondary school teachers %	Differential with primary and nursery school teachers %
Secondary education teaching professionals	43,437			41,053		
Primary education teaching professionals	42,887			40,424		
Pharmacists				55,907	36.2	38.3
Engineering professionals	45,129	3.9	5.2	44,373	8.1	9.8
Information technology professionals	42,080	-3.1	-1.9	44,369	8.1	9.8
Management consultants and business analysts	41,886	-3.6	-2.3	42,888	4.5	6.1
Biochemists and biomedical scientists				42,507	3.5	5.2
Chartered surveyors				40,742	-0.8	0.8
Legal professionals	37,118	-14.5	-13.5	37,638	-8.3	-6.9
Chartered and certified accountants				36,441	-11.2	-9.9
Medical practitioners						
Chemical scientists						
Physical scientists						

Source: ONS

Median annual gross earnings data was available for four non-teaching professions in 2023 and only one of these, engineering professionals, showed a figure that was higher than the corresponding non-teaching figures. The figure for engineering professionals was 5.2% higher than the equivalent primary school amount and 3.9% above the secondary teacher level. For the other three occupations, the median annual amounts were between 1.9% and 14.5% lower than the corresponding teaching figures.

The analysis by average figures was able to make use of more data and showed that most non-teaching figures were higher than the corresponding teaching amounts. For example, 11 of the 16 differentials on the left side of the table above are in favour of the non-teaching averages whereas this was only true for two of the eight non-teaching median levels. This is mainly explained by the fact that both teaching average figures are lower than the equivalent medians whereas for most of the non-teaching professions the opposite was true.

Examining the differentials more closely shows that both the primary and secondary teacher average annual gross figures were larger than those for the legal and accountancy groups. By contrast, the chartered surveyor amount was very similar to both of the teaching levels, exceeding the primary amount by 0.8% and trailing the secondary one by the same proportion.

Excluding chartered surveyors, the other cases where non-teaching amounts were larger than the equivalent teaching figures showed differentials ranging from 3.5% up to 38.3%. For biochemists and biomedical scientists, average gross annual pay was 3.5% higher than the equivalent secondary teacher amount. At the other end of the comparison, the highest-paid group for which data was available, pharmacists, showed average annual gross pay that was 38.3% greater than the corresponding primary teacher figure.

The three other groups that showed average annual amounts that were greater than those of the two teaching groups were engineers, IT professionals and management consultants where the figures were between 4.5% and 9.8% higher than the corresponding teaching amounts.

1.10. Wales compared to England and Scotland

While the IWPRB did not publish a report this year, in previous years a notable omission has been any comparison of teachers' earnings in Wales with those of other professionals in the different countries that make up Great Britain. This is no doubt intentional as the regular reports are focused solely on Wales, but, as in previous years, we would suggest that there is value in taking a broader perspective by examining how the average gross earnings of teachers in Wales, England and Scotland compare to those for other professions in each respective country. After all, while the system for setting teachers' pay now differs in each country, this does not mean that there is no job mobility between the different administrations.

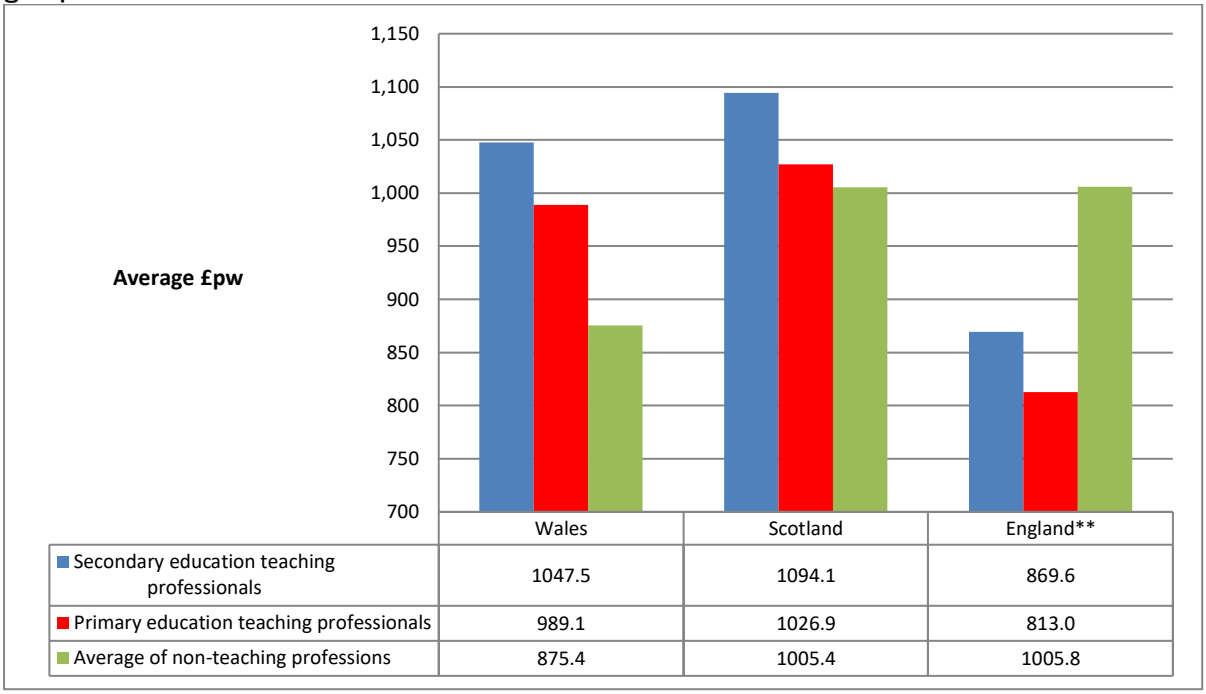
For some graduates in Wales, for example, some major English cities are easier to travel to than other parts of Wales. In fact, the IWPRB reported that in 2021, the proportion of students from Wales choosing to train as teachers in England was over five times the number

moving in the opposite direction. Whether cross-country pay comparisons are influencing the job decisions of new teachers is unclear but, in the past, it has been evident that pay levels in Wales have been comparatively unattractive for those deciding where to locate when they start their careers. The latest findings, however, show that in the most recent 12 months, teaching in Wales, in terms of pay at least, may have become a little bit more attractive.

Figure 6 below presents a comparison of average gross weekly earnings in 2023 for secondary and primary teachers in Wales, England and Scotland in comparison to the average for a group of the same 10 non-teaching professions in all three countries – chemical scientists, biochemists and biomedical scientists, medical professionals, engineering professionals, pharmacists, legal professionals, chartered surveyors, IT professionals, chartered accountants and management consultants. Only 10 non-teaching occupations are analysed because data was not available for physical scientists in Wales in 2023.

Another point to note about the table is that England-only data has not been made available by the ONS for 2023 so throughout our country-level analysis we have uplifted the previous year's England-only figures by 6.2% and used these in place of new data. This is based on the latest increase in median weekly earnings, according to ASHE as published by the ONS. The pattern portrayed by the graph is slightly different from previous years when the average gross earnings of both teaching groups in Wales were below those of the corresponding non-teaching groups in all three countries. This year, the picture is more positive from a Welsh teaching perspective with average gross weekly pay for secondary teachers currently higher than the average figures for the ten non-teaching groups in Wales, Scotland and England. For primary teachers in Wales, the average gross weekly earnings figure was higher than the average non-teaching earnings amount in the same country while it was lower than the equivalent non-teaching amounts in England and Scotland although only marginally.

Figure 6: Average gross weekly earnings of teachers and combined selection of professional groups in the UK 2023*



	Wales	Scotland	England**
Secondary education teaching professionals	1047.5	1094.1	869.6
Primary education teaching professionals	989.1	1026.9	813.0
Average of non-teaching professions	875.4	1005.4	1005.8

Source: ASHE

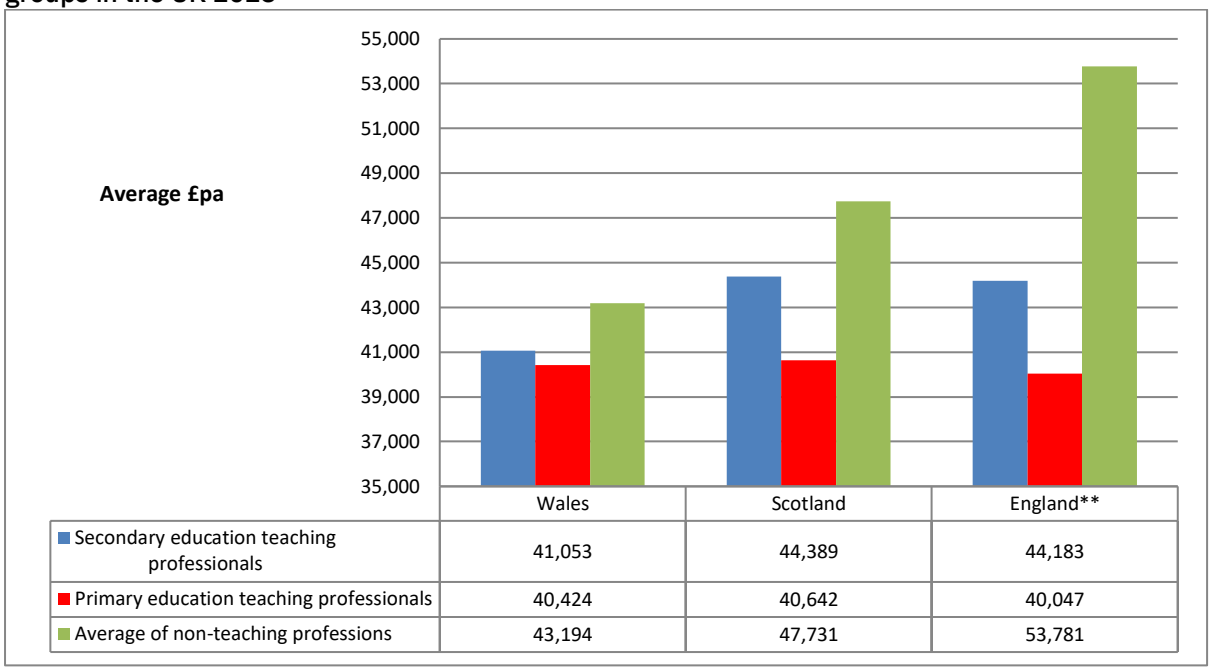
*Non-teaching occupational data are based on the same nine jobs in all three countries.
**England 2022 figures uplifted by 6.2% to produce the 2023 figures.

As in previous years, the non-teaching secondary figure in Wales was significantly lower than the corresponding figures in England and Scotland. In fact, while the Wales non-teaching average figure stands at £875.40 per week, the equivalent amounts in England and Scotland are significantly higher, over £100 per week greater, at £1,005.80 and £1,005.40 respectively.

The chart also illustrates the differences within the teaching profession across the three countries with the average gross weekly earnings of teachers in Scotland higher than those for the other two countries. Those in Wales were next highest and have caught up to some extent on the previous year with England trailing behind. One possible explanation for these differences across the three countries is that they now have different pay systems and even though we are only a few years into the devolvement of pay decisions in Wales, some of the pay awards have been quite different, particularly at entry-level. Another point to make is that the 6.2% uplift we have applied to last year's England figures may not represent the true outcomes for occupational earnings which as we have seen can fluctuate quite significantly from year to year.

Figure 7 below presents the same comparisons but uses average gross annual earnings to illustrate a slightly different pattern. As mentioned above, the annual amounts provide a more complete representation of earnings because they are collected later in the year and therefore include bonus payments that are generally not picked up in the weekly figures as they are collected later than when most bonuses are awarded.

Figure 7: Average gross annual earnings of teachers and combined selection of professional groups in the UK 2023*



	Wales	Scotland	England**
Secondary education teaching professionals	41,053	44,389	44,183
Primary education teaching professionals	40,424	40,642	40,047
Average of non-teaching professions	43,194	47,731	53,781

Source: ASHE

*Non-teaching occupational data are based on the same eight jobs in all countries.
**England 2022 figures uplifted by 6.2% to produce the 2023 figures.

Using annual amounts, the picture is slightly different with none of the teaching amounts from either the secondary or primary groups exceeding any of the non-teaching amounts from the same country.

In addition, using annual statistics, teaching figures for secondary teachers in Wales were lower than the corresponding amounts for England and Scotland. For example, the secondary teacher average annual gross earnings amount in Wales stood at £41,053 whereas it was over £44,000 in both England and Scotland. There were only marginal differences when comparisons between the annual earnings of primary teachers were made with the average amounts in all three countries showing at just over £40,000. In Wales the

figure was £40,424 whereas the lowest amount was £40,047, in England, and the highest, at £40,642, in Scotland.

Another point to note about the graph is that it demonstrates that non-teaching professional earnings are significantly lower in Wales than they are in either England or Scotland. For instance, the Welsh average annual figure stood at £43,194 which was over £4,000 lower than the equivalent amount in Scotland which, in turn, was over £6,000 below the corresponding English level. As a result, while teachers' earnings in Wales may be relatively competitive with those found outside of teaching in the country, they fare less well when contrasted with non-teaching remuneration levels in England and Scotland.

1.11. All teaching and non-teaching professions in Wales, England and Scotland

The divergence in pay systems across the three countries is something that is likely to have a growing influence on earnings disparities and opportunities within teaching in the future. Nearer to hand, however, are the opportunities already available to recent graduates and experienced teachers alike. This is why we again conduct a more detailed examination of earnings data for all the featured professions in all the three countries mentioned above.

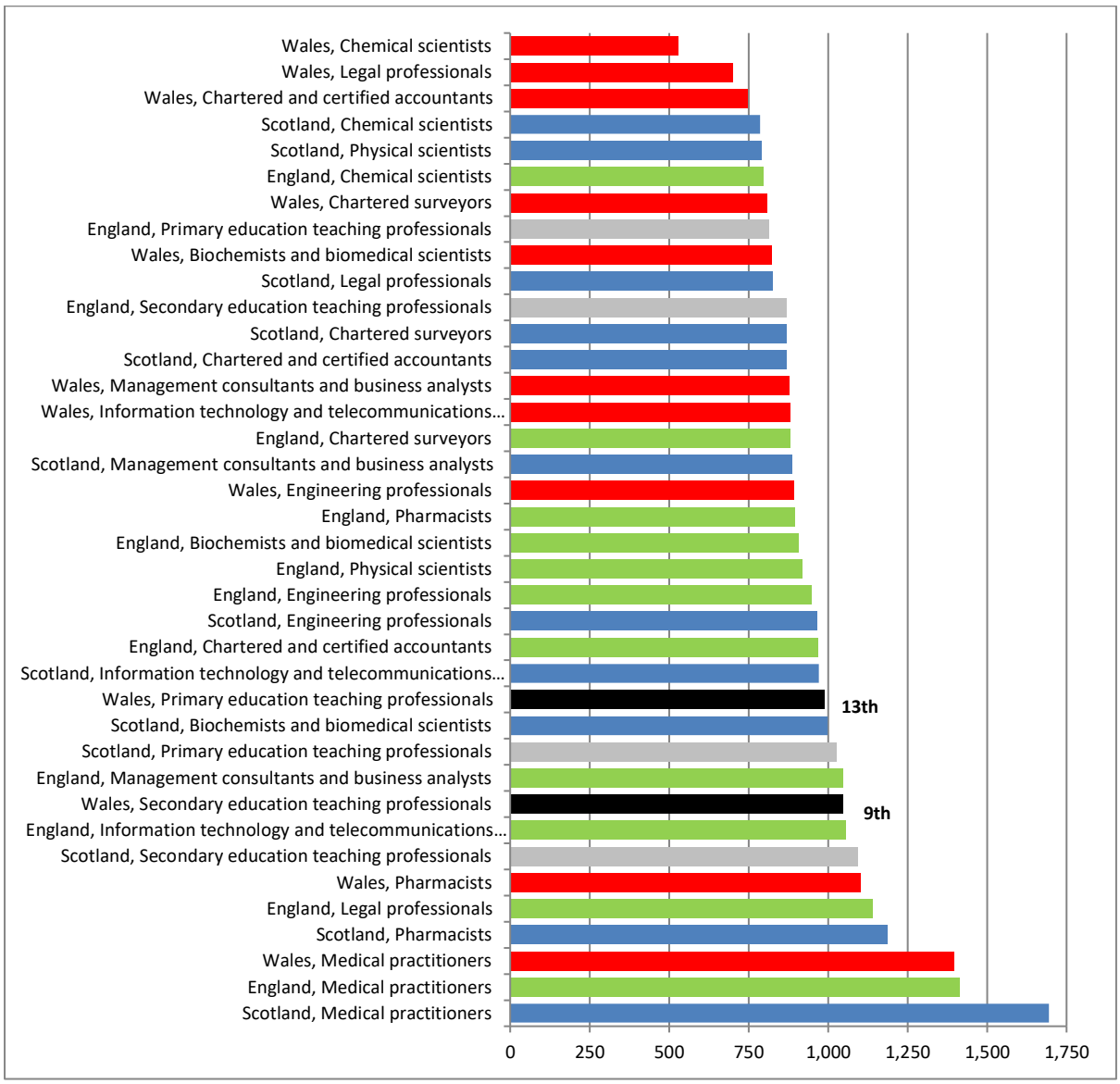
More specifically, the comparison of average gross weekly earnings involves an examination of earnings for 38 separate groups, covering each of the non-teaching professions considered in the report in each of England, Scotland and Wales, plus the two teaching groups in each country. Full details are presented in Figure 8 below with data for secondary and primary teachers in Wales shaded in black so that they stand out. Similarly, teachers in England and Scotland are represented by grey bars while all other non-teaching jobs are colour-coded by country with Welsh jobs shown in red, Scottish ones in blue and English occupations in green.

A clear trend apparent from the chart is that the non-teaching professions in Wales tend to be at the lower end of the earnings table as indicated by the prevalence of red bars at the top end of the chart shown below. In fact, five of the bottom 10 lowest-paid non-teaching occupations in the three countries (out of 32) were based in Wales. In contrast, only two

Wales-based professional groups feature in the top 10 – pharmacists and medical practitioners. This is important because while teachers' pay in Wales may appear relatively competitive versus non-teaching levels in Wales, earnings for non-teaching professions across the border in England or further afield in Scotland are likely to be higher, in some cases significantly.

One positive feature made clear by Figure 8 is that four of the teaching groups now feature in the top half of the average weekly earnings table including both teaching groups from Wales and Scotland. This contrasts with last year's finding when only secondary teachers in Scotland featured above halfway, occupying the 11th position out of 37 jobs in 2022. This year, Welsh primary teachers are placed in 13th position while their secondary counterparts are in 9th. This compares to the situation last year when secondary teachers in Wales were in 22nd position and primary professionals in 24th place. Any cross-year comparisons are not based on matched samples so need to be treated with a degree of caution, but it does appear that the relative positions of teachers in Scotland and Wales based on average weekly earnings, at least, have improved.

Figure 8: Average gross weekly earnings of teachers and selection of professional groups in the UK 2023*



Source: ASHE

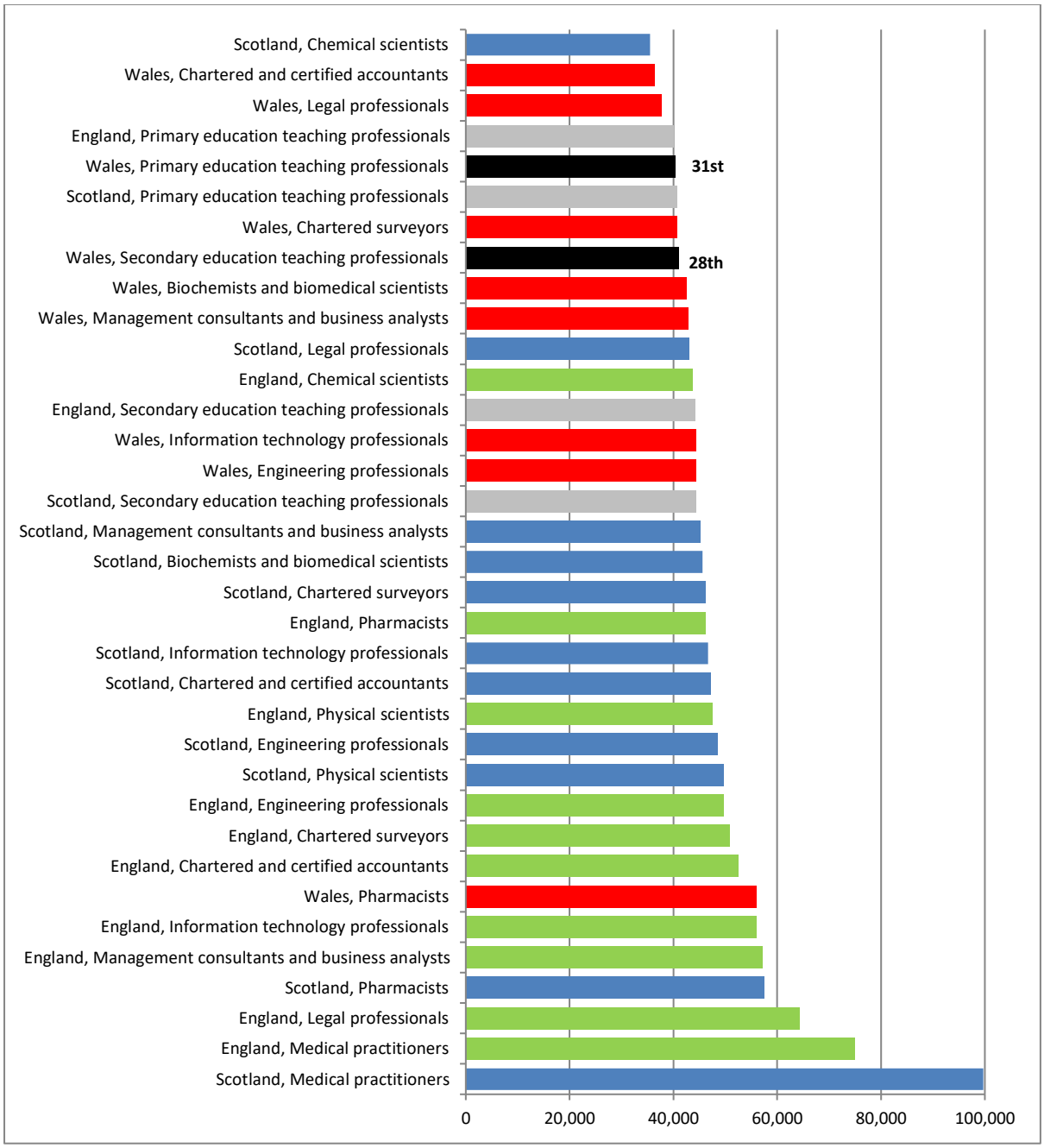
*Figures based on 38 occupational groups in Wales, England and Scotland.

**England 2022 figures uplifted by 6.2% to produce the 2023 figures.

This year, we have again supplemented our usual analysis by also examining the same rankings according to average gross annual earnings. The findings are presented in the chart below and they illustrate that jobs in Wales again dominated the lower reaches of the earnings distribution. On this occasion, seven of the lowest paid ten non-teaching professions in the three countries (out of 29) were located in Wales. By contrast, only one Wales-based professional group featured in the top ten – pharmacists – although no data was available in 2023 for medical practitioners in Wales which presumably would have also

featured highly. The next highest-placed group in Wales was engineers, as the 20th highest-paid non-teaching profession some distance below half-way.

Figure 9: Average gross annual earnings of teachers and selection of professional groups in the UK 2023*



Source: ASHE

*Figures based on 35 occupational groups in Wales, England and Scotland.

**English 2022 figures uplifted by 6.2% to produce the 2023 figures.

While teachers are reasonably placed based on an analysis of average gross weekly earnings the same cannot be said when the findings based on average annual earnings are presented

as shown above. For example, all six primary and secondary teacher groups, from all three countries, fell into the bottom half of the average annual earnings table. For Wales, secondary teachers moved from 9th position as measured by average gross weekly earnings to 28th place based on the equivalent annual amount. The corresponding shift in the positions of primary school teachers was equally dramatic, moving from 13th place when measured by the weekly measure down to near the bottom at 31st place according to average gross annual earnings.

As we emphasised in our last few reports, while the focus of our analysis here is to examine the relative attractiveness of careers in the teaching profession and other non-teaching jobs within Wales, the analysis of average annual earnings again highlights that there are other vocational paths open to graduates based in Wales, many with greater rewards. Teaching in another country may be an option but opportunities for a career outside the teaching profession and even outside Wales may be even more attractive. The chart demonstrates that when we use earnings as a sole comparator, especially when based on annual figures, non-teaching roles, particularly those outside of Wales, tend to offer the highest remuneration potential for well-qualified professionals.

1.12. Main findings

School teachers' earnings

- Teachers received real terms increases in 2019 and 2020 but with inflation levels increasing substantially during 2021 and 2022 this was not the case in those years.
- The pay award made in 2022 covered two years and was later uplifted. As a result, it may be the case that some teachers in Wales received real terms increases during 2023 and 2024 but far from all did so.
- Despite this, our analysis does show that the relative position of teachers in Wales has improved when compared to a group of comparable non-teaching professions against certain measures of earnings.

Weekly earnings

- Teachers in Wales tend to fare better when comparisons are made based on basic weekly earnings, a measure that does not include additional payments that are more common in non-teaching professions.
- Teachers' gross weekly earnings levels, which may include additional payments, have also become more competitive against comparator jobs in other sectors compared to previous years but not to the same extent as basic earnings.
- For example, an examination of median basic weekly earnings meant that both teaching groups' positions were higher than when ranked by median gross earnings. Here, teachers were placed 1st (secondary teachers) and 2nd (primary teachers) when compared to four non-teaching professions although data was not available in 2023 for some of the traditionally high-paying jobs.
- Using median gross weekly earnings, the positions were 3rd for secondary teachers and 2nd for their primary counterparts although the sample here only included five non-teaching comparators instead of ten.
- Similarly, analysis according to average basic weekly earnings demonstrates that the teaching positions were lower than those based on the corresponding median amounts. For instance, the position of primary teachers was 4th while secondary teachers were one place above in 3rd within a sample that included 10 non-teaching professions.
- When measured by average gross weekly earnings, secondary and primary teachers in Wales are placed in 3rd and 4th positions within a group of 10 teaching and non-teaching professions in the same country in 2023.

Annual gross earnings

- By contrast, when measured according to annual gross earnings, which more adequately capture annual bonus payments in professions outside teaching, teachers' earnings are more likely to lag behind those of other job groups although the gap has closed to some extent compared to previous periods.
- Another point to note is that median teaching earnings tend to be comparatively higher than under corresponding analyses of average (or mean) figures, most likely

because of a greater prevalence of higher-paid individuals in non-teaching professions.

- Based on median gross annual earnings, secondary school professionals were in 2nd position while primary teachers were placed 3rd although the comparison was only with four non-teaching professions in 2023.
- When measured by average gross annual earnings though, the picture is less positive. Based on this measure, secondary teachers are placed 6th while those working in primary schools are down to 8th position when compared with earnings for eight non-teaching groups in 2023.

Cross-country comparisons

- Comparing the different countries, average gross weekly earnings for both secondary and primary teachers in Wales were lower than the corresponding amounts for Scotland but higher than the equivalent English amounts.
- A comparison of average gross weekly earnings for the two teaching groups in Wales with aggregated average gross weekly earnings figures for non-teaching professionals in each of the three countries shows that the position of both teaching amounts improved in 2023.
- A comparison of the teaching groups in the three countries using average gross annual earnings instead, which takes greater account of bonuses, shows that secondary teachers in Wales earned less than those in both England and Scotland, in both cases by around £3,000.
- By contrast, earnings for primary teachers in Wales, England and Scotland were very similar when measured by average gross earnings, all standing at just over £40,000.
- In the past, earnings for teachers in Wales have trailed those of all the average non-teaching group figures for all three countries but this year this situation changed with the figures for both teaching groups in Wales exceeding the non-teaching average for all other jobs in Wales when measured by average gross weekly earnings.
- In addition, the same gross weekly figures were reasonably competitive with the combined average non-teaching amounts found in England and Scotland as well.

- One other important point to note is that, as in previous years, whether measured by annual or weekly earnings, the non-teaching combined figures for Wales were significantly lower than those found in England and Scotland.
- As a result, while the gap between teachers' and non-teachers' earnings in Wales is not always significant, a similar comparison with non-teaching earnings in Scotland and England casts teaching earnings in Wales in a much poorer light.
- A detailed analysis showed that out of 32 non-teaching professional groups, five of the ten lowest paid in the three countries, as measured by average gross weekly earnings, were based in Wales. In contrast, only two feature in the top ten – pharmacists and medical practitioners, both health-related professions.
- Based on this analysis, secondary teachers in Wales were placed 9th out of the 38 occupational groups examined while primary teachers in the same country were in 13th position.
- The corresponding analysis based on average annual gross earnings resulted in similar findings with many of the non-teaching jobs based on Wales populating the lower part of the pay table (seven of the lowest paid ten non-teaching jobs).
- In terms of ranking, using average annual earnings data, secondary teachers in Wales were placed 28th out of a total of 35 occupations while primary teachers were three places lower in 31st.

Recruitment and retention

- Data from StatsWales showed that the number of teaching posts advertised was up substantially in 2022 at levels higher than any recorded (based on data going back to 2007).
- Application numbers have fluctuated a great deal over the last 15 years with the overall trend in both primary and secondary schools being generally downward. Despite this, there was an improvement in primary schools in 2021 and 2022. For secondary applications, numbers were up in 2021 but fell off slightly in 2022, the latest year for which data was available.
- In primary schools, applications peaked back in 2012 when the number stood at 19,316, while the 2022 equivalent figure was significantly lower at 13,844. For

secondary schools, numbers also peaked in 2012 at 10,560 while the latest number was also significantly lower at 6,286.

- Combining the previous two statistics, the number of applications per post followed an overall downward trend over the period examined with figures in both secondary and primary schools at their lowest points in 2022.
- In secondary schools, for example, the number of applications per post fell from a peak of 25.6 in 2011 down to 13.3 in 2022. Applications per post in primary schools exhibited a similar pattern, peaking in 2011 at 14.8 and falling to 5.1 in 2022.
- The total number of initial teacher training entrants fell short of the overall target for each year between 2007 and 2022 but in most years in primary schools it was only missed by a small amount, usually standing at over 90%.
- In the decade since 2007, secondary targets were also regularly greater than 90% but over the last five years the completion rate has fallen below this threshold with the latest proportion standing at 83.2% in 2022.
- These aggregate figures also mask trends in specific areas that are of more concern, especially in particular secondary subjects such as STEM (science, technology, engineering and mathematics), Welsh and modern language subjects where targets have been missed by wider margins in the last few years.
- Perhaps related to this, the Education Workforce Council (EWC) reported that many teachers across Wales have not been trained in the subject in which they are teaching. General science is particularly affected with 62.1% of those teaching in this area in 2023 trained in another subject.
- Figures for this in physics and chemistry were also concerning, standing at 53.6% and 46.5% respectively. It is not clear to what extent teachers are delivering lessons in very similar fields to the one in which they qualified, however, as this data is not collected.
- An examination of teachers leaving the profession showed that the most common time to depart was within the first five years of tenure in both types of school. For primary schools, the proportion is 23.1% leaving within this time frame while the corresponding figure for secondary schools was 36.4%.

- By contrast in 2007 the most common time for teachers to leave the profession was after 31 years or more. Back then, only 18.2% of secondary school teachers left within five years while 16.9% did so in primary schools.

Numbers of teachers and pupils

- Since 2013, the number of primary teachers has decreased slightly, by 1.6%, whereas for those in secondary schools the fall was more significant at 9.9%. Most of the falls occurred in the early years of the period, however, with less change in the last couple of years.
- In terms of pupil numbers, figures from the Welsh Schools Census show that since 2013 numbers in primary schools have decreased marginally by 0.6% while there has been a much greater fall, of 10.4%, in secondary school pupil numbers.
- StatsWales published forecasts indicating that pupil numbers in maintained primary schools in Wales are expected to fall by over 36,000 (14.1%) by 2030, with numbers plateauing in the years leading up to 2038.
- For maintained secondary schools the number of pupils is also projected to fall, by 10,600 by 2030 (5.5%) and then by a further 22,100 by 2038 (12.2%).

Pupil-teacher ratios

- Many consider pupil-teacher ratios as a crucial statistic for determining the quality of teaching with fewer pupils per teacher generally regarded as preferable. Ratio figures have been trending upwards over the last decade though the latest year saw falls in the ratios for both secondary and primary schools.
- For example, in 2019 the ratio in primary schools stood at 22 before finishing the period at 20.9 in the latest year. In contrast, for secondary schools the ratio increased slightly from 16.1 in 2016, peaking at 17.2 in 2021 before falling back to 16.6 in the latest period.
- To place the current figures for Wales into a wider perspective, the latest Eurostat data for 2020 show that the average pupil-teacher ratio across 27 European countries stood at 11.6 for lower secondary education and 11.1 for upper secondary schools. In other words, Wales is some way above the European average.
- The Eurostat figures no longer include the United Kingdom (UK) since it left the European Union so the differences might be due to methodological variation but a

look back at similar data in 2018 showed that the UK's primary school pupil-teacher ratio of 19.9 was higher than any of the other EU countries (in the same year the Welsh figure was 22).

- For secondary schools in 2018, the EU average was 12 while the UK level was 16.6 which was the same level in Wales in that year. At the time, only the Netherlands and Finland had higher ratios at 17.9 and 17.2 respectively.

2. Pay for school teachers in Wales in context

Last year, we reported that many of the challenges affecting teaching prior to the global coronavirus pandemic had returned to the longer-term trends evident in the years prior to 2001 and this continued to be the case in 2023. On top of this, levels of historically high inflation have endured for a longer period than many expected which has added another layer of complexity to the difficulties faced by the teaching profession.

Such factors and other developments in recruitment, retention, pupil and teacher numbers and training targets impact teachers' earnings and are covered extensively here. This section brings together data from numerous sources providing a comprehensive account of the current situation, including and beyond pay. Usually, one of the most prominent sources of information for this section is the Independent Welsh Pay Review Body (IWPRB) report but in 2023 no report was published because the prior year's version made recommendations covering a two-year period as mentioned earlier. Despite this, many other sources still exist with extensive data available from the Welsh Government, the Higher Education Funding Council for Wales, and the Education Workforce Council, as well as findings from the Welsh School Census.

2.1. Evidence on pay and IWPRB recommendations

Looking back, in its first remit letter to the IWPRB in 2019, the Welsh Government instructed the review body to essentially adopt a holding position and make recommendations on pay increases only but over time its remit has evolved and grown. As a result, recommendations have broadened to include further considerations such as the appropriateness of the entire structure of pay and conditions as well as longer-term issues that may take a number of years on which to reach conclusions.

This was reflected in the last remit letter from the Welsh Minister for Education which requested that the review body consider the following short-term and long-term issues. Because the recommendations covered both 2022, 2023 and beyond, they are repeated here:

Short-term considerations

- A multi-year approach for implementation over two years, from September 2022 and September 2023.
- Whether the teachers' pay and conditions document needs to be updated.
- Whether the existing structure for teachers' pay, terms and conditions requires amendments to facilitate the recruitment and retention of high- quality practitioners, the position of part-timers and additional learning needs co-ordinators.
- To undertake a review of all pay scales within the school teachers pay and conditions document including, the case for separate teacher main and upper pay scales and a specific scale for head teachers.

Longer-term considerations from September 2023

- A strategic review of teachers' pay, terms and conditions in Wales together with the cost of any proposed changes.

The last IWPRB report in 2022 considered all of these issues and its recommendations were all accepted by the Welsh Government. With the exception of its recommendations on pay which were later uplifted as outlined earlier, we set out its other recommendations at the end of this section because they refer to long-term aspirations.

2.2 Recruitment and retention

Back in 2022, the parties interpreted the evidence on recruitment and retention within the teaching profession in Wales in different ways. The IWPRB said that the positive recruitment factors highlighted by some during the COVID-19 period were largely temporary, and that the longer-term (less positive) trends had been resumed. It added that higher proportions of experienced teachers and leaders were leaving the profession as a result of the stress and workload created by the pandemic with concerns expressed about the ability of schools to replace them, especially in the existing shortage areas. This aligned with the views of many of the teaching unions, who cited evidence pointing to a lack of supply of new teachers and leaders as well as statistics illustrating that many teachers are leaving the profession.

By contrast, the Welsh Government asserted that the overall recruitment picture in Wales had not changed significantly in recent years with both recruitment and retention rates in Wales providing little evidence for concern although it acknowledged 'anecdotal evidence' of pockets of difficulty in recruiting to certain secondary subjects in some geographical locations across Wales as well as with some Welsh-medium subject provision. A further dimension of the teaching labour market last year was the growth in demand for graduates throughout the general economy post-pandemic with a resulting significant rise in graduate salaries which also posed challenges for the teaching profession in Wales.

While no IWPRB report was published in 2023, other sources of similar information are still available, so it is possible to gain an up-to-date picture of the current situation. This section draws on these sources, examining some of the major trends affecting the teaching profession in Wales including:

- Number of posts advertised;
- Number of applications per post;
- Proportion of registered secondary school teachers not trained in subject taught;
- Number of full-time equivalent teachers and pupils in Welsh local authority-maintained schools;
- Proportion of initial teacher training intake targets in Wales met;
- Pupil to teacher ratios in Welsh primary and secondary schools.

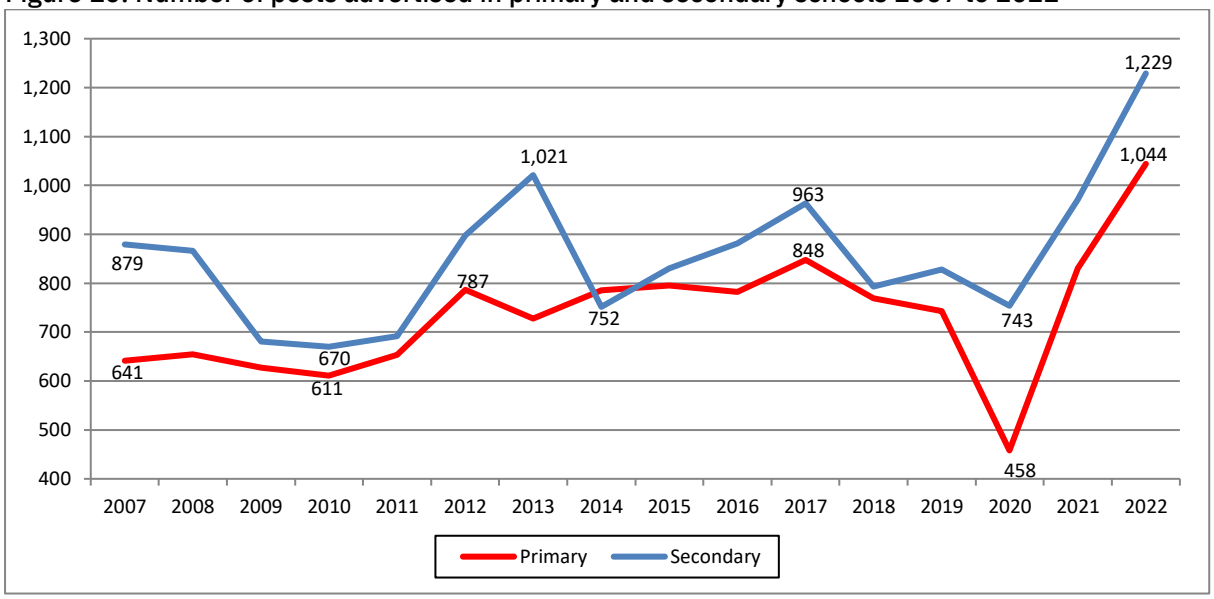
Figures 10 and 11 below outline the number of available posts as well as the number of applications per post in both primary and secondary schools over the last 15 years. The first chart shows clearly an overall upward trend in the number of teaching posts advertised in both types of school. Despite this, within the overall trend, there were significant fluctuations at particular points in the period.

Notably, within both types of school, the graph illustrates a spike in adverts around 2012/13, 2017 and 2021/22. By contrast, there was a significant fall in 2020, mainly due to the pandemic, while there was a significant bounce-back in 2021 which has continued into 2022 with the numbers advertised during this year higher than at any other time in the period.

Figure 10 also shows that fluctuations were more pronounced for secondary schools in Wales with the number of adverts ranging from a low point of 670 in 2010 to a high of 1,229 in 2022. The equivalent range for primary schools stretched from 458 in 2020 up to 1,044 in the latest year. More specifically, in secondary schools, adverts fell from 879 in 2007 down to 670 in 2020, rising to 1,021 in 2013 before falling to 752 in 2014. This up-down pattern continued with a rise to 963 in 2017 before falling back to 743 in 2020 and then increasing in both 2021 and 2022 peaking at 1,229.

The trend for primary school teacher positions was less volatile with 641 adverts in 2007 and with a general upward trend until 2017. At this point, there were 848 advertisements, falling to 458 in 2020 followed by two years of increases and finishing the period in 2022 with 1,044 advertisements.

Figure 10: Number of posts advertised in primary and secondary schools 2007 to 2022



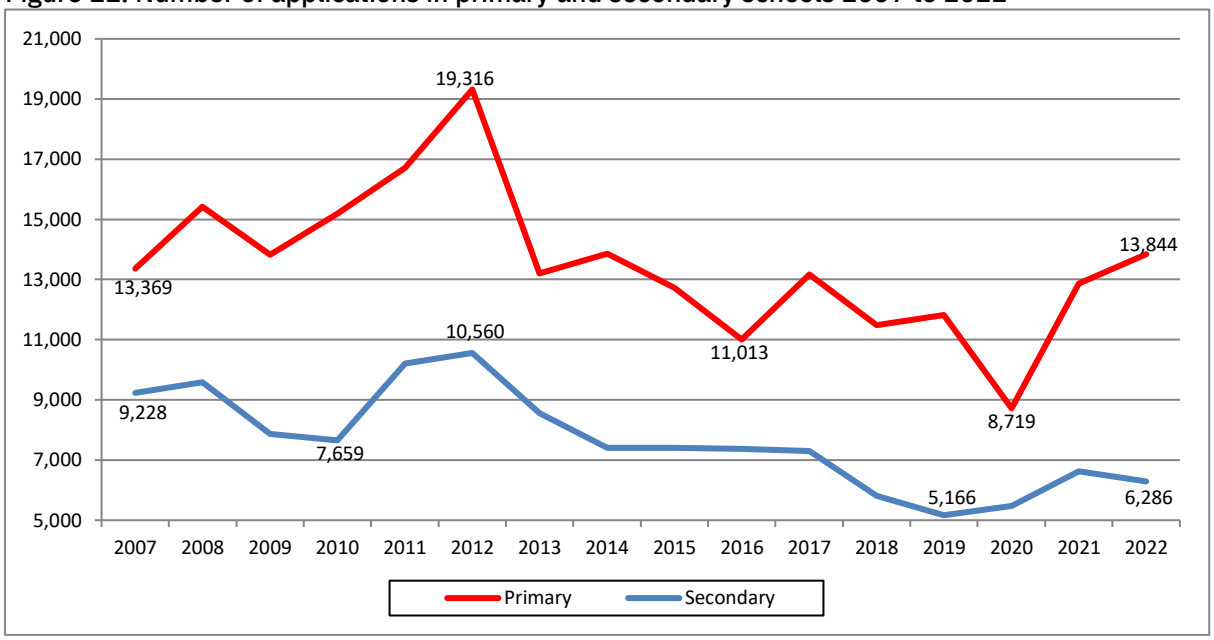
Source: StatsWales/Welsh Government

Application numbers also fluctuated a great deal as shown in Figure 11 below. Of the two types of school, the size of the pool of applicants looking for work in secondary schools varied less and generally followed a downward path whereas the corresponding pattern for primary schools was more erratic. For secondary school positions, for example, the number also peaked in 2012 at 10,560 applications before following a general downward trend and reaching its lowest point in 2019 with a figure of 5,166. There was a slight improvement in

both of the next two years with the figure rising to 6,623 in 2021 before falling slightly to 6,286 at the end of the period.

For primary schools, numbers peaked in 2012 when there were 19,316 applications and this fell in 2020 when applications stood at 8,719. Perhaps buoyed by the new pandemic environment, the figure rose to 12,862 in 2021 and rose further, to 13,844, in the latest year. As a result, despite the recent improvements, both figures are much lower than they were a decade or more ago.

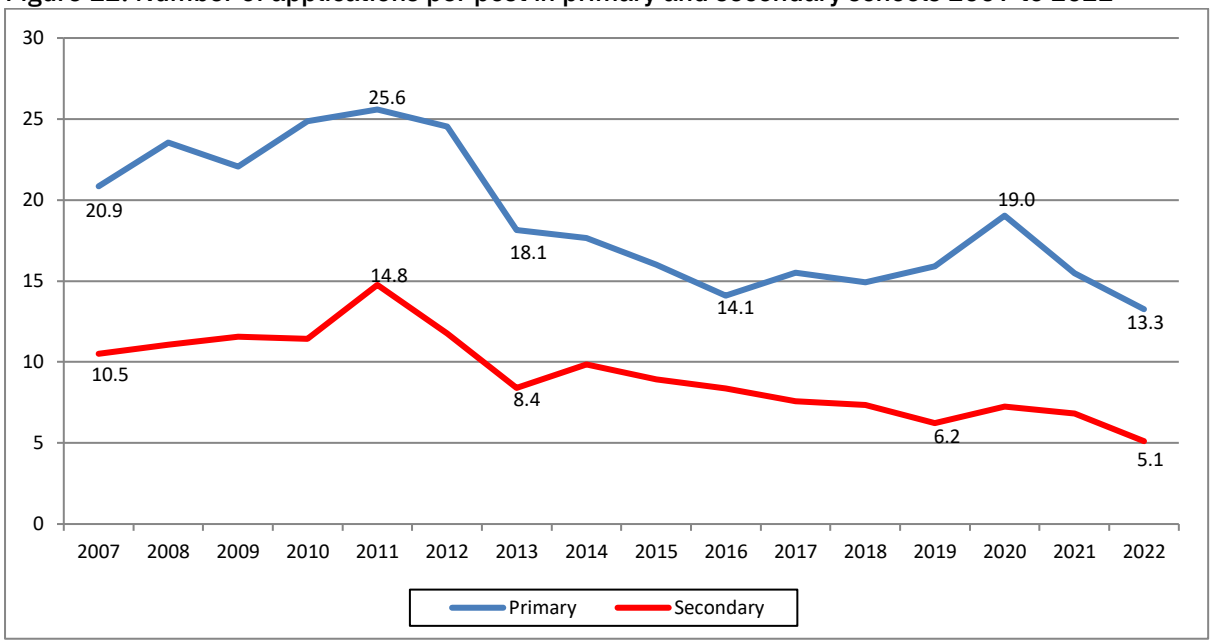
Figure 11: Number of applications in primary and secondary schools 2007 to 2022



Source: StatsWales

Figure 12 below combines the previous two sets of data to demonstrate the pattern exhibited by the number of applications per post. The chart illustrates that, despite the post-pandemic improvements in applications, this has followed an overall downward trend over the period shown. In secondary schools, for example, the number of applications per post fell from a peak of 25.6 in 2011 to 14.1 in 2016 before rising to 19 in 2020 and then falling back again to 13.3 in 2022, the latest and lowest figure found for the whole period. Applications per post in primary schools exhibited a similar pattern, peaking in 2011 at 14.8, falling to a lower level of 6.2 in 2019 before rising slightly to 7.3 in 2020 and again dropping to the lowest level of 5.1 in 2022.

Figure 12: Number of applications per post in primary and secondary schools 2007 to 2022

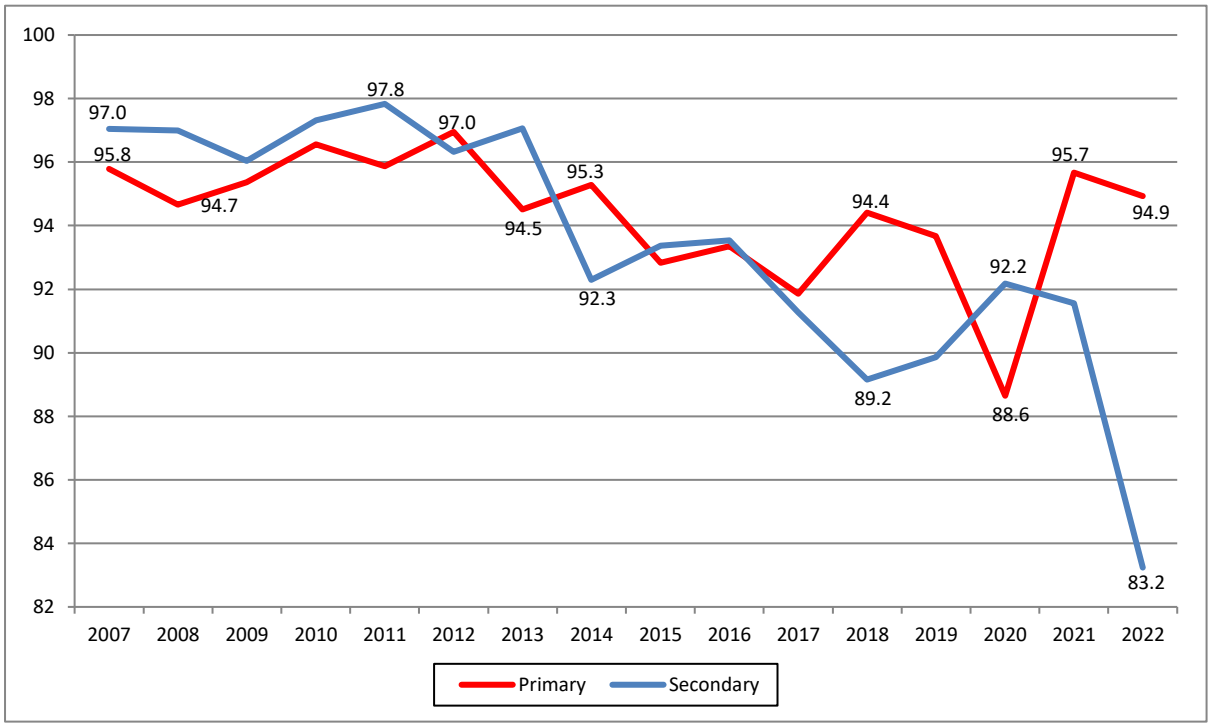


Source: StatsWales/Welsh Government

Despite multiple applications per post, not all of the positions advertised are filled each year as demonstrated by Welsh Government statistics. Figure 13 below shows the proportion of posts filled in primary and secondary schools. It uses Welsh Government data on the number of posts filled and compares these to the corresponding number of jobs advertised.

The graph again illustrates a difference between the situations in primary and secondary and schools respectively. For instance, with the exception of 2020 at the height of the pandemic, the proportion of posts filled in primary schools was over 90% in every year. In contrast, rates in secondary schools followed a downward trend with the proportion falling below 90% in three of the last four years. The rate here ended the period at 83.2% in 2022 when there were 1,229 advertisements made in secondary schools with only 1,023 posts filled.

Figure 13: Proportion of posts filled in primary and secondary schools 2007 to 2022

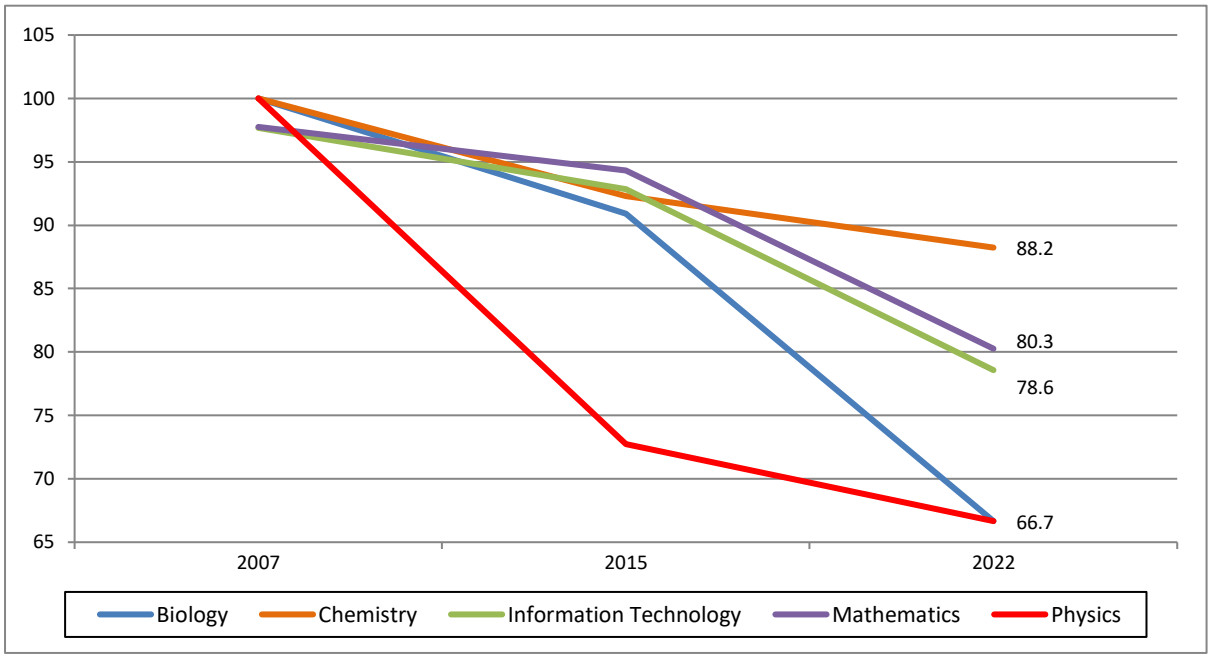


Source: StatsWales

The secondary school figures mask wide differences between various subjects to which the Welsh Government referred when it mentioned 'pockets of difficulties' in certain areas in its submission to the IWPRB last year. Some of these pockets included the science, technology, engineering and mathematics (STEM) subjects and the pattern of posts filled is illustrated in Figure 14 below. To help ensure that the trends are clearer the graph only shows data for three years – 2007, 2015 and 2022. As it demonstrates, the success rate of filling advertised posts has fallen in all five subjects.

For instance, the proportion of posts filled stood at between 95% and 100% for all five subjects in 2007 but then fell significantly over the next decade and a half. Most striking were the outcomes for physics and biology that showed just two-thirds of posts advertised filled by the end of the period. Less striking but still exhibiting significant falls were information technology, mathematics and chemistry that showed just 78.6%, 80.3% and 88.2% of posts being filled respectively by the end of the period.

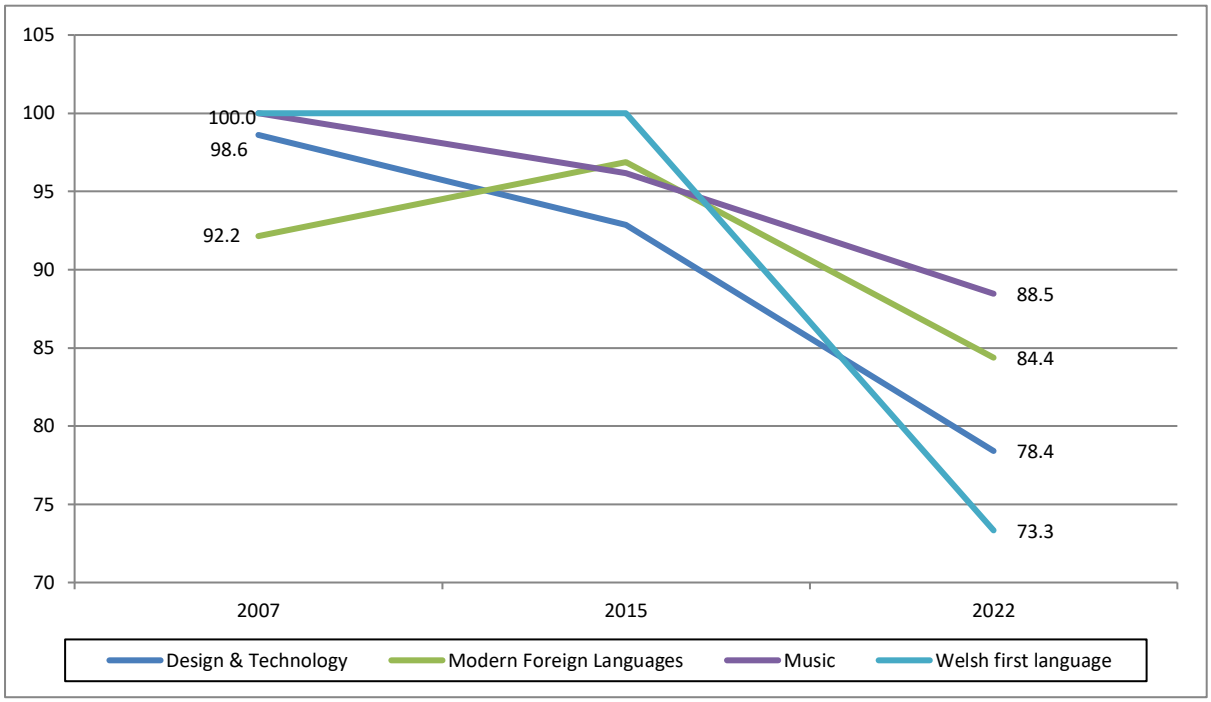
Figure 14: Proportion of posts filled in STEM subjects in secondary schools 2007, 2015 and 2022



Source: StatsWales

Other subject positions appeared more difficult to fill than in previous years. These included music, Welsh as a first language, design and technology and modern foreign languages as illustrated in Figure 15 below. While the declines by the end of the period for these subjects are not as concerning as those for some of the STEM subjects above, the proportion of other subject posts filled in 2022 were still comparatively low, ranging from 73.3% for Welsh as a first language to 88.5% in music.

Figure 15: Proportion of posts filled in other subjects in secondary schools, 2007, 2015 and 2022



Source: StatsWales

With so many posts going unfilled, schools have had to look at other ways of making sure that these subjects are taught, and it seems that many establishments are using teachers from other specialisms to fill the gaps. For this reason, the Education Workforce Council (EWC), the independent regulator for the education workforce in Wales, collects data on the proportion of teachers across Wales that have not been trained in the subject in which they are teaching. For numerous years now, the EWC has reported high numbers of schools in Wales using teachers trained in other subjects in this way.

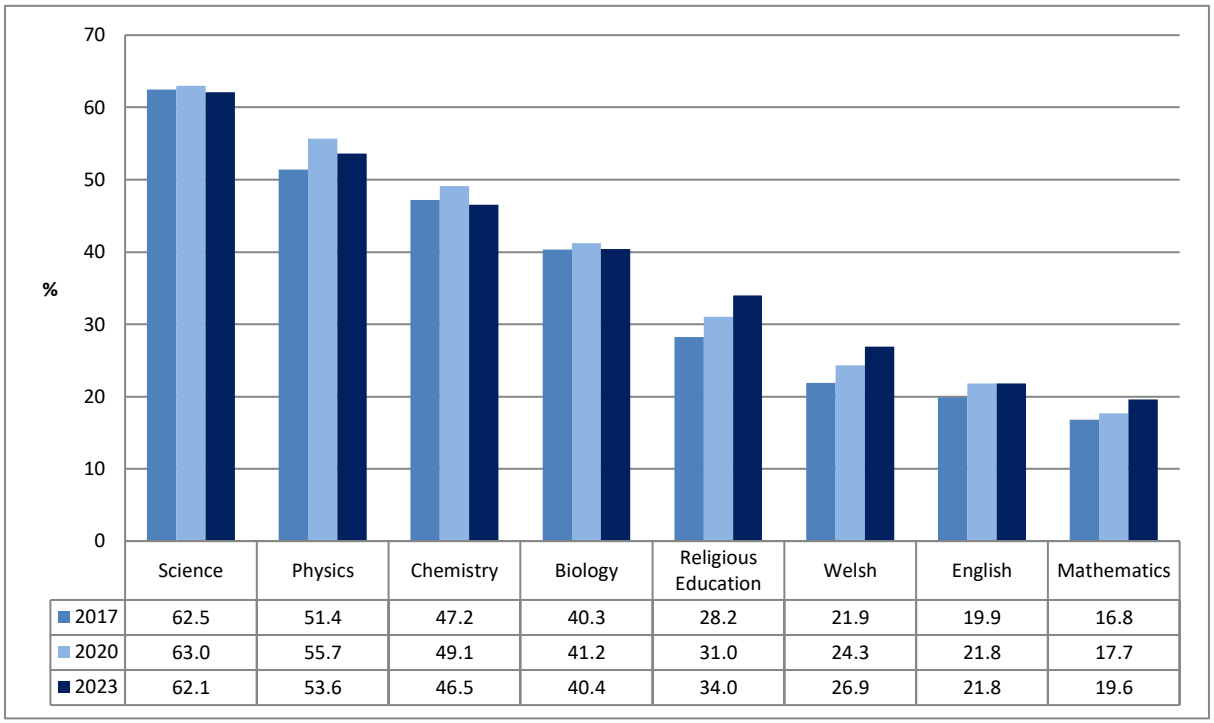
Figure 16 shows the situation going back to 2017, the earliest year in which data for Wales was available, to give an idea of how the situation has changed over the medium-term. It shows that general science is particularly affected with over 60% of those teaching in this area trained in another subject in each of 2017, 2020 and 2023. Physics, chemistry and biology were also concerning, with the proportions here standing at 53.6%, 46.5% and 40.4% respectively.

The best-placed core subject was mathematics, as shown in the chart, although here, around one in five teachers had been trained in another discipline, or in other words, only four-fifths

of maths teachers were actually trained in the subject. This position has worsened slightly since 2017 when 83.2% of maths teachers had been trained as maths specialists.

A point previously made by the IWPRB is that the figures do not show whether teachers were delivering lessons in very similar fields to the one in which they qualified. For example, someone qualified in physics teaching general science may not present a significant issue due to the transferability of science-related skills. On the other hand, a teacher with no science background teaching in this area could encounter more challenges. To what extent such subject mismatches are occurring is not clear but given the large proportions shown in the chart below there may be a significant number of posts that are not filled by teachers with the correct skill set.

Figure 16: % of EWC-registered secondary school teachers not trained in subject taught 2021, 2017 and 2023



	Science	Physics	Chemistry	Biology	Religious Education	Welsh	English	Mathematics
2017	62.5	51.4	47.2	40.3	28.2	21.9	19.9	16.8
2020	63.0	55.7	49.1	41.2	31.0	24.3	21.8	17.7
2023	62.1	53.6	46.5	40.4	34.0	26.9	21.8	19.6

Source: EWC, Annual Education Workforce Statistics for Wales 2023

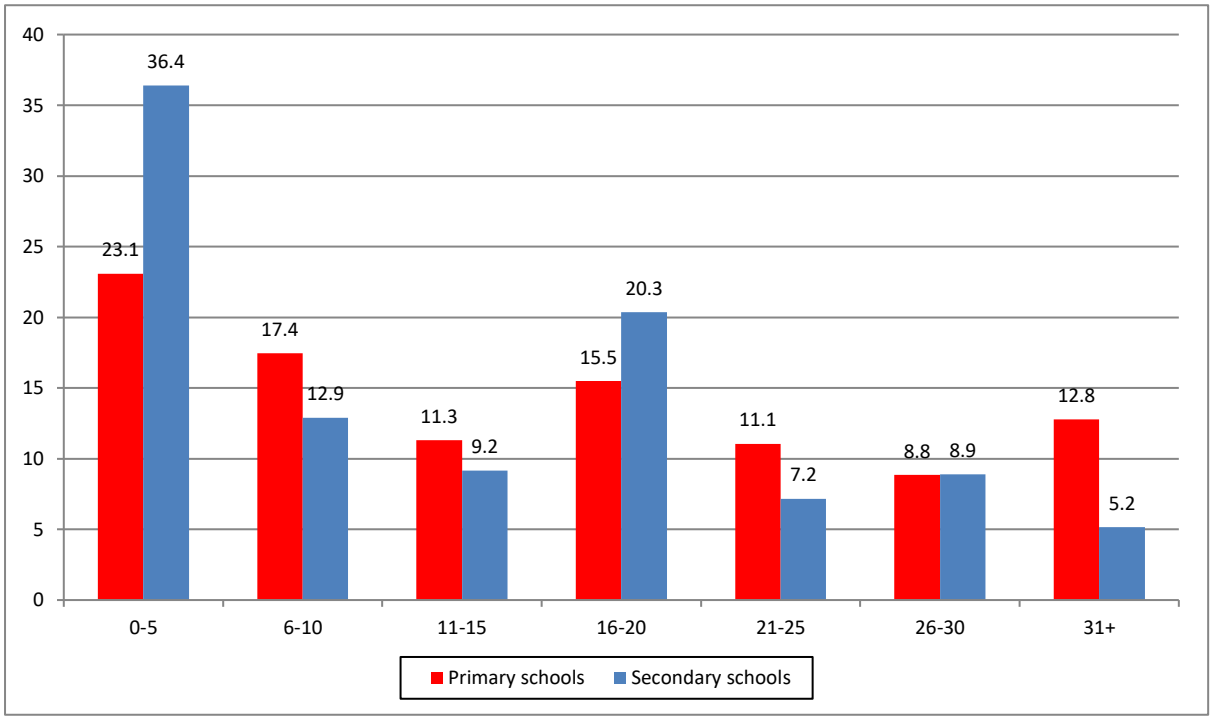
Proportion of teachers leaving the profession

One of the reasons that schools are using teachers not trained in the subject they are teaching is that the existing workforce cannot be retained. The Welsh Government records

figures on the proportion of teachers that have left the profession at various stages in their careers, and we examine the findings below.

As Figure 17 below illustrates, currently the largest proportion leaving the profession do so in the first five years of their tenure. In total, 36.4% of secondary school teachers left within five years of joining the profession while the corresponding proportion in primary schools was lower at 23.1%. This was followed by those with between 16 and 20 years of teaching experience in secondary schools (20.3%) and between 6 and 10 years in the case of primary school specialists (17.4%). Within secondary schools, the proportions leaving after each of the other levels of experience ranged from 5.2% after 31 years or more up to 12.9% with between six and 10 years of experience. The equivalent range in primary schools was between 8.8% that left after 26 to 30 years of teaching and 15.5% that had taught for 16 to 20 years.

Figure 17: Proportion of teachers leaving the professions at different stages of their careers by type of school 2022

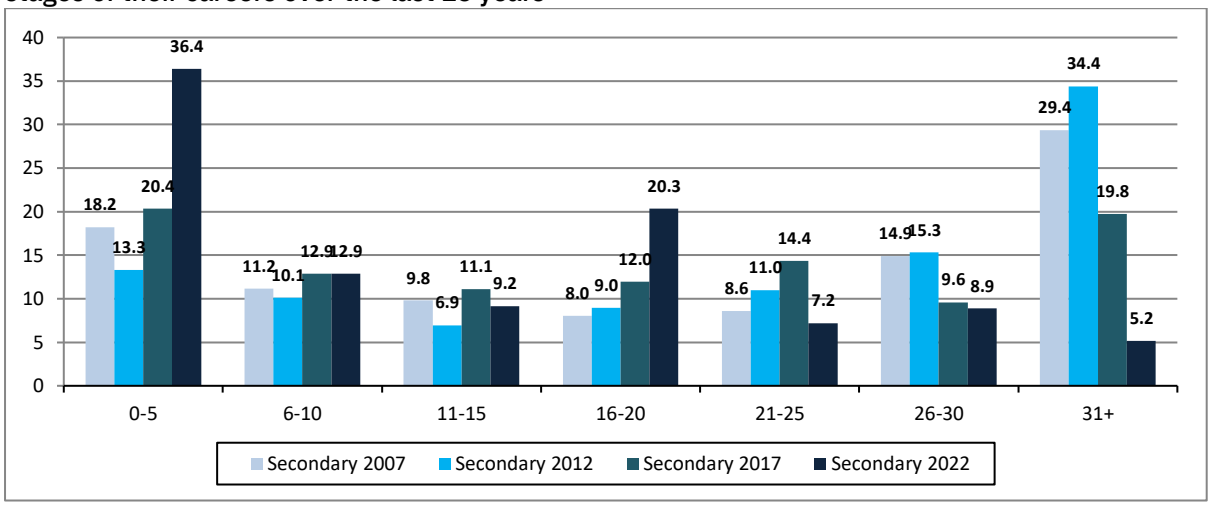


Source: StatsWales

A longer-term look back at similar figures from previous years shows that this pattern has not always been the case. Figures 18 and 19 below show the proportion of teachers leaving

the profession at various stages of their career stretching back to 2007. Figure 18 shows that the pattern of those leaving the secondary school profession appears to have reversed over the last decade and a half. For example, back in 2007 and 2012, the highest proportion of teachers leaving the profession did so after 31 or more years of service. In these years, 29.4% and 34.4% respectively left teaching after 31 years compared to just 5.2% who ended their careers with this level of experience in 2022. Conversely, at the other extreme, in 2007 and 2012, only 18.2% and 13.3% of secondary teachers left the profession within five years of joining compared to 36.4% in 2022.

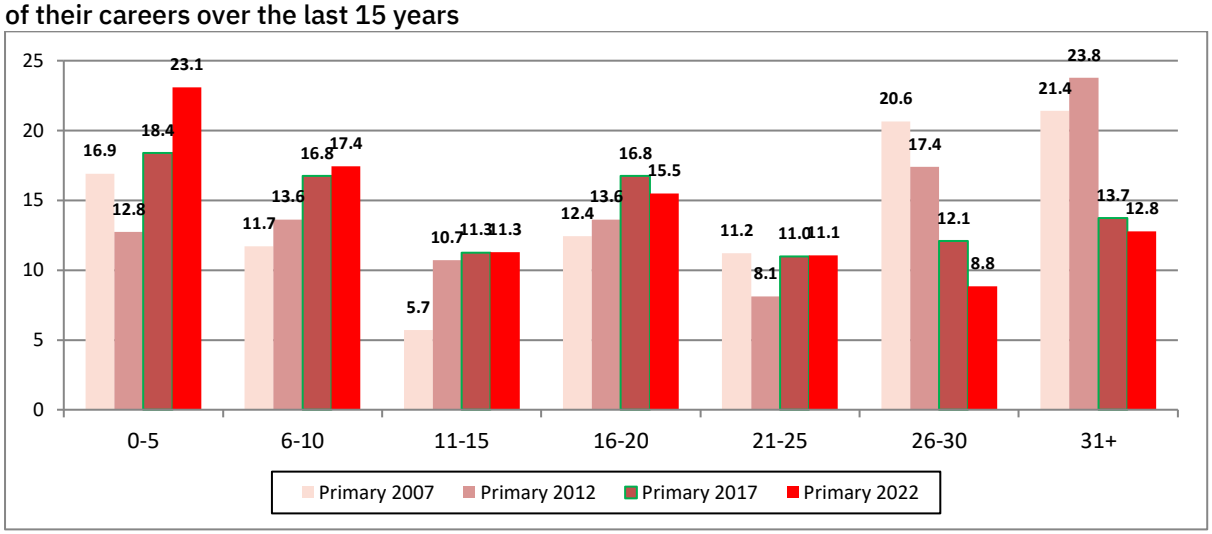
Figure 18: Trends in the proportions of secondary teachers leaving the professions at different stages of their careers over the last 15 years



Source: StatsWales

These patterns were similar but less pronounced in primary schools as demonstrated in Figure 19 below. It shows that back in 2007 and 2012, as in secondary schools, the highest proportion of teachers leaving the profession did so after 31 or more years of service. In these years, 21.4% and 23.8% respectively left teaching after completing 31 years or more which compared to just 12.8% who ended their careers in 2022. Conversely, in 2007 and 2012, only 16.9% and 12.8% of primary teachers left the profession within five years of joining compared to 23.1% in 2022.

Figure 19: Trends in the proportions of primary teachers leaving the professions at different stages of their careers over the last 15 years



Source: StatsWales

Last year we speculated that the reasons behind teachers leaving the profession could have been influenced by external factors specific to the environment at that time. For example, in late 2022 we had more recently emerged from the coronavirus pandemic, new working patterns such as remote or hybrid working were becoming more established, economic growth was weak and inflation was rising. One year on however and high numbers of teachers are still leaving in the early part of their careers. This is likely to be of concern to schools in Wales especially with the shortages mentioned above as well as the increased competition for new or recent graduates more widely.

Similarly, pressures from the growth of remote or hybrid working in the last few years means that newer opportunities to work in non-teaching positions from anywhere in Wales might emerge for teachers, providing an additional source of competition for the profession. Job opportunities of this type in other occupations may even emerge from beyond the Welsh border from companies in England, Scotland or even further afield. At this stage though, the prospect of such additional labour market competition still remains hypothetical.

Overall, however, while attrition rates may seem low compared to other sectors, the difference is that, unlike other sectors, the main route into teaching is via teaching training so those leaving may be more difficult to replace, especially those with extensive experience. This perhaps explains why so many teachers are overseeing subjects in which they were not originally trained.

2.3. Current numbers of teachers

Table 6 below shows that the number of full-time equivalent teachers in Wales followed a downward trend between 2014 and 2020 followed by a rise to the highest level over the whole period in 2023. At the same time, the total number of pupils has been rising, reaching its highest level in 2021 followed by a slight drop-off in the latest two years. More specifically, over the whole period, the table shows that the number of full-time equivalent teachers in primary, middle and secondary schools rose by just over 100 while the number of pupils rose by around 19,000.

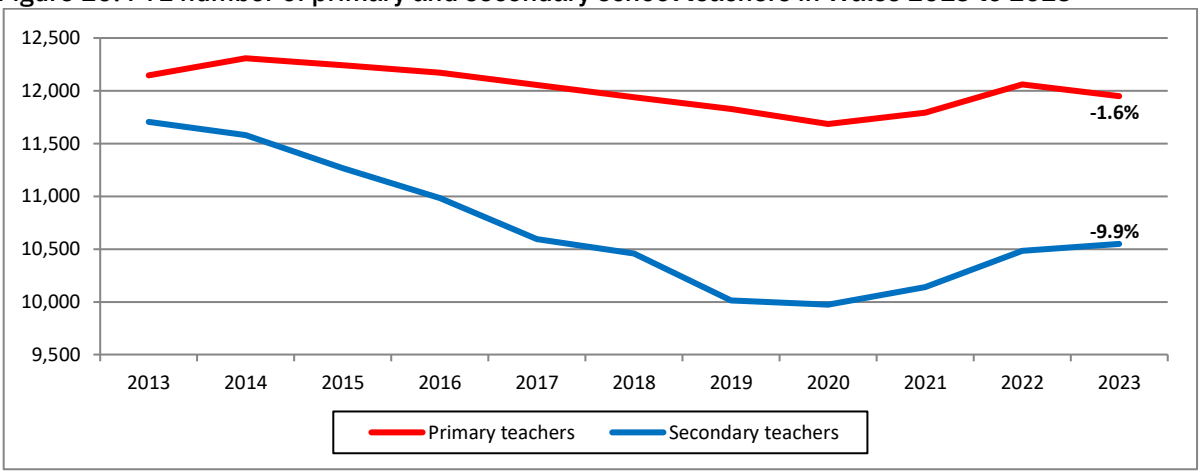
Table 6: Number of full-time equivalent teachers and pupils in Welsh local authority-maintained schools 2013 to 2023

	Nursery teachers	Primary teachers	Primary pupils	Middle teachers	Secondary teachers	Secondary pupils	Special teachers	Total teachers (FTE)	Total pupils (FTE)
2013	58.3	12,144	264,186	222.7	11,707	191,279	638	**24,771**	**450,833**
2014	52.8	12,308	269,421	221.7	11,579	186,427	661	**24,823**	**450,711**
2015	43.4	12,240	273,400	290	11,269	182,408	668	**24,511**	**465,704**
2016	42.3	12,171	276,954	345.2	10,984	178,669	694	**24,236**	**466,555**
2017	33.5	12,056	276,940	532.7	10,594	174,812	694	**23,910**	**466,508**
2018	38.9	11,941	277,095	713.7	10,459	172,218	719	**23,871**	**467,112**
2019	30	11,829	274,799	981	10,012	170,277	741	**23,593**	**468,398**
2020	31.3	11,687	271,323	1,157.00	9,973	171,271	746	**23,594**	**469,176**
2021	31.2	11,789	272,339	1223	10,138	174,133	760	**23,941**	**474,724**
2022	30	12,060	266,574	1,270.00	10,485	175,957	815	**24,657**	**471,131**
2023	25	11,950	262,666	1,505.00	10,550	174,948	850	**24,885**	**469,872**

Source: Welsh School Census Results, January 2023

Figures 21 and 22 below shed more light on the trends by examining the patterns in both primary and secondary schools. For example, the chart below illustrates that teacher numbers in both primary and secondary schools have fallen over the period 2013 to 2023. Overall, the number of primary teachers fell by -1.6% while the corresponding secondary school fall was more significant at -9.9%. These falls may seem strange given the figure for the total number of teachers rose over the whole period, but this was only a marginal increase and is mainly explained by a rise in the number of middle school teachers, a small group outside the scope of this report.

Figure 20: FTE number of primary and secondary school teachers in Wales 2013 to 2023

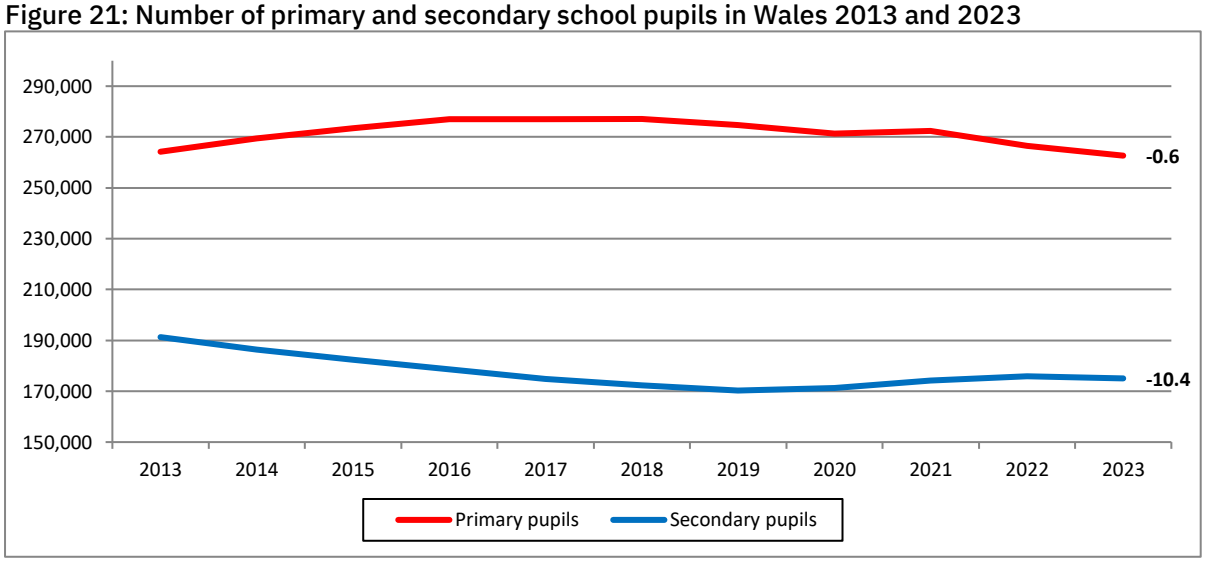


Source: Welsh School Census Results, January 2023

2.4. Pupil numbers

Figure 22 below presents similar data for primary and secondary pupils from the Welsh School Census. It illustrates that the number of primary school pupils was relatively stable between 2013 and 2023, decreasing by just 0.6% over the period. In contrast, the trend for secondary pupils decreased between 2013 and 2019 before rising a little and then levelling out in the last two years. Across the whole period though, secondary school pupil numbers were down by 10.4%.

Figure 21: Number of primary and secondary school pupils in Wales 2013 and 2023



Source: Welsh School Census Results, January 2023

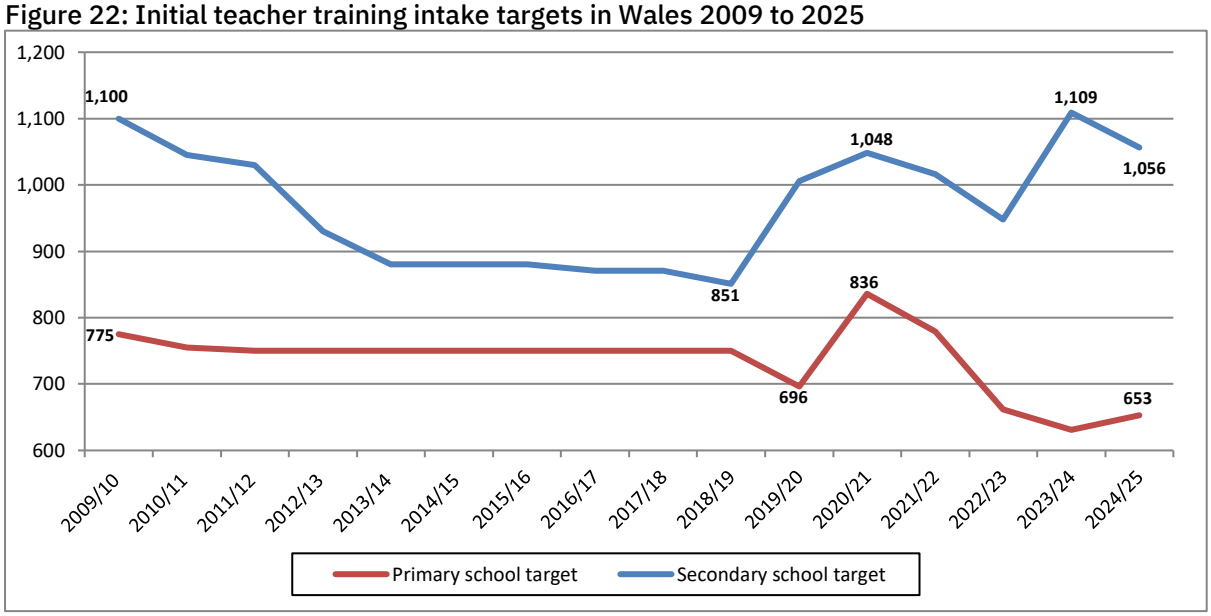
Looking to the future, last year the IWPRB shared figures indicating that pupil numbers in maintained primary schools in Wales are expected to fall by over 36,000 (14.1%) by 2030, with numbers plateauing in the years up to 2038. For maintained secondary schools the number of pupils is also projected to fall, by 10,600 by 2030 (5.5%) and then by a further 22,100 by 2038 (12.2%).

2.5. Teaching entrants

In order to enter the teaching profession, candidates must attain qualified teaching status which can be achieved via initial teacher education (ITE) or part-time and employment-based routes. In addition to this, since 2020/21, the Open University began to offer another route into teaching via a PGCE qualification in Wales.

The Welsh Government sets targets for teacher training based on the output of its Teacher Planning and Supply Model (TPSM) which is used to predict the estimated numbers of teachers required in schools in Wales. The TPSM is subject to continuous review, to ensure that it is able to consider the impact of changes in key assumptions on teacher need across Wales. As part of its ITE accreditation functions, the Education Workforce Council (EWC) distributes the allocations across ITE providers, by phase, subject and level of study.

Figure 22: Initial teacher training intake targets in Wales 2009 to 2025



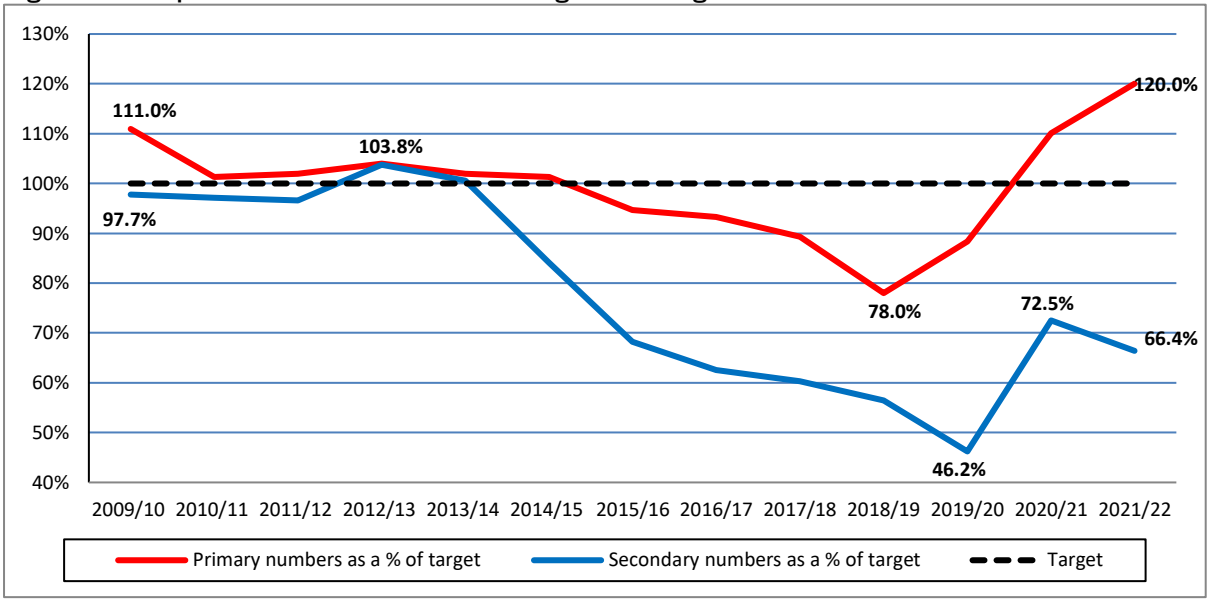
Source: Higher Education Funding Council for Wales Welsh School Census Results

Target levels in primary and secondary schools are presented in Figure 23 above, illustrating that between 2009/10 and 2024/25 the targets for student numbers on ITE courses varied a great deal. This is especially true for secondary schools where, between 2009 and 2019, the target for secondary schools fell from 1,100 to 851 before rising to 1,048 in 2020/21, falling back slightly before rising to 1,109 for 2023/24 and finishing at 1,056 for 2024/25. The pattern in primary schools was relatively stable between 2009/10 and 2018/19 at around 750 before falling to 696 in 2019/20. In the next year, the target in primary schools rose to 836 before trending down in the next period finishing at 653 in 2024/25.

Setting targets is just the first part of the process, however, and the record of achievement of these might be considered mixed at best. An examination of actual enrolments illustrates that the numbers entering primary school courses exceeded or mirrored the planned targets until around 2014/15. Four years of missed targets followed, with a low point in 2018/19 when only 78% of the target was achieved before the situation improved in the final few years, finishing with the target being exceeded by 20% in 2021/22.

By contrast, numbers enrolling on secondary courses trailed the stated target for most of the years up to 2019/20 when they fell to just 46.2% of the optimum level. This improved to 72.5% of the target in 2020/21 before falling back to 66.4% in 2021/22, the latest year for which data is available. It is clear from Figure 24 that missed targets are an ongoing problem for secondary schools. 2019/20 showed the largest shortfall, when the target was missed by over 50%, while the latest year witnessed a slight improvement in the situation with the deficit smaller but still significant at 33.6%.

Figure 23: Proportion of initial teacher training intake targets in Wales met 2009 to 2022



Source: Welsh Government, Initial Teacher Education, 2021/22

Each year, the EWC breaks this data down further to demonstrate the degree to which the targets are met by individual subjects. This showed that in 2021/22, the shortfall against allocations for subjects relating to the key STEM areas (science, technology, engineering and mathematics) was particularly poor. For example, the secondary school intake allocation for mathematics in that year was 140 but in the same year only 53 (45.7% of the target) completed training. Equivalent proportions for chemistry, physics and design and technology were 24.6%, 29.3% and 35.6% respectively. Languages were also a problem area with just 33.9% of the modern languages target met in 2021/22 while for the Welsh language the figure was 35.1%.

PGCE entrants

As mentioned above, the Open University began to offer another route into teaching via the PGCE in Wales in 2020/21. There are two routes that can be taken when undertaking a PGCE in this way – the part-time route and the salaried route with the numbers involved outlined in Table 7 below. These figures are not included in Figure 24 above but as the table below shows, the numbers covered by this alternative route only make up a small minority of the total number of trainees involved.

Table 7: Routes taken by PGCE students at the Open University into teaching in Wales 2020/21 and 2021/22

Route	2020/21	2021/22
Salaried route enrolments	60	70
Part-time route enrolments	85	90
Total	140	160

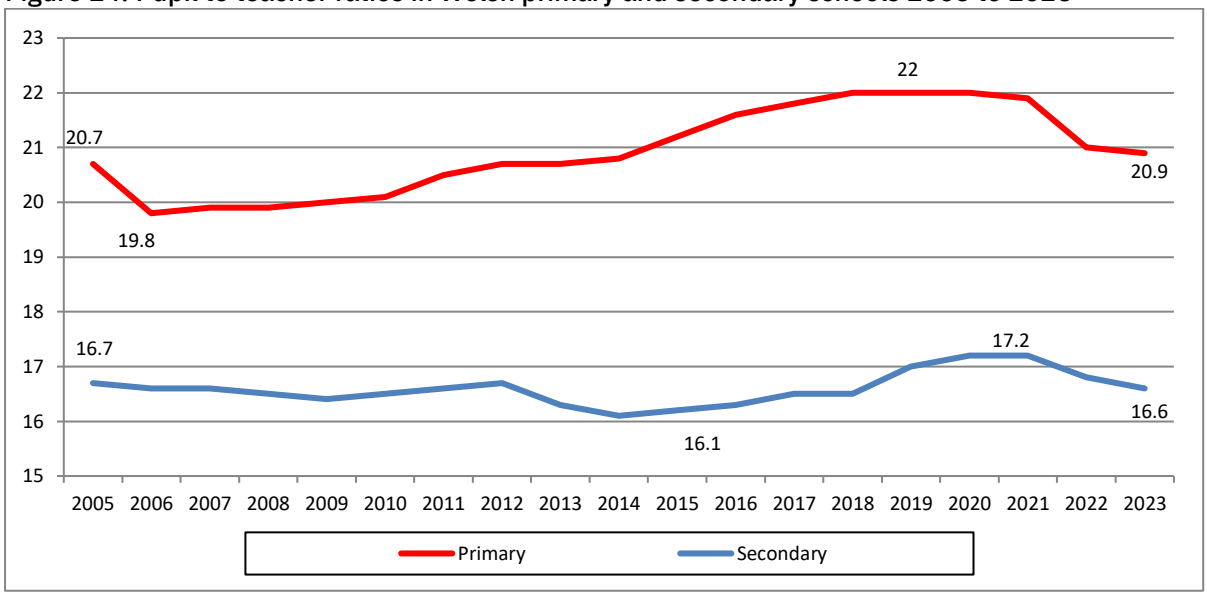
Source: Welsh Government, Initial Teacher Education, 2021/22

2.6. Data on the number of pupils per teacher

Scrutinising changes in the numbers of pupils and teachers in isolation is only of limited use because we need to understand the pattern of both in order to calculate a more important statistic – the pupil per teacher ratio. This ratio, although not perfect, is important because it is widely considered a good indicator of educational quality. As a general rule, the lower the ratio level, the better the quality of education because it reflects teachers' workloads and their capacity to help their students.

Figure 25 below presents the pattern of pupil-teacher ratios in Wales since 2005 and demonstrates that the ratio levels are higher in primary schools than in secondary establishments. The chart also shows that the trends in both types of school differed somewhat although, in both cases, they started and finished at similar levels. In primary schools, the overall trend was up between 2006 and 2019 before falling in the last few years. For instance, the ratio started the period at 20.7 pupils per teacher before falling to 19.8 in 2006 then rising to 22 in 2018 where it remained for two further years. In 2021 the ratio fell slightly to 21.9 before falling again and finishing the period at 20.9 in the latest year. In contrast, the trend in secondary schools was broadly flat until around 2018 when it ranged between 16.1 and 16.7. Since then, the ratio increased slightly, peaking at 17.2 in 2021 before falling back to 16.6 at the end of the period.

Figure 24: Pupil to teacher ratios in Welsh primary and secondary schools 2005 to 2023



Source: Welsh School Census Results, January 2023.

To place the current figures for Wales into a wider perspective, the latest Eurostat data for 2021 shows that the average pupil to teacher ratio across 27 European countries stood at 11.6 for lower secondary education and 11.1 for upper secondary schools. Both figures were substantially lower than the 16.6 found in Wales. For primary schools, the equivalent average across the European group was 13.4 in 2021 while the highest was 18.7 in Romania. By contrast, the Welsh figure was significantly larger than both, at 20.9.

The Eurostat figures no longer include the United Kingdom (UK) since it left the European Union so the differences might be due to methodological variation but a look back at similar data showed that in 2018 the UK's primary school pupil-teacher ratio of 19.9 was higher than any of the other EU countries (in the same year the Welsh figure was 22). For secondary schools in 2018, the EU average was 12 while the UK level was 16.6 which was the same level in Wales in that year. At the time, only the Netherlands and Finland had higher ratios, at 17.9 and 17.2 respectively.

IWPRB recommendations in 2022

Because the IWPRB recommendations covered multiple years we have outlined them once more below. Then, after considering all the evidence, the IWPRB made twelve recommendations and while the recommendations included a headline pay increase, most

of the recommendations covered issues relating to points of clarification, definitions and guidance for specialist roles as summarised in Box 1.

BOX 1: IWPRB recommendations 2022

1) That all statutory scale points on all pay scales, and all allowances, are increased by 5% for 2022-2023

2) That all statutory scale points on all pay scales and all allowances are increased by 3.5% for 2023-2024 and that this figure should be kept under review and revisited if there is a significant change in economic conditions compared with the current forecasts.

3) That the minimum of the MPR, the M2 pay point, is increased to £30,000 for 2023-2024.

4) That the Welsh Government, in partnership with the Pay Partnership Forum (PPF), updates and clarifies the wording in the School Teachers' Pay and Conditions (Wales) Document (STPC(W)D) to incorporate the changes made since the devolution of pay and conditions – specifically pay portability, progression on the UPR, and [ending – IDR] performance-related pay – to reflect accurately and consistently the previous recommendations made by the IWPRB. This task should be completed by September 2022.

5) That the pro-rata principle substantially referred to in section 40.1, should be removed from the 2022-2023 STPC(W)D for part-time teachers in receipt of type 1 and 2 Teaching and Learning Responsibility payments, and that the PPF should agree, and replace it with, appropriate wording to state that a decision on the additional responsibilities and commensurate level of award should be mutually agreed by the teacher and employer.

6) We recommend to the Welsh Government that in the light of the statutory nature of the new Additional Learning Needs Co-ordinator (ALNCo) role, a task and finish group be established to review the non-contact allocation and remuneration. The group should report its findings by December 2023.

7) We refer to the three recommendations made in our third report, i.e. monitoring and reporting of equalities legislation at school and local authority level; guidance to school governors on pay and conditions; and arrangements for future work on a model pay policy at a national level and recommend that they are implemented as originally written.

3. School teachers' pay awards compared with the wider economy

As referred to earlier, prior to devolvement of pay decisions, Welsh teachers were subject to the same pay awards as those applied to their English colleagues. Because of this, an examination of how historic pay increases for school teachers in Wales have compared with pay increases across the economy as a whole since 2008 includes both countries with the exception of the latest five years since the establishment of the IWPRB.

During the recession of 2009/10, teachers received pay awards under a previously negotiated long-term deal, so their increases were 2.3%, ahead of the median pay awards for the whole economy at the time of 1.8% (2009) and 2% (2010).

Since then, the median whole economy pay award was 2% in each of 2011, 2012 and 2013, and 2.5% in 2014, while the figure for 2015 was 2.2%. By contrast, teachers received no general salary increase in either 2011 or 2012, and just 1% between 2013 and 2014, while in 2015, the headline increase was again 1% with a 2% increase to the maximum of the main pay range.

In 2016, 2017 and 2018, the median whole economy figures stood at 1.78%, 2% and 2.5% respectively. Over the same period, pay increases for teachers were applied to pay ranges rather than across the board, though in practice many or even most teachers will have received the headline increases, since most schools continued to use pay points. Statutory range minima and maxima were increased by 1% in 2016, 2% in 2017 and 3.5% in 2018. Also in 2017 and 2018, the pay rises differed by pay range with uplifts to the upper pay range lower than the increases for the main range. For instance, pay points on the upper pay range were increased by 1% in 2017 and 2% in 2018. By contrast, the main range was uplifted by 2% and 3.5% respectively. Moreover, in 2018, the increase to the leadership pay range was even lower at 1.5%. As a result, just 43% of teachers received the 3.5% headline rise in that year.

In 2019 and 2020 teachers in Wales benefited from the new system of devolved decisions on pay, giving the Welsh Government the opportunity to address the relative fall in earnings that had occurred over the previous decade. In 2019, for example, at a time when the whole

economy median pay award stood at 2.5%, both teaching pay scales in Wales were uplifted by 2.75% while the starting rate for newly qualified teachers was increased by 5%.

In 2020, the overall paybill for teachers in Wales was set at 3.1% at a time when the median whole economy award was 2%. At the same time, starting salaries for new teachers in Wales were increased by 8.48% and all points on the main pay scale were increased by 3.75%.

In 2021, all teachers in Wales were treated the same with a 1.75% increase on all statutory pay scales and allowances. A two-year deal was recommended for the period 2022 to 2024, which sees all statutory scale points on all pay scales, and all allowances, increased by 5% for 2022-2023 with a further uplift of 3.5% for 2023-2024. This latter figure was to be kept under review and revisited if there was a significant change in economic conditions compared with the forecasts at the time. The 2023 uplift was indeed reviewed, and a decision was made to increase it from 3.5% to 5%. In addition, the IWPRB recommended that the minimum of the main pay range be increased to £30,000 for 2023-2024.

3.1. Measuring pay awards

General salary increases for school teachers approved by government ministers from 2008 onwards are detailed in Table 8 (below). Increases shown exclude other elements of earnings which might have affected overall paybills. In most of the 15 years covered, all teachers received the headline salary rise and were also entitled to incremental pay progression based on experience.

After 2014, with the introduction of appraisal-related progression most schools in Wales continued to apply the awarded increase to all pay points (in spite of an attempt to replace these with ranges) but not all teachers received progression in addition to the basic rise. In 2020, experience-based progression was formally reintroduced, although in 2021 the review body still recommended that the Welsh Government needed to clarify how pay progression and performance appraisals should operate.

Table 8 also shows the lower quartile, median and upper quartile figures for pay settlements across the whole economy. These cover the three-month period ending each September as an appropriate point for comparison with the school teachers' annual pay review. The percentage figures used in the table measure the headline increases in basic pay levels, excluding bonuses or lump sum payments.

For settlements and awards where the percentage rise varies for different employees (for example, increases based on individual performance), the figure used is the average increase where this is known, the increase received by the largest number of employees, or the pay bill increase. The cost of other improvements, such as any increase in holiday entitlement or in the value of allowances, for example, is excluded.

3.2. Movements in real pay and comparisons with the whole economy

In the past, it was relatively simple to draw comparisons between the pay rises received by teachers and those in the whole economy. Since 2015, however, because awards have sometimes differed between the main and upper pay ranges in some years, it is more difficult to apply a headline figure to the award.

Table 8: School teachers' pay awards compared with those in the wider economy, 2008 to 2023

	School teachers Wales (and England up to 2018)		Pay settlements – whole economy (WE)			Variance between teachers' rise & median (WE)
	% general award		Lower quartile %	Median %	Upper quartile %	% point diff.
2008	General salary increase of 2.45%	Q3	3.0	3.7	4.0	-1.25
2009	General salary increase of 2.3%	Q3	0.0	1.8	2.5	+0.5
2010	General salary increase of 2.3%	Q3	0.3	2.0	2.4	+0.3
2011	No general salary increase	Q3	0.0	2.0	3.0	-2.0
2012	No general salary increase	Q3	1.0	2.0	3.0	-2.0
2013	General salary increase of 1%	Q3	1.0	2.0	2.5	-1.0
2014	1% increase in all range points	Q3	2.0	2.5	2.8	-1.5
2015	1% uplift to the minima of all pay ranges and allowances, 2% applied to the maxima of the main pay range	Q3	1.8	2.2	2.5	-1.2
2016	1% increase to the statutory minima and maxima of all pay ranges/ allowances in the national pay framework from September 2016, incl. allowances. Schools have discretion over how to apply the increase unless staff are on the minimum	Q3	1.0	1.78	2.5	-0.78
2017	2% uplift to the minimum/maximum of the main pay range; a 1% uplift to the minima and maxima of the upper pay range, the unqualified teacher pay range and the leading practitioner pay range. Schools have discretion on how to apply the rise unless teacher is on the minimum pay-point but must be within the overall 1% pay cap	Q3	1.7	2.0	2.74	-1.0

2018	3.5% to the minimum and maximum of the unqualified pay range and main pay range; 2% to the min/max of the upper pay range, leading practitioner pay range and all allowances; 1.5% to the minimum and maximum of the leadership pay ranges	Q3	2.0	2.5	3.0	-0.5
2019	Wales only – 2.75% to the main and upper pay ranges and a 5% in the start rate for newly-qualified teachers	Q3	2	2.5	3	+0.25
2020	Wales only – starting salaries for new teachers increased by 8.48%, a 3.1% overall increase for the teachers' pay bill in Wales, a 3.75% pay rise for teachers on the Main Pay Scale	Q3	0.0	2.0	2.7	+1.1
2021	Wales only – 1.75% increase on all statutory pay scales and allowances, as recommended by the IWPRB	Q3	1.7	2.0	2.8	-0.25
2022	Wales only - all statutory scale points on all pay scales, and all allowances, are increased by 5% for 2022-2023	Q3	3.0	4.0	5.0	+1.0
2023	Wales only - 5% uplift to all pay points and allowances. This is higher than original recommendation made in the fourth report from IWPRB - of 3.5% - as part of a two-year deal covering 2022 and 2023	Q3	4.0	5.1	7.0	-0.1

Source: IDR

4. Graduates' and teachers' basic salaries compared

4.1 Graduates' and teachers' basic salaries compared

The analysis in this section compares the aggregate salaries for graduates in mostly private sector organisations with the current salaries on the school teachers' main pay scale for Wales. The analysis utilises data collected by IDR from graduate recruiters on both the starting and completion salaries paid to their graduate intake for 2023. We analyse how these salaries compare with the salaries for teachers on the main pay range in Wales. This section also examines our findings on pay for graduates that have been in post for three or five years and compares these against the equivalent teacher pay points.

The main finding is that while the starting salary for new teachers is higher than the typical starting salary for new graduates, teachers' pay falls behind that for graduates at all subsequent points, from completion of graduate training programmes onwards.

4.2 Starting salaries

The analysis in this section compares the aggregate starting salaries for graduates in over 30 mostly large private sector organisations with current minimums for school teachers on the main pay scale. The graduates' salary data is drawn from IDR research among graduate recruiters on starting salaries for the 2023 graduate intake. All contributors employ graduates either in Wales or in all regions of the UK.

The median starting salary for graduates in 2023 is a little behind the starting salary for teachers in Wales. The IDR median starting salary for graduates in Wales is £30,000, and as such is 2.4% lower than the current minimum point on the Welsh school teachers' main pay range of £30,742.[3]

Table 9: Teachers' pay point M2 vs median starting salary for graduates

Teachers' pay point M2 £pa	IDR median graduate salary £pa	Difference £pa
30,742	30,000*	742

Source: IDR Pay Benchmarker

[3]In previous reports we used M1 as the comparator but following the removal of this point after the 2020/21 review, and M2 becoming the new minimum, it is now wholly appropriate to use M2, as M1 no longer exists, in effect. This has implications for other comparisons as well, as outlined further on.

4.3 Pay on completion of graduate training programmes

IDR has also collected evidence on the pay that graduates can expect to receive once they have completed their training. Graduate training schemes typically last for two years and this suggests that a comparison with the salary for teachers on M4 of the main pay range is appropriate. IDR data shows that on immediate completion of training, graduates' pay is slightly ahead of the equivalent pay point for teachers. The median graduate salary on completion of training at organisations in Wales is £36,148 – some £377 above the teachers' pay point M4 of £35,771. This represents a gap of 1.1%.[4]

Table 10: Teachers' pay point M4 vs median completion salary for graduates

Teachers' pay point M4 £pa	IDR median graduate salary £pa	Difference £pa
35,771	36,148*	-377

Source: IDR Pay Benchmarker

A comparison with graduate salaries at three and five years after completion of training programmes indicates that teachers' pay in Wales remains behind that for graduates at these points. Our study examined the average 2023 salaries for graduates recruited three and five years ago to measure the extent of progression for graduates. Those recruited in 2020 (three years prior to the study) are referred to as 'three-yearlings' and those recruited in 2018 are referred to as 'five-yearlings'. Our analysis of pay at employers that employ graduates either in Wales or in all areas of the UK shows that three-yearlings were earning £40,000 a year at the median in 2023 – some £1,413 or 3.7% above the equivalent teachers' pay point in Wales (M5, currently paid at £38,587).[5]

Table 11: Teachers' pay point M5 vs median 3-yearling salary for graduates

Teachers' pay point M5 £pa	IDR median graduate salary £pa	Difference £pa
38,587	40,000*	-1,413

Source: IDR Survey of Graduate and Apprentice Pay, 2023

[4]Similarly, we used to compare salaries for graduates on completion with teachers' point M3, but teachers now move to M4 after completion of two years' service and so the latter point is likely to be the more appropriate one for comparison with graduates who have completed their initial training programmes.
[5]This is a further effect of the removal of pay point M1. Now that the minimum is M2, after three years' service most teachers should be on point M5 and therefore this is the more appropriate point of comparison with 'three-yearling' graduates.

Meanwhile five-yearlings typically earn £45,800. When it came to comparisons at this stage we faced a potential difficulty, since the teachers' main pay scale ends at point M6, which is where most teachers should be after four years in the role rather than five. The next pay point after this is the minimum of the upper pay scale (UPS), which is only reached after a teacher applies successfully to pass a threshold for entry to the higher scale. For this reason we have produced two sets of comparisons: one with the top of the main pay scale (M6), on the basis that some teachers at least might be expected to remain here beyond four years' service; and the other with the minimum of the UPS, since we assume that some teachers will move to this point after five years' service. Nevertheless, both comparisons show that teachers' pay, whether at point M6 of the main scale or the minimum of the UPS, is behind that for 'five-yearling' graduates.

The comparison with M6 shows that while graduates could expect to be earning £45,800 at the median after five years, the equivalent point on the teachers' main pay scale is £3,334 lower at £42,466, a gap of 7.9% based on the teacher salary. At the minimum of the UPS, which is £44,024, the gap narrows to £1,776 or 4.0%.

Table 12: Teachers' pay point M6 vs median 5-yearling salary for graduates

Teachers' pay point M6 £pa	IDR median graduate salary £pa	Difference £pa
42,466	45,800*	-3,334

***Source: IDR Survey of Graduate and Apprentice Pay, 2023**

Table 13: Minimum of teachers' upper pay scale vs median 5-yearling salary for graduates

Minimum UPS £pa	IDR median graduate salary £pa	Difference £pa
44,024	45,800*	-1,776

***Source: IDR Survey of Graduate and Apprentice Pay, 2023**

5. ASHE earnings analysis

This chapter draws on data from the Annual Survey of Hours and Earnings (ASHE), produced by the Office for National Statistics (ONS). The ASHE survey breaks down earnings data by various factors including occupational group and region. This makes it possible to examine how the earnings of school teachers in Wales have changed over time compared to earnings for a basket of other comparator professional occupations in the same and other countries of the United Kingdom.

Our analysis covers the years 2008 to 2023 and focuses on three years in particular – 2008, 2015 and 2023. A starting point of 2008 was chosen because this was the start of the economic crisis while 2015 represents both the midpoint and the start of the period that followed many years of pay restraint when teachers started to receive pay increases again. The latest year, 2023, is of obvious interest because it is the point for which the most recent data is available as well as being the fifth year in which pay decisions were devolved to the Welsh Government.

While ASHE data is a useful source of earnings information across the whole of the UK, there are a number of weaknesses that need to be borne in mind when making cross-year comparisons. Firstly, the samples for each year are not based on matched data while another point to bear in mind is that the ONS redefines its occupational categories every ten years or so, reflecting the fact that jobs are not static entities. This further affects comparisons between years and the last two changes to the ONS' Standard Occupational Codes (SOC) took place in 2010 and 2020. The latest alterations only came into force in the 2022 data release from the ONS. The new classifications affected three of the professional groups and since these changes are still relatively recent, we have again outlined the details below in Table 14.

Table 14: New and old occupational groups resulting from change from SOC 2010 to 2020

2010 occupational group previously used	Change made by the ONS	2020 occupational group now used	Comment
Biological scientists and biochemists	Split into two more specific groups	Biochemists and biomedical scientists	We are using the larger of the two new groups created
Health professionals	Split into multiple medical categories so no longer exists with no similar group now existing	Medical practitioners	Medical practitioners were previously part of the health professionals group and are a main focus of comparison
Primary and nursery education teaching professionals	Split into two smaller groups – primary and nursery teachers	Primary teachers	This group, along with secondary teachers have always been the focus of our studies. Primary teachers always dominate the previous combined group that included nursery teachers

Source: IDR

The table shows that the three occupational groups from the old SOC 2010 categories affected were biological scientists and biochemists; health professionals; and primary and nursery education teaching professionals. Two of these changes simply meant that existing occupational categories (biological scientists and biochemists and primary and nursery teachers) were split into smaller ones and therefore, in each case, the larger of the two new groups was chosen to be used for the 2021 and 2022 analysis.

The third group used in our previous reports, health professionals, was more complicated because this no longer exists under the SOC 2020 occupational groupings and there is also no similar alternative. The ONS provides a tool to help find the best possible comparator but even this did not reveal a suitable replacement. As a result, the medical practitioner group was chosen as an alternative as this occupation is one of the groups of particular comparable interest and data is available for all the years examined.

Such changes to job definitions and unmatched samples are unavoidable but they mean that cross-year comparisons need to be treated with an appropriate degree of caution. For a full explanation of the factors to bear in mind when interpreting the data see Appendix 13.

A further complication arises because Wales has a significantly smaller population than the United Kingdom as a whole so some of the sample sizes for particular professions are limited. Because of this, in some years, where sample sizes are especially small there are gaps in the information because the ONS has deemed the data collected to be not reliable, statistically speaking, as illustrated in Table 15 below.

The table provides an indication of the reliability of the figures for each of the chosen job groups in 2023. In fact, the ONS sets four levels of reliability for all its data, as follows:

- Precise;
- Reasonably precise;
- Estimates acceptable;
- Unreliable or no data.

As the table below illustrates, the reliability of the occupational earnings data for Wales is mixed. The most precise average and median basic earnings data relates to the teaching groups along with engineering professionals and information technology specialists. In contrast, figures for chemical scientists and biochemists and biomedical scientists were deemed to be 'acceptable' while all the other professions, with the exception of physical scientists, were considered 'reasonably precise'. Physical scientists were the only group where sample sizes were too small so were judged to be 'unreliable or no data'. Despite the weaknesses in some of the data, where the ONS has deemed the reliability of the data to be acceptable or better we have carried out an analysis although the level of precision of the data here needs to be borne in mind when interpreting the results.

A further dimension of last year's report was the addition of an analysis of annual earnings figures which we have carried out again this year. Annual amounts are not disclosed for basic earnings so data is only available for a full 12 months for gross earnings. Another factor to note is that sample sizes for the annual amounts are smaller than those available for the weekly figures. This is because the weekly data is collected in April of each year and includes all employees in post at that time (within the survey sample). By contrast, the annual data is compiled at the year end and only covers those individuals that were in post for the whole

year so the sample sizes are smaller. The converse is that the annual data provides more comprehensive coverage of bonus payments and is therefore a more accurate picture of total earnings as mentioned earlier.

Table 15: Assessment of reliability of Welsh earnings data 2023

Occupation	2023 average basic earnings £pw	Level of precision	2023 average gross earnings £pw	Level of precision
Secondary education teaching professionals	1,039.3	Precise	1,047.5	Precise
Primary education teaching professionals	979.8	Precise	989.1	Precise
Chemical scientists	528.4	Acceptable	528.4	Acceptable
Biochemists and biomedical scientists	795.2	Acceptable	823.0	Acceptable
Physical scientists		Estimate unreliable or disclosive		Estimate unreliable or disclosive
Engineering professionals	865.5	Precise	891.8	Precise
Information technology professional	863.6	Precise	881.0	Precise
Medical practitioners	1,229.5	Reasonably precise	1,396.7	Reasonably precise
Pharmacists	1,077.2	Reasonably precise	1,101.8	Reasonably precise
Legal professionals	698.1	Reasonably precise	700.1	Reasonably precise
Chartered and certified accountants	746.2	Reasonably precise	746.2	Reasonably precise
Management consultants and business analysts	878.6	Reasonably precise	878.6	Reasonably precise
Chartered surveyors	770.5	Reasonably precise	806.8	Reasonably precise

Source: ONS

5.1. Overview

ASHE provides information about the amounts, distribution and make-up of earnings and hours worked by employees in all industries and occupations. In addition, the annual ASHE datasets enable earnings for occupations to be analysed on the basis of three- and four-digit occupational codes, where relevant, and by region/country which permits the ONS to produce figures for the whole of Wales.

For the purposes of our analysis, we have used weekly and annual earnings figures from ASHE for 11 non-teaching graduate occupations as listed in Table 16 below. All these occupations are from Standard Occupational Classification major group '2', covering professional occupations. Given this, and the fact that employers generally compete for potential staff from a single pool of graduates, they are all reasonable comparators for school teachers.

Most of these occupations have been identified and used as suitable earnings comparators in previous research reports for the NASUWT although since last year, as mentioned above, we have been forced to alter the group composition due to changes in the ONS's job definitions. Further, in 2020, we made a change with the introduction of the IT professional group. This group differs somewhat from the other occupations where new recruits are almost all sourced from the graduate population. For IT professionals, employees covered are more likely to include non-graduates, and this can affect earnings and relativities with other groups.

It should be noted that ASHE does not provide sample counts so the 'number of jobs' column below is actually an estimate based on information taken from another ONS study – the Labour Force Survey – and so should be considered as indicative only.

In the accompanying appendices, we include tables showing full median and average indexed earnings in Wales from ASHE, accompanied by graphs that make the overall trends clearer. In addition, similar information is shown for the actual median and average basic weekly and gross earnings on which the indices are based for all the occupations covered and all the years under review while median and average gross annual earnings have been added for the second year running.

Table 16: Comparator graduate occupations in ASHE and SOC codes

ASHE main occupational groups	Occupational groups used in analysis	SOC codes	No. of jobs in Wales*
Science, research, engineering and technology professionals	Chemical scientists	2111	Unreliable estimate
	Biochemists and biomedical scientists	2113	Unreliable estimate
	Physical scientists	2114	Disclosive**
	Engineering professionals	212	17,000
	Information technology and telecommunications professionals	213	32,000
Health professionals	Medical practitioners	221	7,000
	Pharmacists	2251	Unreliable estimate
Business, research and administrative professionals	Legal professionals	241	7,000
	Chartered and certified accountants	2421	Unreliable estimate
	Management consultants and business analysts	2431	Unreliable estimate
Architects, town planners and surveying professionals	Chartered surveyors	2454	Unreliable estimate
Teaching and educational professionals	Secondary education teaching professionals	2313	14,000
	Primary education teaching professionals	2314	22,000

Source: ASHE
*Full-time jobs. Numbers are estimates for 2023.
**Disclosive means that the sample size is so small that an individual could be identified if the data were published. Therefore, the ONS excludes the results from its data.

5.2. Basic earnings of comparator professions relative to school teachers

In this section, we outline how the median and average earnings differentials between the two teaching groups and a selection of comparator professional occupations have varied over time. For the purpose of our analysis, the years 2008, 2015 and 2023 have been selected for detailed examination. This allows comparisons of earnings differentials to be made in each of these three years as well as indicating how differentials have changed over the entire 16-year period.

The section begins with an examination of the overall findings for all the jobs covered followed by a calculation of the combined median and average differentials between earnings for the 11 comparator professional occupations (where data is available) and those

for the two teaching groups. We then present a more detailed analysis of indexed median and average basic earnings for each of the comparator groups, relative to those for secondary and primary education school teachers in each of the same three years.

Teachers' earnings are predominantly made up of basic salary but for other professions additional elements can account for a significant proportion of earnings, such as 'clinical excellence awards' in the case of NHS medical practitioners. For this reason, the section concludes with a look at median and average gross earnings (which include such elements, unlike basic earnings, which exclude them) for the selected graduate occupations compared to the corresponding teaching figures. The analysis also stretches to include annual gross earnings to provide an even fuller picture as this measure better represents total pay as it more adequately covers bonus payments as outlined above.

Figure 26 and Table 17 provide details of the median and average rankings according to basic earnings for all the professions we examined in Wales, including both teaching groups across the three years in focus. The figures illustrate that in most years secondary teachers in Wales are generally slightly higher paid than those that teach younger children. The two graph bars for the teaching professions are shaded with a crossed pattern and labelled with their ranking position in order that they stand out from those for the other non-teaching occupations.

Not all of the chosen professions are shown in each year because data was not available in some periods due to sample size limitations. For example, no data was available for physical scientists in any of the three years while no median basic earnings data was available for six other professions in 2023.

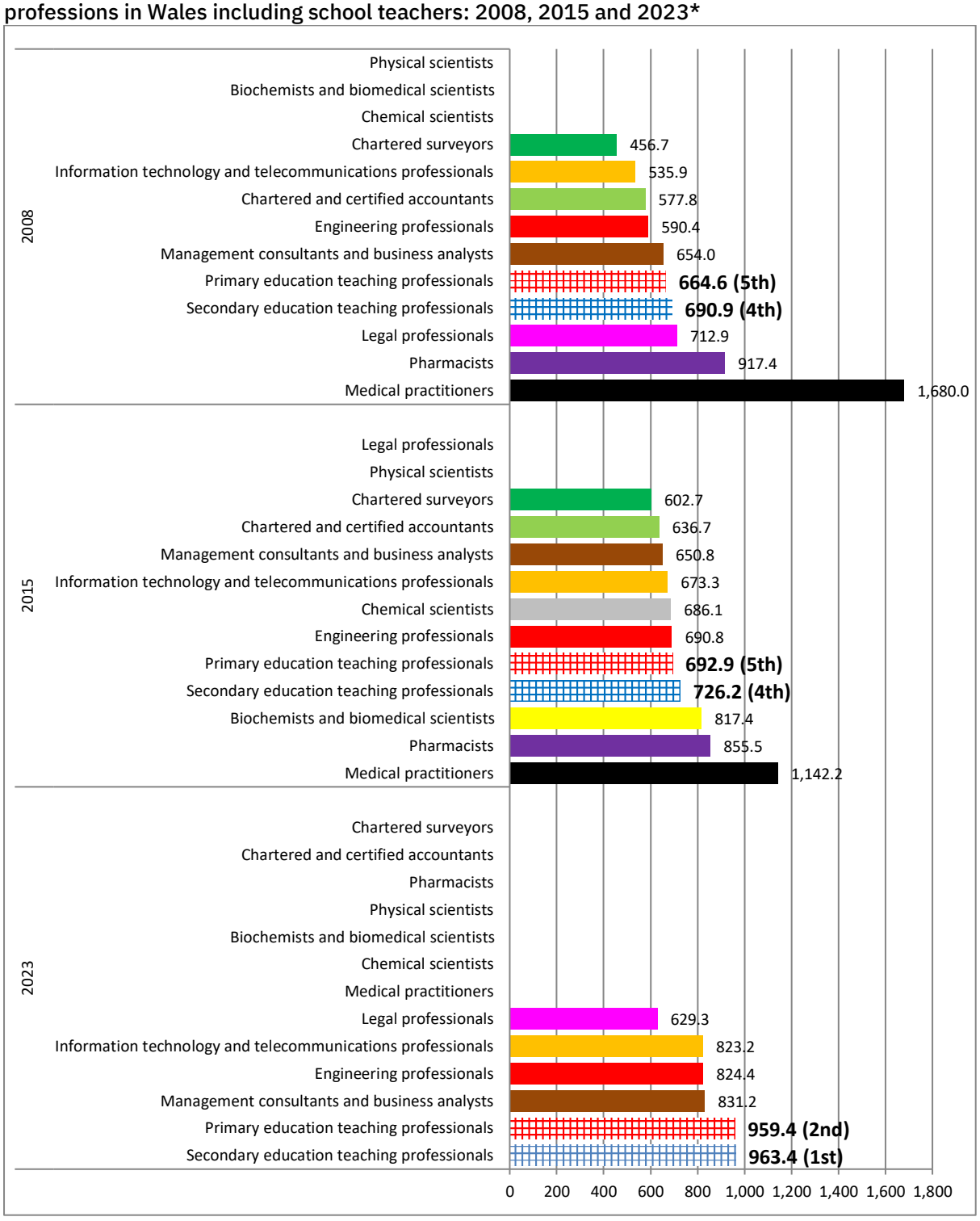
Moreover, even where data is published, some sample sizes are relatively small and, as a result, the figures for some of the other professions are not as precise as those relating to the two teaching groups. This is reflected by the significant fluctuations in earnings figures for some professions across the three years.

Bearing these factors in mind, Figure 26 illustrates that in terms of median basic earnings, secondary and primary teaching professions were positioned fourth and fifth respectively in

2008 and 2015 while their positions improved to first and second respectively in the latest year. In the latest year though, no equivalent figures were available for either medical practitioners or pharmacists, the two highest-paid professions in both 2008 and 2015.

Also notable was the fact that the figure for medical practitioners was significantly higher in 2008 than seven years later in 2015. Earnings figures can change significantly across years because of the variability in sample sizes together with changes in job definitions across periods. As mentioned above, comparisons based on un-matched samples across the different years need to be made with a certain measure of caution.

Figure 25: Comparison of median weekly basic earnings (£pw) of all comparator graduate professions in Wales including school teachers: 2008, 2015 and 2023*



Source: ASHE

*Based on available data for eight non-teaching professions in 2008, nine in 2015 and four in 2023.

Table 17: Ranking of median basic weekly earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	4 out of 10	4 out of 11	1 out of 6
Primary education teachers	5 out of 10	5 out of 11	2 out of 6

Source: ASHE
*Data was unavailable for three professions in 2008, two in 2015 and seven in 2023.

A further caveat is that a limitation of using median statistics is that they represent typical values and are not as strongly affected as the average or mean by the highest and lowest figures found in a particular sample. For remuneration data, outliers are important because they provide a more complete picture of the whole range of earnings found in different occupations. This is particularly relevant for teachers in Wales where, in the past, concerns have been expressed about pay at more experienced levels where, by definition, pay tends to be higher.

By contrast, averages take greater account of the whole distribution of earnings, including both the highest and the lowest figures. Therefore, to gain a fuller picture, Figure 27 below provides comparative details based on average as opposed to median basic earnings for the professional groups examined. The analysis illustrates that the ranking of both teaching groups falls significantly when measured by the average as opposed to median figures although it should be noted that more job groups featured in the average analysis in comparison to the equivalent median calculations. As a result, secondary school teachers fell from first as measured by median amounts to third place when measured by averages in 2023. For primary teachers, switching from medians to averages meant that their ranking fell from second to fourth in the same year.

The drop in rankings in the latest year is mainly explained by the fact that median figures were unavailable for the two highest-paid professions in 2023, whereas average amounts were available. In addition, across most years, differences in average and median basic earnings figures for the two teaching groups have not tended to differ a great deal. By contrast, the average figures for most non-teaching professions have traditionally been comparatively greater than the corresponding medians. This also acts to lower the teacher rankings when measured by average (mean) figures.

In the latest year, the pattern was slightly different from previous periods because the secondary teacher average basic earnings figure was 7.9% greater than the equivalent median which was only exceeded by the legal profession's equivalent differential of 10.9%. In contrast, the difference between the average and median primary teacher basic earnings figures was just 2.1% whereas the three remaining professions' corresponding figures differed by around 4% to 5%.

The fact that average basic earnings for the non-teaching professions were, in some cases, higher than the corresponding medians is because either:

- There are a greater proportion of higher-paid staff in the non-teaching sectors;
- The pay levels of more experienced/senior staff in non-teaching professions are significantly higher than median amounts while the pay levels of less senior and therefore relatively lower-paid individuals are only marginally lower than median values;
- Or both are true.

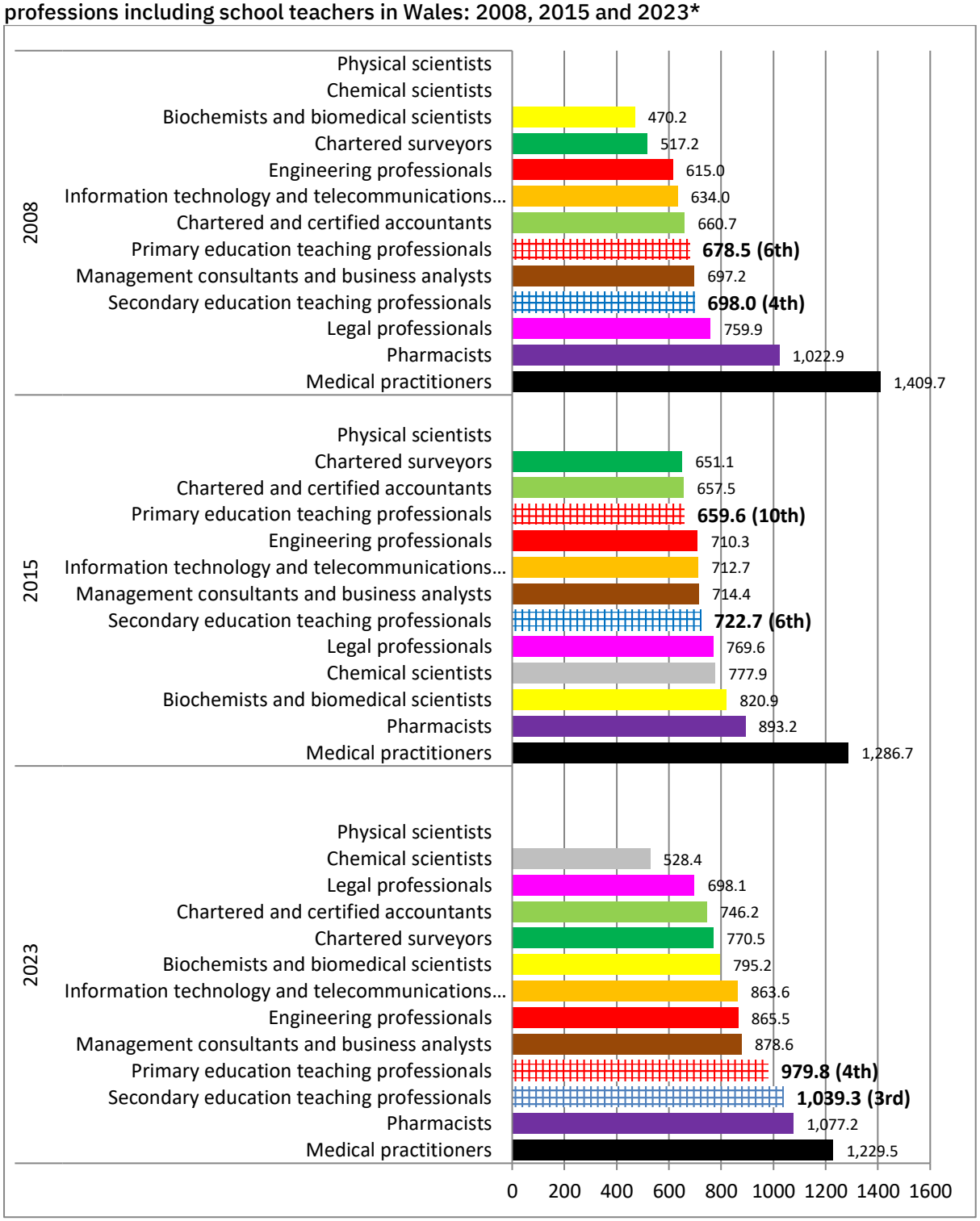
Turning to teachers, it is likely that their whole earnings distribution, regardless of the scale on which they are paid, is more closely clustered around the mid-point than for most other professions. As a result, as the tables and graphs above demonstrate, when measured by median basic earnings:

- Teachers in Wales were positioned around the middle of the rankings of ten and eleven professions in 2008 and 2015 respectively.
- Teachers in Wales were placed first (secondary) and second (primary) out of six professions in 2023.

As mentioned above, much of the improvement in the rankings in 2023 is because of the omission of data for some of the highest-paying non-teaching professions in that year. Another reason for the changes is sample variations across the three years with large fluctuations in the basic earnings amounts for some of the non-teaching groups with particularly small sample sizes. As a result, ranked by average basic earnings the two

teaching groups are placed in lower positions in 2015 and 2023 than when measured by median data. In 2008, the positions were the same based on both statistics as shown in Figure 27 below.

Figure 26: Comparison of average basic weekly earnings (£pw) of all comparator graduate professions including school teachers in Wales: 2008, 2015 and 2023*



Source: ASHE

*Based on available data for nine non-teaching professions in 2008, 10 in 2015 and 10 in 2023.

Table 18: Ranking of average basic weekly earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	4 out of 11	6 out of 12	3 out of 12
Primary education teachers	6 out of 11	10 out of 12	4 out of 12

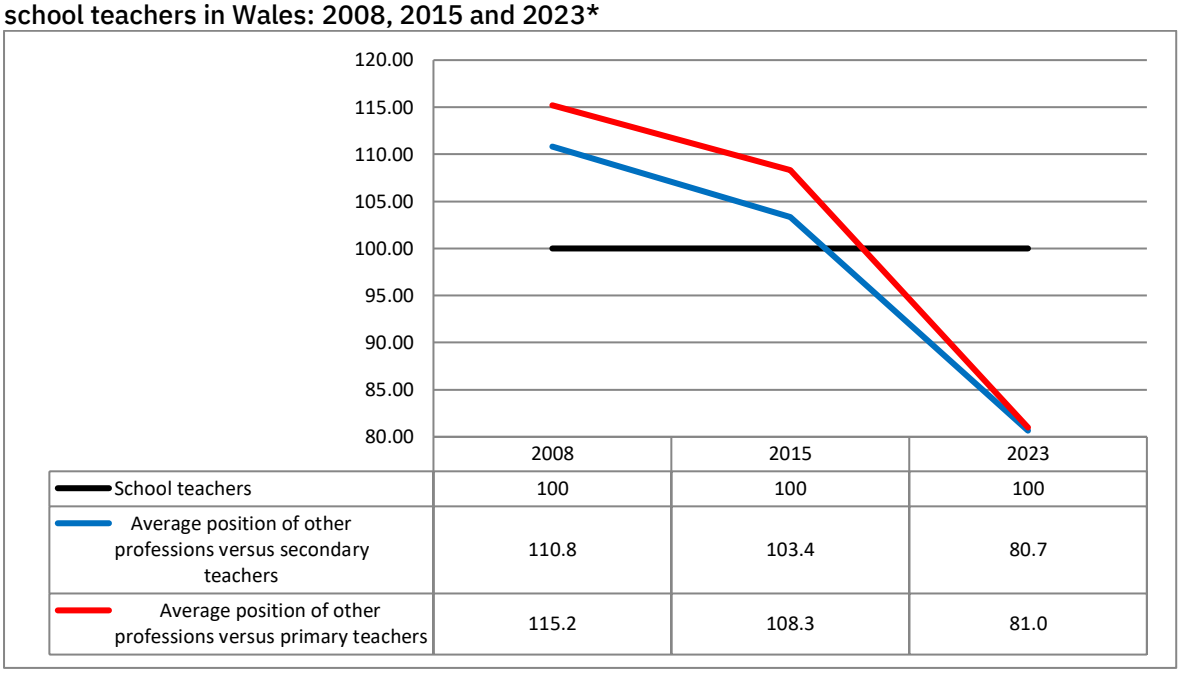
Source: ASHE*

*Data was unavailable for two professions in 2008 and one each in 2015 and 2023.

5.3. Basic earnings of combined comparator group of professions relative to school teachers

Another means of comparing teaching and non-teaching pay is to combine the earnings data for the non-teaching professions in Wales into one unweighted aggregate salary figure. This provides another indication of how differentials between teachers and non-teaching professions have varied over the period. Using median basic earnings for teachers in Wales in 2008, 2015 and 2023 as the base for each year (=100), Figure 28 shows the relative position of the combined median basic earnings for the selected graduate professions.

Figure 27: Indexed median basic earnings of all-comparator graduate professions relative to school teachers in Wales: 2008, 2015 and 2023*



	2008	2015	2023
School teachers	100	100	100
Average position of other professions versus secondary teachers	110.8	103.4	80.7
Average position of other professions versus primary teachers	115.2	108.3	81.0

Source: ASHE

*Based on available data for eight non-teaching professions in 2008 and nine in 2015 and four in 2023.

Figure 28 above shows that when all the non-teaching median earnings figures are combined, both the primary and secondary teacher groups in Wales started the period well below the

combined figure but over the whole 16 years the differentials narrowed with both teaching groups moving quite a way ahead by 2023.

The chart shows that median basic earnings for Welsh primary teachers started the period 15.2% below the combined non-teaching figure. By 2015, the non-teaching pooled amount was 108.3% of the primary school figure while by 2023 the picture changed further with the teaching group pulling ahead and the combined figure representing only 81% of the corresponding primary school amount.

A similar pattern was exhibited by secondary school teachers where median basic earnings for the non-teaching group started the period worth 110.8% of the corresponding secondary amount before falling to 103.4% of the teaching figure in 2015. In the final year, secondary teachers pulled ahead with the combined non-teaching figure worth 81% of the secondary school teacher amount.

One caveat to the findings here is that the sample composition for non-teaching groups in Wales varies between years. For example, the 2008 calculation covers just eight of the eleven non-teaching professions whereas in 2015 it includes nine and in the final year, just four. In addition, as mentioned previously, data for the two highest-paid groups, medical practitioners and pharmacists, was unavailable in 2023 and this heavily impacted that year's differentials with the combined figures both falling below the equivalent teaching levels as the chart above illustrates.

Another caveat is that while the data for both teaching groups' median basic figures displayed a clear upward trend across the three years, as might be expected with relatively large samples, the underlying pattern for many of the individual non-teaching median salaries was more erratic, presumably a result of the varying sample sizes.

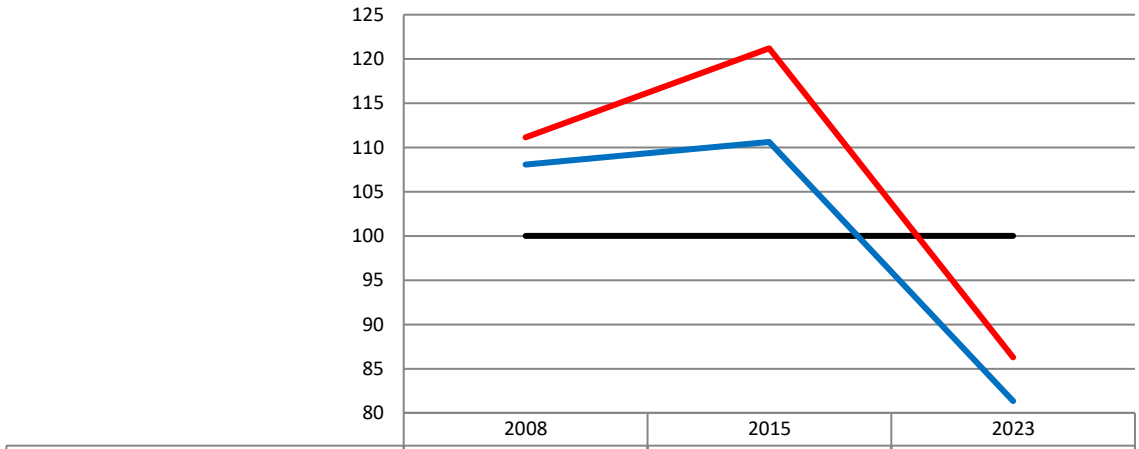
Taking legal professionals as an example, the 2008 median basic earnings figure for this group stood at £712.90 per week, falling to £629.30 in 2023. Such a fall over a decade and a half later is most likely the result of changes in the composition of the samples for law professionals in different years rather than representing an actual fall in basic earnings.

A similar examination of the average basic earnings data from ASHE, as shown in Figure 29 below, illustrates a slightly different pattern. In 2008 and 2015, for example, average basic earnings for both teaching groups trailed those of the aggregated non-teaching group with the gap growing in both cases over the period. By 2023, however, improvements in the two teaching average basic earnings figures meant that they had moved ahead of the combined non-teaching figure.

In the case of secondary teachers, the differential was 8% in 2008 while the corresponding gap for primary teachers was greater at 11.1%, reflecting the fact that the average primary school figure was slightly lower than the secondary one. By 2015, the differentials were closer with the combined non-teaching figure ahead by 10.6% and 21.2% respectively. By 2023, the combined amount was worth 81.3% of the secondary average while it was 86.3% of the corresponding primary average level.

The analysis of average earnings variations may be open to similar challenges to that based on medians with at least some of the fluctuations more likely to be the result of sample differences than real underlying movements in pay. Despite this, the average figures encompass a greater number of occupations, providing more scope for comparison, and while there are limitations in the data, it is clear that both teaching professions' comparative placings based on average basic earnings have improved in the last year or so. This is in line with our findings last year, when the combined figures and both teaching average basic earnings levels were very similar.

Figure 28: Indexed average basic earnings all-comparator graduate professions relative to school teachers in Wales: 2008, 2015 and 2023*



	2008	2015	2023
School teachers	100	100	100
Average position of other professions versus secondary teachers	108.0	110.6	81.3
Average position of other professions versus primary teachers	111.1	121.2	86.3

Source: ASHE
*Based on available data for nine non-teaching professions in 2008 and 10 in 2015 and 2023.

5.4. Occupational basic earnings in detail

In order to complement the various comparisons shown above, using weekly basic earnings figures for each of the 11 non-teaching professions, where data was available, we have indexed all the amounts against those of the two Welsh teaching groups. We have carried out four comparisons for each of the 11 non-teaching professions where possible: median and average basic earnings versus those for each of secondary and primary teachers.

Unfortunately, data for some of the occupations in Wales were not disclosed by the ONS in some of the years in focus due to insufficient sample sizes. This was particularly true for the median figures, which explains why some of the tables show no data for some years.

a) Science, research, engineering and technology professionals

Indexed differentials of median basic earnings, 2008, 2015 and 2023

Table 19 below summarises the median basic earnings figures for occupations within the science and research professions compared to earnings for secondary education teachers in Wales. The science occupations have some of the smallest indicative sample sizes in our analysis and the only year for which there was sufficient data for biological and chemical

scientists was 2015. In this year, median basic earnings for chemical scientists trailed those of secondary education teachers by 5.5%. By contrast, the biological scientist group figure was 12.6% ahead of the corresponding secondary teacher amount.

Table 19: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	690.9	100.0	726.2	100.0	963.4	100.0
Chemical scientists	-	No data	686.1	94.5	-	No data
Biochemists and biomedical scientists	-	No data	817.4	112.6	-	No data
Physical scientists	-	No data	-	No data	-	No data

Table 20 provides a similar analysis comparing the science occupations' median basic earnings with those of primary school teachers. This illustrates that the figure for chemical scientists was almost level with the corresponding amount for primary teachers in 2015. By contrast, the biological scientist amount was 18% higher than the teaching figure. Again, no data was available for scientific professionals in 2023.

Table 20: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	664.6	100.0	692.9	100.0	959.4	100.0
Chemical scientists	-	No data	686.1	99.0	-	No data
Biochemists and biomedical scientists	-	No data	817.4	118.0	-	No data
Physical scientists	-	No data	-	No data	-	No data

Indexed differentials of average basic earnings, 2008, 2015 and 2023

More data was available for the science groups in terms of average basic earnings amounts with information available for biological and chemical scientists in most years. In 2008, data was only available for the biological scientist group and the average basic pay figure was significantly below the corresponding secondary teacher amount. By 2015, however, both the chemical scientists' and biochemists and biomedical scientists' figures were greater than the secondary education amount with the differentials worth 7.6% and 13.6% more

respectively. In 2023, both amounts were some way lower than the secondary teaching figure, again demonstrating how some of the non-teaching earnings results fluctuate significantly across years, perhaps due to relatively small sample sizes.

Table 21: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	698.0	100.0	722.7	100.0	1,039.3	100.0
Chemical scientists	-	No data	777.9	107.6	528.4	50.8
Biochemists and biomedical scientists	470.2	67.4	820.9	113.6	795.2	76.5
Physical scientists	-	No data	-	No data	-	No data

Table 22 presents a comparison with the primary education group, showing that the pattern was very similar. Here, biological scientists' average basic earnings trailed those of primary teachers in 2008 but by 2015, the corresponding amount was 24.5% ahead of the teaching level before falling back significantly to finish with an amount worth 81.2% of that for primary teachers. Figures for chemical scientists were available in 2015 and 2023 but differentials were markedly different. For example, the chemical figure was 17.9% ahead of the corresponding primary education level in 2015 whereas it was worth just 53.9% in the latest year, or 46.1% behind.

Table 22: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	678.5	100.0	659.6	100.0	979.8	100.0
Chemical scientists	-	No data	777.9	117.9	528.4	53.9
Biochemists and biomedical scientists	470.2	69.3	820.9	124.5	795.2	81.2
Physical scientists	-	No data	-	No data	-	No data

b) Engineering professionals

Indexed differentials of median basic earnings, 2008, 2015 and 2023

Table 23 provides details of median basic earnings for engineering professionals, demonstrating that their pay was significantly behind the amounts for secondary education

teachers in both 2008 and 2023. In these two years, the engineering amounts were worth 85.5% and 85.6% respectively of the secondary teachers' figures. By contrast, in 2015, the equivalent amount was 95.1% of that for secondary teachers.

Table 23: Comparison with secondary education teachers

	2008		2015		2023	
Description	£pw	Index	£pw	Index	£pw	Index
Secondary education teaching professionals	690.9	100.0	726.2	100.0	963.4	100.0
Engineering professionals	590.4	85.5	690.8	95.1	824.4	85.6

The comparison with primary education teachers portrays a similar picture although there was near parity in 2015.

Table 24: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	664.6	100.0	692.9	100.0	959.4	100.0
Engineering professionals	590.4	88.8	690.8	99.7	824.4	85.9

Indexed differentials of average basic earnings, 2008, 2015 and 2023

An analysis of average basic earnings demonstrates a similar pattern to the median pay findings although the differentials were narrower. Average basic earnings for engineers were around 12% lower than the equivalent figure for secondary teachers in 2008 while the differential narrowed to around 1.7% in 2015 but widened in the latest year to 16.7%.

Table 25: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	698.0	100.0	722.7	100.0	1,039.3	100.0
Engineering professionals	615.0	88.1	710.3	98.3	865.5	83.3

Table 26 illustrates a similar pattern when compared to primary teachers although the non-teaching figures were higher here in 2015. In 2008, for example, engineers' average basic earnings were almost 10% lower than those of primary teachers but by 2015 there was a

7.7% lead with this disappearing in 2023 when the engineering figure was worth only 88.3% of the corresponding teaching figure.

Table 26: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	678.5	100.0	659.6	100.0	979.8	100.0
Engineering professionals	615.0	90.6	710.3	107.7	865.5	88.3

c) Information technology and telecommunications professionals

Indexed differentials of median basic earnings, 2008, 2015 and 2023

Information technology is a professional occupational area that was added to our analysis three years ago and the comparison with secondary school teachers showed that median basic earnings levels for this group were lower than those for the teaching group in all three years. Unlike the other non-teaching groups, there may be a number of reasons for this that should be borne in mind. As mentioned earlier, the IT profession may include a number of non-graduate roles as it is more diverse than other jobs in terms of routes into it, often with less clearly defined career paths and training than other professions.

In addition, there is a possibility that job titles in what is an extremely technical area might not always reflect the levels of job content, in terms of knowledge and skill, that are typical of other professional roles. Even discounting these differences, as also shown earlier, IT salaries in Wales are significantly lower than those found in England and Scotland.

Table 27: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	690.9	100.0	726.2	100.0	963.4	100.0
Information technology and telecommunications professionals	535.9	77.6	673.3	92.7	823.2	85.4

The pattern of the comparison with primary school teachers was similar with the information technology group's basic earnings also trailing though with narrower differentials in all three years.

Table 28: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	664.6	100.0	692.9	100.0	959.4	100.0
Information technology and telecommunications professionals	535.9	80.6	673.3	97.2	823.2	85.8

Indexed differentials of average basic earnings, 2008, 2015 and 2023

In terms of comparisons based on average basic earnings, the information technology group trailed both teaching groups in almost all instances, the exception being the comparison with primary school teachers in 2015. For secondary school teachers the information technology group's figure was around 9% lower in 2008 with the gap narrowing in 2015 and significantly widening in 2023, finishing the period with a figure worth 83.1% of the secondary school amount.

Table 29: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	698.0	100.0	722.7	100.0	1,039.3	100.0
Information technology and telecommunications professionals	634.0	90.8	712.7	98.6	863.6	83.1

Comparisons with primary teachers showed that the differentials were narrower in 2008 with the IT figure standing at 93.4% of the equivalent primary school one. The differential was wider in the latest year with the IT average basic earnings level worth 88.1% of the school teacher amount. By contrast, in 2015 the IT median figure showed an 8.1% lead over the primary teaching one.

Table 30: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	678.5	100.0	659.6	100.0	979.8	100.0
Information technology and telecommunications professionals	634.0	93.4	712.7	108.1	863.6	88.1

d) Medical practitioners and pharmacists

Indexed differentials of median basic earnings, 2008, 2015 and 2023

Last year, due to changes to the ONS' classification of professional groups, the health professional category we had previously looked at no longer existed and as a result we replaced it in our analysis with the medical practitioner group. Health-related professionals tend to be relatively well-paid and this is especially the case for medical practitioners. We have continued to include pharmacists as in our previous analysis.

Table 31 below shows the relationship between the median basic earnings of the two health-related professions (medical practitioners and pharmacists) and secondary education teachers. Unfortunately, no data was available for either of the non-teaching professions in 2023 indicating that the sample sizes for these professions in Wales are rather limited.

The table illustrates that there were again large fluctuations in median values between 2008 and 2015. In particular, both differentials were notably wide in 2008. One possible explanation is that the 2008 amounts were based on SOC 2000 job categories but it may also be due to changes to the small sample sizes in Wales. In 2015, gaps were smaller but still significant with a lead of 57.3% for medical practitioners.

Table 31: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	690.9	100.0	726.2	100.0	963.4	100.0
Medical practitioners	1,680.0	243.2	1,142.2	157.3	-	No data
Pharmacists	917.4	132.8	855.5	117.8	-	No data

Earnings leads for medical practitioners and pharmacists exhibited the same pattern when compared with earnings for primary education teachers. Again, earnings for both non-teaching groups were significantly ahead of those for the primary teaching profession in the two years where data was available.

Table 32: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	664.6	100.0	692.9	100.0	959.4	100.0
Medical practitioners	1,680.0	252.8	1,142.2	164.8	-	No data
Pharmacists	917.4	138.0	855.5	123.5	-	No data

Indexed differentials of average basic earnings, 2008, 2015 and 2023

Average basic earnings data was available for both medical groups in all three years as illustrated in Table 33 below. It shows that both health groups' figures were higher than those of secondary teachers although the gap narrowed throughout the period. As mentioned above, this could be due to fluctuating sample sizes or changes in job definitions but an improvement in the relative position of secondary school teachers' earnings is probably part of the explanation.

Over the period, the average basic earnings leads of medical practitioners over secondary education teachers ranged between 18.3% and 102% higher across the three years. In the case of pharmacists, the gap was smaller but still significant with pharmacists' average basic earnings exceeding those for secondary school teachers by 46.5% and 23.6% in 2008 and 2015 before dropping significantly to 3.6% in 2023.

The differences between the median and average basic pay levels for medical practitioners are significant with the averages tending to be quite a bit higher. This may be because averages in this sector are more influenced by higher pay at senior levels with hospital consultants, for example, entitled to clinical excellence awards that are not available to doctors in more junior roles. As a result, the switch to averages, which takes in more of the distribution, and the upper end in particular, makes for higher figures and therefore a more substantial lead over teachers.

Table 33: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	698.0	100.0	722.7	100.0	1,039.3	100.0
Medical practitioners	1,409.7	202.0	1,286.7	178.0	1,229.5	118.3
Pharmacists	1,022.9	146.5	893.2	123.6	1,077.2	103.6

The pattern was similar when primary education teachers' average basic earnings were examined although differentials were greater than for their secondary counterparts in all three years as shown in Table 34 below.

Table 34: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	*678.5*	*100.0*	*659.6*	*100.0*	*979.8*	*100.0*
Medical practitioners	*1,409.7*	*207.8*	*1,286.7*	*195.1*	*1,229.5*	*125.5*
Pharmacists	*1,022.9*	*150.8*	*893.2*	*135.4*	*1,077.2*	*109.9*

e) Legal professionals

Indexed differentials of median basic earnings, 2008, 2015 and 2023

Table 35 below shows how the median basic earnings of legal professionals compared to those of secondary teachers across the period. In 2008, for instance, the legal professional figure was 3.2% ahead of the teaching group but then fell behind some way in 2023. The volatility is possibly explained by the small sample of legal professionals for Wales in ASHE as illustrated by the fact that in 2015 there was insufficient data for any analysis of this group's earnings.

Table 35: Comparison with secondary education teachers

	2008		2015		2023	
	£pw	Index	£pw	Index	£pw	Index
Secondary education teaching professionals	690.9	100.0	726.2	100.0	963.4	100.0
Legal professionals	712.9	103.2	-	No data	629.3	65.3

A comparison with primary education teachers' median earnings illustrates a similar pattern although there was a larger differential in favour of lawyers in 2008 while the deficit was slightly smaller in 2023. The legal profession figures were worth 107.3% of the figure for the primary teaching group in 2008 and 65.6% of the corresponding amount in 2023.

Table 36: Comparison with primary education teachers

	2008		2015		2023	
Description	£pw	Index	£pw	Index	£pw	Index
Primary education teaching professionals	664.6	100.0	692.9	100.0	959.4	100.0
Legal professionals	712.9	107.3	-	No data	629.3	65.6

Indexed differentials of average basic earnings, 2008, 2015 and 2023

Average figures were disclosed in every year as shown in Table 37 and it demonstrates that legal professionals had a lead in average basic earnings over secondary school teachers of 8.9% in 2008 and of 6.5% in 2015. By contrast, legal profession average basic earnings figure fell to just 67.2% of the secondary teacher amount in 2023.

Table 37: Comparison with secondary education teachers

	2008		2015		2023	
Description	£pw	Index	£pw	Index	£pw	Index
Secondary education teaching professionals	698.0	100.0	722.7	100.0	1,039.3	100.0
Legal professionals	759.9	108.9	769.6	106.5	698.1	67.2

The pattern was similar for the primary group with average basic earnings for lawyers ahead of those for primary teachers in the first two of the three years. The differentials ranged between 12% in 2008 and 16.7% in 2015 while the legal amount trailed the teaching one in 2023 by 28.8%.

Table 38: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	678.5	100.0	659.6	100.0	979.8	100.0
Legal professionals	759.9	112.0	769.6	116.7	698.1	71.2

f) Business, research and administrative professionals

Indexed differentials of median basic earnings, 2008, 2015 and 2023

Business, research and administrative professionals are often considered to be relatively well-paid occupations although this appears to be less the case in Wales than in other parts of Britain. As Table 39 shows, median basic earnings of both teaching groups were actually greater than those for business professionals in Wales in all years where data was available. Again, the sample sizes for the non-teaching groups may be small which is influencing the outcomes.

In 2008, median basic earnings for chartered accountants were worth just 83.6% of the equivalent secondary education teacher figure while in 2015, the corresponding proportion was 87.7% with no data available for the accountancy group in 2023. The gap with management consultant rates was smaller in the same two years with the non-teaching group figure worth 94.7% of the secondary school figure in 2008 and 89.6% in 2015. By 2023, the gap was even larger with the equivalent proportion standing at 86.3%.

Table 39: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	690.9	100.0	726.2	100.0	963.4	100.0
Chartered and certified accountants	577.8	83.6	636.7	87.7	-	No data
Management consultants and business analysts	654.0	94.7	650.8	89.6	831.2	86.3

When comparisons are made with primary teachers' median basic earnings, the gaps were slightly narrower, reflecting the fact that the primary teachers' figure is slightly lower than the corresponding secondary school amount. Despite this, both professional groups' figures

were lower throughout the period. For example, the accountants' amounts were worth 86.9% and 91.9% of primary teacher median basic earnings in 2008 and 2015.

Management consultants' median basic earnings started almost on a par with the teacher figure but fell back to 93.9% in 2015 and even further to 86.6% of the primary teacher amount in 2023.

Table 40: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	664.6	100.0	692.9	100.0	959.4	100.0
Chartered and certified accountants	577.8	86.9	636.7	91.9	-	No data
Management consultants and business analysts	654.0	98.4	650.8	93.9	831.2	86.6

Indexed differentials of average basic earnings, 2008, 2015 and 2023

Figures for average basic earnings were also available for the two business groups in all years and, for both, the figures started the period behind those of secondary school teachers. After this, they fell further behind with the accountant figure around 19% lower than the corresponding secondary school amount in 2015 and 28.1% in 2023. For management consultants, the comparison was almost level in 2008 and 2015 while the business group amount lagged behind by 15.5% in 2023.

Table 41: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	698.0	100.0	722.7	100.0	1,039.3	100.0
Chartered and certified accountants	660.7	94.7	657.5	91.0	746.2	71.8
Management consultants and business analysts	697.2	99.9	714.4	98.9	878.6	84.5

The pattern was slightly different when the figures were compared with those for primary teachers with average basic earnings for management consultants starting the period above those for the teaching group. In 2008, for example, the management consultant figure was

2.8% higher and this differential grew to 8.3% in 2015. In 2023, however, the average basic earnings figure was worth just 89.7% of the primary teaching amount.

For accountants, the average amounts all trailed those for primary teaching throughout the period. In 2008, the accountants' figure was 2.6% lower while there was near parity in 2015. In 2023, the accountant amount was 23.8% behind the equivalent primary teacher average amount.

Table 42: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	678.5	100.0	659.6	100.0	979.8	100.0
Chartered and certified accountants	660.7	97.4	657.5	99.7	746.2	76.2
Management consultants and business analysts	697.2	102.8	714.4	108.3	878.6	89.7

g) Chartered surveyors

Indexed differentials of median basic earnings, 2008, 2015 and 2023

Table 43 shows that chartered surveyors' median basic earnings were relatively low compared to those of teachers in the two years for which data was available. For example, in 2008 the median basic earnings of chartered surveyors were worth just 66.1% of the corresponding secondary education teacher amount. In 2015, the situation had improved for surveyors such that the proportion had risen to 83%. As with some of the other jobs, however, the fact that no data was available for 2023 means that the sample sizes were to some degree limited even when the data was published. In fact, in both 2008 and 2015, in terms of statistical robustness, both chartered surveyors' figures were only deemed "acceptable" by the ONS, one level above cases considered "unreliable".

Table 43: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	690.9	100.0	726.2	100.0	963.4	100.0
Chartered surveyors	456.7	66.1	602.7	83.0	-	No data

Table 44 presents a similar picture although the differentials between the median basic earnings of chartered surveyors and those of primary education teachers were slightly narrower than those for secondary teachers. In 2008, for instance, chartered surveyors' median basic earnings were 68.7% of the equivalent primary school figure while in 2015 the corresponding proportion was 87%.

Table 44: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	664.6	100.0	692.9	100.0	959.4	100.0
Chartered surveyors	456.7	68.7	602.7	87.0	-	No data

Indexed differentials of average basic earnings, 2008, 2015 and 2023

When measured by average basic earnings, data was available in all three years and the pattern was similar with the amounts for chartered surveyors all lower than the equivalent figures for both teaching groups in all three years. Despite this, the differentials tended to be narrower than those based on the median figures. For example, chartered surveyors' average basic earnings were around 25.9% lower in 2008 and trailed by 9.9% in 2015. The chartered surveyor figure finished the period in 2023 at an amount worth 74.1% of the corresponding secondary teacher amount.

Table 45: Comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	698.0	100.0	722.7	100.0	1,039.3	100.0
Chartered surveyors	517.2	74.1	651.1	90.1	770.5	74.1

The chartered surveyor average basic earnings level also trailed the primary school teacher amounts although the differentials were narrower with the non-teaching figure worth 78.6% of the primary school figure in 2023. The gap was similar in 2008 as shown in the table below while there was near parity in 2015.

Table 46: Comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	678.5	100.0	659.6	100.0	979.8	100.0
Chartered surveyors	517.2	76.2	651.1	98.7	770.5	78.6

5.5. Gross earnings of comparator graduate professions relative to school teachers

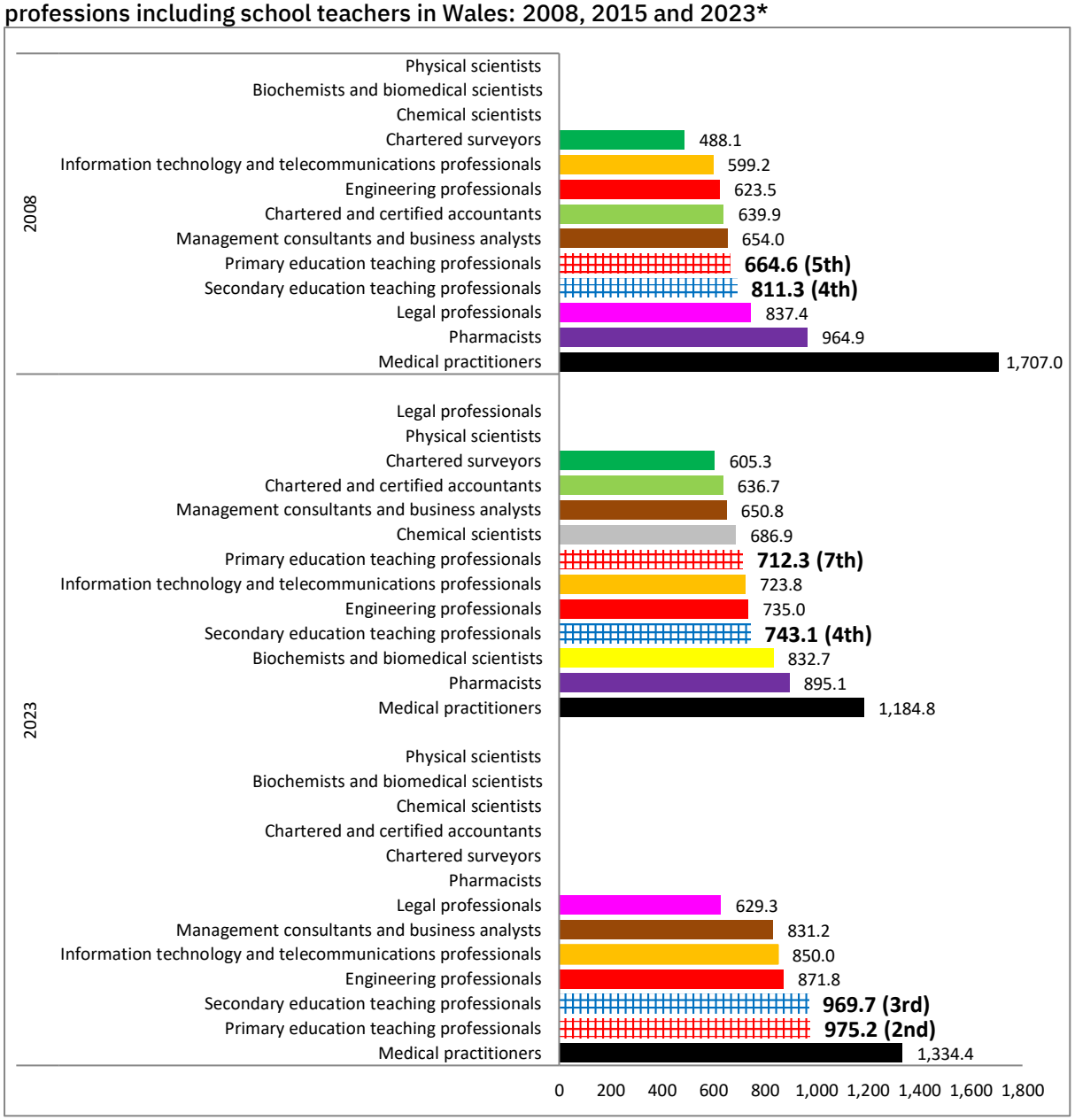
As we noted earlier, incentive pay and other amounts additional to basic pay, such as extra allowances or bonuses, do not play an important part in teachers' earnings. In contrast, those employed in other sectors often receive significant amounts from these other sources of remuneration. For this reason, in order to provide a more accurate picture of overall pay relativities across the 13 professions it is important to examine gross as well as basic earnings.

Last year, we introduced a new feature to this section with the addition of analysis focused on annual as well as weekly gross earnings figures. The ONS ASHE survey extends its coverage to include annual gross earnings so we have again included this analysis on this occasion. The main difference between the annual and weekly data from ASHE is that the former is collected at the end of the year and only includes those individuals that have been in post for the full 12 months. By contrast, the weekly data is collected in April and includes anyone in post at that time which means the sample sizes are typically larger.

Another important difference between the annual and weekly figures, however, is that because the ASHE data on weekly amounts are normally collected in April each year, they do not provide adequate coverage of bonuses. This is because the bonus season in most sectors runs from December to March. As a result, any earnings differentials based on weekly figures may overstate the relative position of the two teaching groups (who do not receive bonuses) and at the same time understate the earnings lead for many of the comparator groups (many of whom may receive bonuses). In contrast, because the annual data covers the full 12 months and therefore includes bonus payments, notwithstanding the smaller sample sizes, this new data should mitigate the drawbacks of the weekly data to some extent and provide a more accurate picture of total pay relativities.

In the section that follows, we focus on comparisons based on median and average gross weekly and annual earnings. These measures incorporate additional elements of remuneration on top of basic salary. Because these additions tend to be more significant for non-teaching professions, for most of the comparisons, the relative positions of the two teaching groups are inclined to be lower than the equivalent rankings associated with the basic earnings figures shown in the preceding section.

Figure 29: Comparison of median weekly gross earnings (£pw) of all comparator graduate professions including school teachers in Wales: 2008, 2015 and 2023*



Source: ASHE

*Based on available data for eight non-teaching professions in 2008, nine in 2015 and five in 2023.

Figure 30 above presents the relationship between the levels of median gross weekly earnings for each of the selected professions across the three years. It shows that, when using this measure of pay, in 2023, the primary and secondary teaching groups' rankings were second and third respectively (compared to first and second when measured by median basic earnings). As the footnote explains, data was not available for all of the groups in every year with particularly poor coverage in 2023 which needs to be borne in mind when evaluating the results.

Table 47: Ranking of median gross earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

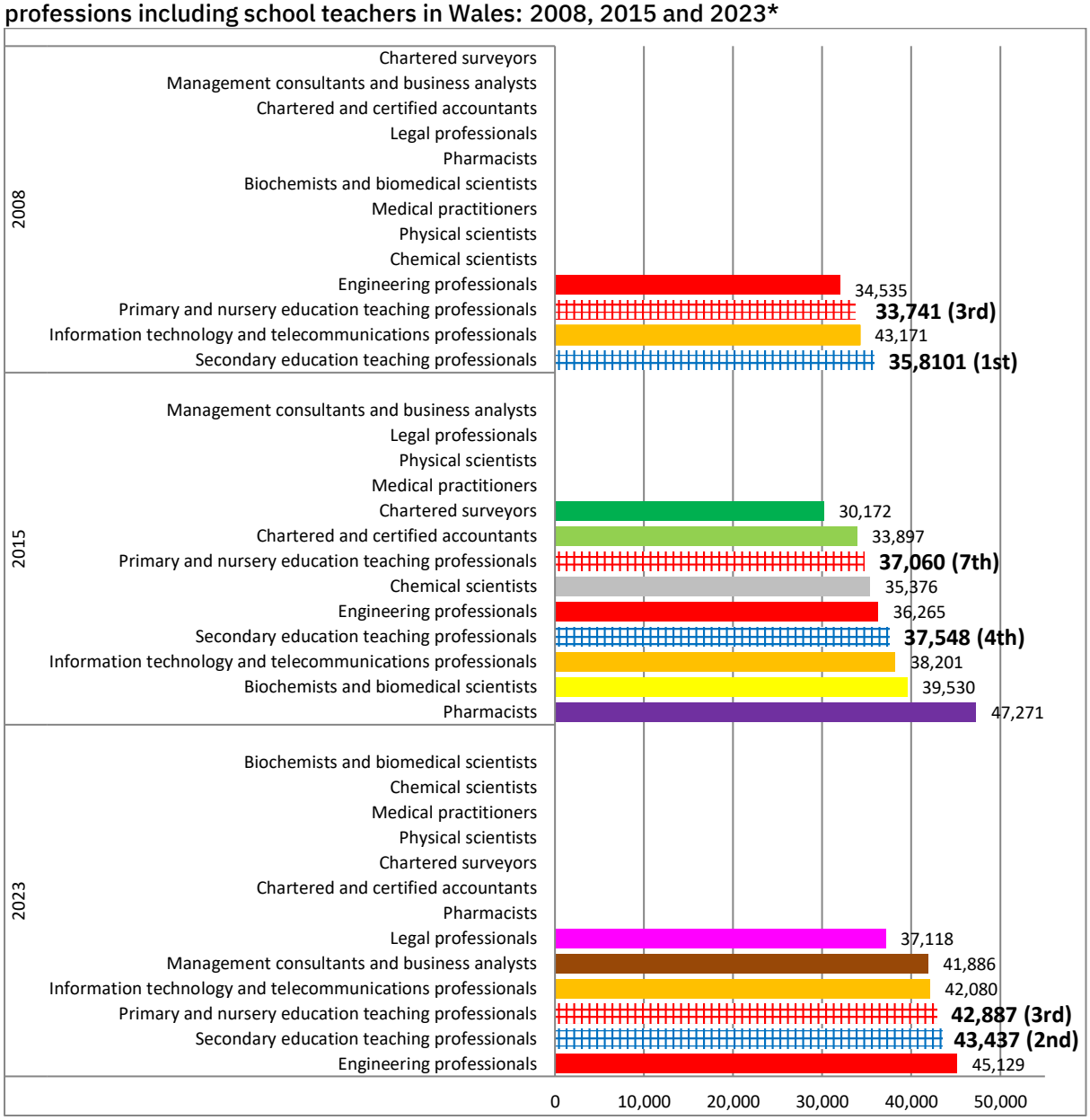
Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	4 out of 10	4 out of 11	2 out of 7
Primary education teachers	5 out of 10	7 out of 11	3 out of 7

Source: ASHE

*Data was unavailable for three professions in 2008, two in 2015 and six in 2023.

Figure 31 below presents equivalent information for median annual gross earnings but unfortunately the sample sizes, particularly in 2008 and 2023, meant that data was not disclosed for many of the professions. As a result, figures were only available in 2008 for two non-teaching job categories, which meant that secondary teachers were the highest earning and primary teachers sat in third spot. In 2015, the teaching professions' positions were lower, reflecting the fact that data was available for more job categories in that year. By contrast, in 2023 the comparison was based on just four non-teaching groups with the secondary and primary teaching figures placed in second and third place respectively.

Figure 30: Comparison of median gross annual earnings (£pw) of all comparator graduate professions including school teachers in Wales: 2008, 2015 and 2023*



Source: ASHE
*Based on available data for two non-teaching professions in 2008, seven in 2015 and four in 2023.

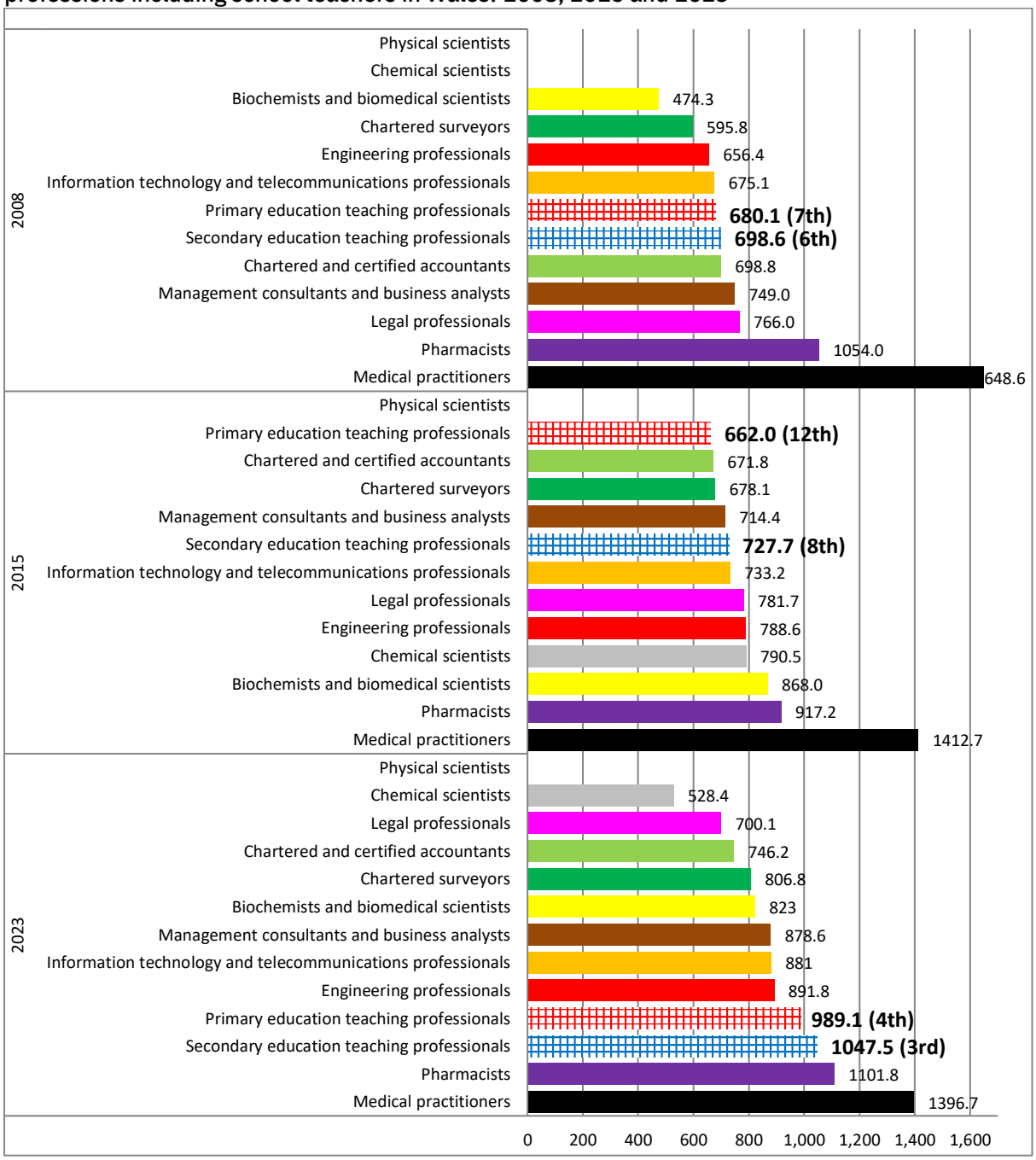
Table 48: Ranking of median gross annual earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	1 out of 4	4 out of 9	2 out of 6
Primary education teachers	3 out of 4	7 out of 9	3 out of 6

Source: ASHE
*Data was unavailable for nine professions in 2008, four in 2015 and seven in 2023.

Figure 32 presents the same relationships but this time using average rather than median weekly gross earnings and more figures were available in all years. Secondary school teachers started the period ranked sixth before falling to eighth in 2015 and then rising to third in 2023. For primary school teachers, the equivalent positions were seventh, twelfth and fourth respectively.

Figure 31: Comparison of average gross weekly earnings (£pw) of all comparator graduate professions including school teachers in Wales: 2008, 2015 and 2023*



Source: ASHE

*Based on available data for nine non-teaching professions in 2008, ten in 2015 and 2023.

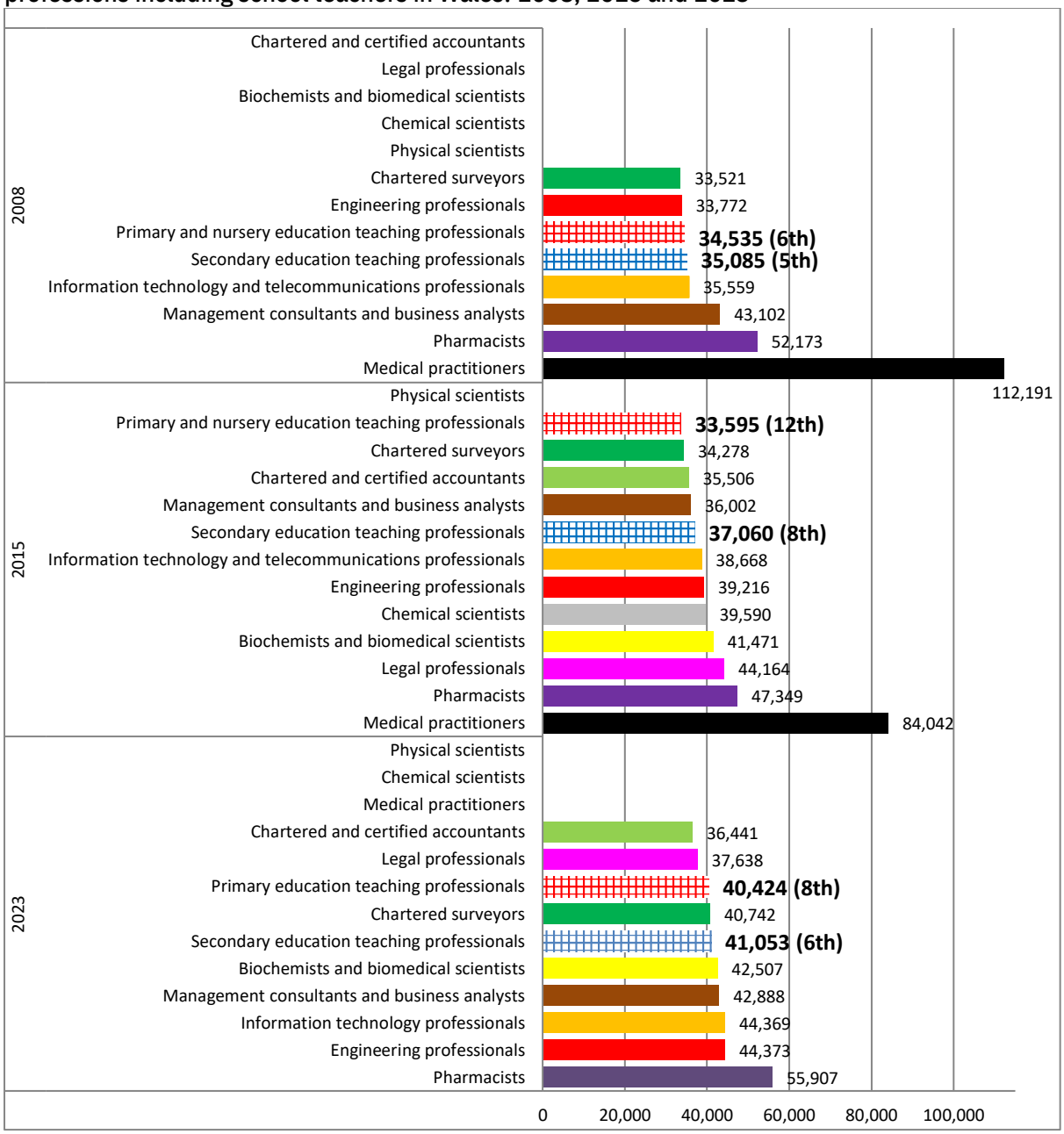
Table 49: Ranking of average gross weekly earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	6 out of 11	8 out of 12	3 out of 12
Primary education teachers	7 out of 11	12 out of 12	4 out of 12

Source: ASHE

*Data was unavailable for two professions in 2008 and one in each of 2015 and 2023.

Figure 32: Comparison of average gross annual earnings (£pw) of all comparator graduate professions including school teachers in Wales: 2008, 2015 and 2023*



Source: ASHE

*Based on available data for six non-teaching professions in 2008, 10 in 2015 and eight in 2023.

Figure 33 above presents equivalent information for average annual gross earnings, with greater availability of data in all three years compared to the median equivalents. The chart shows that the rankings of both teaching groups were lower than when comparisons were made according to median annual gross earnings.

The positions of secondary and primary teachers were sixth and eighth in 2023 compared to second and third when measured by median annual earnings. The two positions were lower down the rankings in 2008 and 2015 as well with secondary teachers in the fifth and eighth positions respectively while the corresponding positions for primary teachers were sixth and twelfth.

Table 50: Ranking of average annual earnings of teachers relative to selected professionals in Wales 2008, 2015 and 2023*

Group	2008 rank	2015 rank	2023 rank
Secondary education teachers	5 out of 8	8 out of 12	6 out of 10
Primary education teachers	6 out of 8	12 out of 12	8 out of 10

Source: ASHE

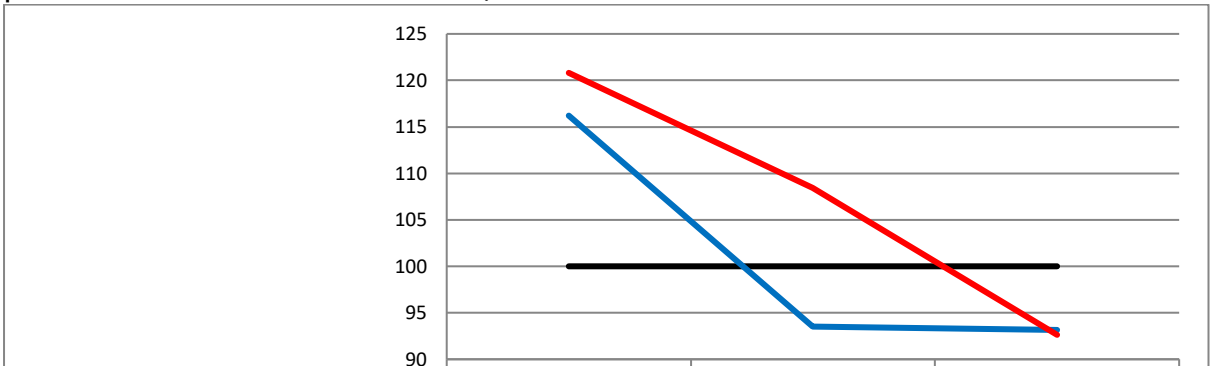
*Data was unavailable for five professions in 2008, one in 2015 and three in 2023.

5.6. Gross earnings of combined comparator graduate professions relative to school teachers

As with our analysis of median basic weekly earnings, each year we also create an unweighted combined figure for median gross weekly earnings for non-teaching professions. Last year, we extended this analysis to include annual figures and this is again presented this year. The pattern exhibited for median gross weekly pay shows that the relative positions of both groups of teachers improved over the whole period. Figure 34 below illustrates that the primary group started the period in 2008 behind the selected unweighted basket of graduate professions by over 20%. This position improved in 2015 with the deficit dropping to 8.4% before finishing the period 7.4% ahead of the combined figure.

Secondary teachers also started the period some way behind the combined group, lagging by 16.2%. This position was reversed in 2015 when the teaching figure was higher, by 6.5%. In 2023, the comparison produced a similar outcome to that in 2015 with the combined amount worth 93.2%of the median gross weekly secondary teaching figure.

Figure 33: Indexed median gross weekly earnings differentials of all-comparator graduate professions over school teachers: 2008, 2015 and 2023*

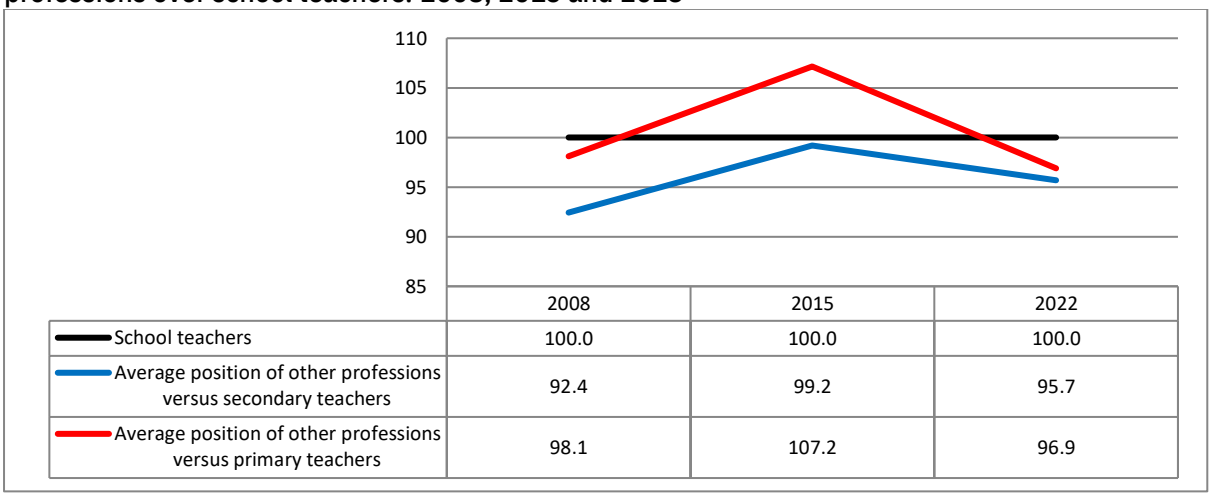


	2008	2015	2022
School teachers	100	100	100
Average position of other professions versus secondary teachers	116.2	93.5	93.2
Average position of other professions versus primary teachers	120.8	108.4	92.6

Source: ASHE
*Based on available data for eight non-teaching professions in 2008, nine in 2015 and five in 2023.

Based on the same unweighted combined figure comparison, the pattern for median gross annual earnings is very different as illustrated in Figure 35 below. It shows that earnings for the secondary teaching group were higher than the corresponding combined figure throughout the period. In slight contrast, while the primary teacher figures were higher in 2008 and 2023, they were lower in 2015. At the end of the period, in 2023, the combined amount was worth 96.9% of the primary figure and 95.7% of the secondary amount.

Figure 34: Indexed median gross annual earnings differentials of all-comparator graduate professions over school teachers: 2008, 2015 and 2023*

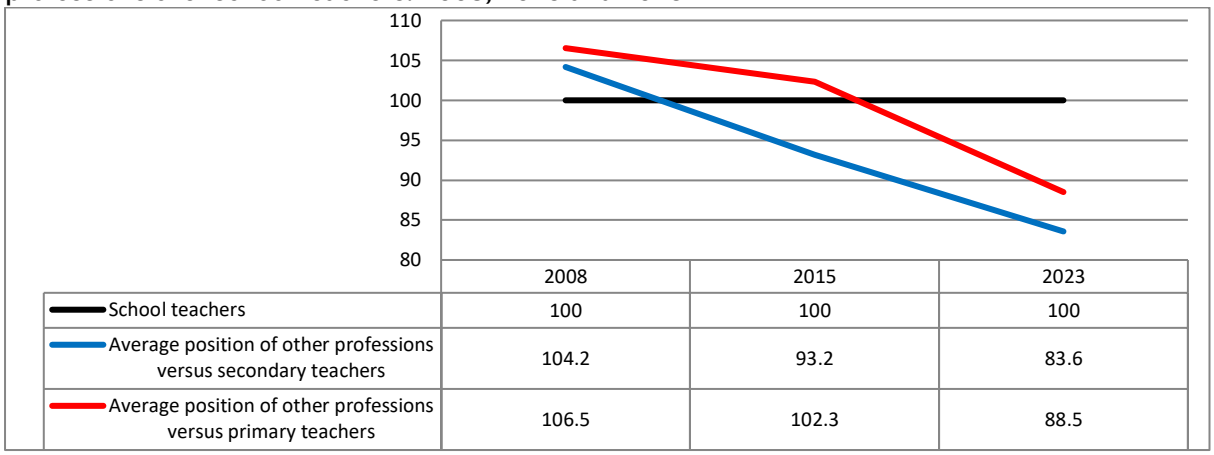


	2008	2015	2022
School teachers	100.0	100.0	100.0
Average position of other professions versus secondary teachers	92.4	99.2	95.7
Average position of other professions versus primary teachers	98.1	107.2	96.9

Source: ASHE
*Based on available data for two non-teaching professions in 2008, seven in 2015 and four in 2023.

Figures 36 and 37 below present similar analyses but this time utilise average gross weekly and annual earnings levels. They again illustrate that the different measures result in quite different patterns. For example, the differentials based on the analysis of average gross weekly earnings showed teachers finished the period in 2023 relatively better-paid than the corresponding combined non-teaching figure whereas the opposite was true for the analysis based on average gross annual earnings.

Figure 35: Indexed average gross weekly earnings differentials of all-comparator graduate professions over school teachers: 2008, 2015 and 2023



	2008	2015	2023
School teachers	100	100	100
Average position of other professions versus secondary teachers	104.2	93.2	83.6
Average position of other professions versus primary teachers	106.5	102.3	88.5

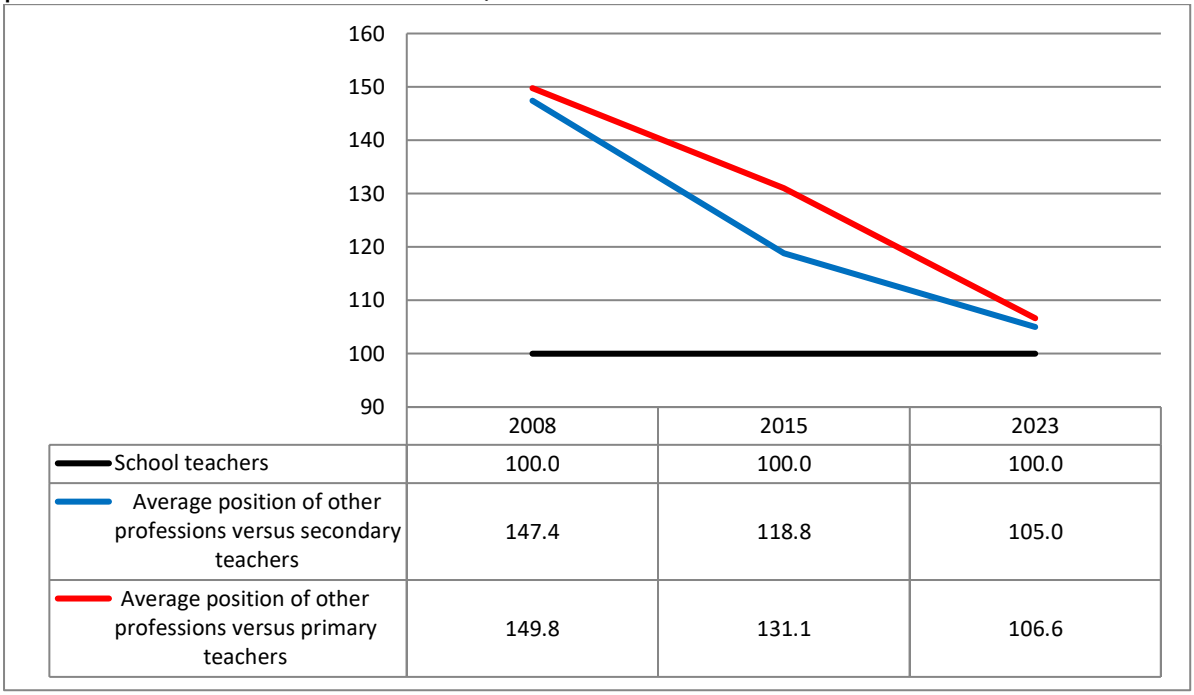
Source: ASHE
*Based on available data for nine non-teaching professions in 2008, 10 in 2015 and 10 in 2023.

Figure 37 below presents the pattern based on average gross annual earnings and demonstrates that the figures for both teaching groups were lower throughout the period although the differentials narrowed throughout as well. For instance, the combined non-teaching figure was 49.8% ahead of the primary teacher amount in 2008 with the lead dropping to 31.1% in 2015 and then further to 6.6% in the latest year. For the secondary teacher comparison, the three differentials were 47.4%, 18.8% and 5% respectively, in all cases in favour of the non-teaching group.

A caveat mentioned earlier, that should be borne in mind when reviewing these findings, is that the combined figure may be influenced by earnings for particular professions that are either very high or low-paid. For example, pharmacists or medical practitioners are by far the highest-paid groups so their omission or inclusion can have a disproportionate impact on the combined figure. In addition, the analysis is based on unmatched samples across the three

years with some jobs not featuring in some years due to small sample sizes. Moreover, the changes to the ONS's occupational definitions in 2010 and 2020 are also likely to have affected the results.

Figure 36: Indexed average gross annual earnings differentials of all-comparator graduate professions over school teachers: 2008, 2015 and 2023



	2008	2015	2023
School teachers	100.0	100.0	100.0
Average position of other professions versus secondary teachers	147.4	118.8	105.0
Average position of other professions versus primary teachers	149.8	131.1	106.6

Source: ASHE
*Based on available data for six non-teaching professions in 2008, 10 in 2015 and eight in 2023.

Throughout the analysis presented, when using average measures, the earnings differentials between teachers and other graduate professions are almost always greater than the corresponding median ones. For example, examining the analysis based on gross annual earnings shows that the differentials based on average figures were greater than those generated from the equivalent medians in most cases. This difference probably explains why, in 2023, both teaching median gross annual earnings figures were ahead of the non-teaching combined figure – 3.1% greater in the case of primary teachers and 4.3% greater for secondary teachers as shown in Figure 35 above. By contrast, when measured by average annual gross earnings as shown in the chart above, both teaching groups lagged behind the non-teaching combined figure. For primary school teachers the deficit was 6.6% while it was 5% for secondary teachers.

5.7. Occupational findings on gross pay in detail

In the following pages, we summarise the main findings from the analysis of gross earnings when the two teaching amounts are indexed against the corresponding levels of all the other non-teaching values as shown in Tables 52 to 107. As was the case last year, this section has been expanded to include annual as well as weekly figures to provide a more complete picture of earnings for all the professional groups covered in the report.

As mentioned earlier, the weekly and annual data from the ONS are collected at different times and capture slightly different information. The overall effect of these differences means that the annual figures for each profession do not necessarily equal the weekly amounts multiplied by 52.14 as the 2023 teaching figures below indicate. The data in the table also demonstrates that the differences between both the median and average gross weekly and annual earnings levels for both teaching groups were largely small.

Table 51: Comparisons of weekly and annual gross earnings figures of two teaching groups

Gross earnings measure	Secondary teachers	Primary teachers	Difference %
Median weekly £pw	969.7	975.2	-0.6
Average weekly £pw	1,047.5	989.1	5.9
Median annual £pa	43,437	42,887	1.3
Average annual £pa	41,053	40,424	1.6

Source: ONS

a) Science, research, engineering and technology professionals

Indexed differentials of median gross weekly and annual earnings, 2008, 2015 and 2023

The only median gross earnings data available for the scientific professions were for biological and chemical scientists in 2015. In this year, median gross weekly earnings for chemists and biologists were worth 92.4% and 112.1% respectively of the secondary school teachers' figure. In other words, chemists earned less and biologists earned more than secondary teachers in 2015 by the margins shown.

Table 52: Median gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	*690.9*	*100.0*	*743.1*	*100.0*	*969.7*	*100.0*
Chemical scientists	-	No data	686.9	92.4	-	No data
Biochemists and biomedical scientists	-	No data	832.7	112.1	-	No data
Physical scientists	-	No data	-	No data	-	No data

Median annual gross earnings data for the science groups was also limited with figures only available for 2015 once more. As with the corresponding weekly data, chemical scientists' earnings were lower than secondary teachers in this year while the figure for biochemists and biomedical scientists was higher.

Table 53: Median gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,811*	*100.0*	*37,548*	*100.0*	*43,437*	*100.0*
Chemical scientists	-	No data	35,376	94.2	-	No data
Biochemists and biomedical scientists	-	No data	39,530	105.3	-	No data
Physical scientists	-	No data	-	No data	-	No data

The pattern for median gross weekly earnings with respect to primary school teachers was similar. In 2015, the chemical scientists' and biochemists and biomedical scientists' median gross earnings were worth 96.4% and 116.9% respectively of the equivalent primary school teacher amount.

Table 54: Median gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	*664.6*	*100.0*	*712.3*	*100.0*	*975.2*	*100.0*
Chemical scientists	-	No data	686.9	96.4	-	No data
Biochemists and biomedical scientists	-	No data	832.7	116.9	-	No data
Physical scientists	-	No data	-	No data	-	No data

A comparison of the median annual gross earnings of the same two science groups in 2015 illustrated a slightly different pattern, as shown in Table 55 below. In this case, the two scientific figures were greater than the corresponding median annual gross earnings figure for primary teachers. In the case of chemical scientists the lead was 1.8% and for biochemists and biomedical scientists it was higher at 13.7%.

Table 55: Median gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*33,741*	*100.0*	*34,758*	*100.0*	*42,887*	*100.0*
Chemical scientists	-	No data	35,376	101.8	-	No data
Biochemists and biomedical scientists	-	No data	39,530	113.7	-	No data
Physical scientists	-	No data	-	No data	-	No data

Indexed differentials of average gross earnings, 2008, 2015 and 2023

As in previous years, average gross earnings for science professions were also affected by limited sample sizes although not to the same extent as for median gross earnings. Data was only available for two of the three years in question for chemical scientists while there was again no data for physical scientists in any of the years. For the chemical scientist group, the average gross earnings figure was worth 108.6% of the corresponding secondary education teacher level in 2015 before falling significantly to just 50.4% in 2023. For biochemists and biomedical scientists, the differential changed from a 32.1% deficit in 2008 to a 19.3% lead in 2015 before falling to 78.6% of the equivalent secondary school figure in 2023. Such large fluctuations are probably due to the small and unmatched sample sizes across the period.

Table 56: Average gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*698.6*	*100.0*	*727.7*	*100.0*	*1,047.5*	*100.0*
Chemical scientists	-	No data	790.5	108.6	528.4	50.4
Biochemists and biomedical scientists	474.3	67.9	868.0	119.3	823.0	78.6
Physical scientists	-	No data	-	No data	-	No data

When comparisons were made using average gross annual earnings data the scientific professions suffered from similar limitations with information only available for three of the potential nine data points. Data was only available for chemical scientists in 2015 when the figure was worth 6.8% more than the corresponding secondary teacher figure.

For biochemists and biomedical scientists, the average gross annual earnings figures were ahead of the amounts for secondary teachers in both 2015 and 2023. In the earlier year the lead was 11.9% while it was 3.5% in 2023. And once again, no data was available for physicists in any of the three years.

Table 57: Average gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,085*	*100.0*	*37,060*	*100.0*	*41,053*	*100.0*
Chemical scientists	-	No data	39,590	106.8	-	No data
Biochemists and biomedical scientists	-	No data	41,471	111.9	42,507	103.5
Physical scientists	-	No data	-	No data	-	No data

The pattern of fluctuations in the differentials when measured by average gross weekly earnings versus primary teachers was similar as Table 58 below demonstrates. For instance, the chemical scientist figure was 19.4% higher in 2015 and 46.6% lower in 2023. For biochemists and biomedical scientists, in 2008, the average gross weekly figure was worth just 69.7% of the corresponding primary teacher amount. By 2015 this had changed to 131.1% of the teaching level. Again, the variations were probably due to small, unmatched samples with the amount in 2023 falling to 83.2% of the primary teacher figure.

Table 58: Average gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*680.1*	*100.0*	*662.0*	*100.0*	*989.1*	*100.0*
Chemical scientists	-	No data	790.5	119.4	528.4	53.4
Biochemists and biomedical scientists	474.3	69.7	868.0	131.1	823.0	83.2
Physical scientists	-	No data	-	No data	-	No data

Comparisons based on the average gross annual earnings of chemical scientists and primary teachers showed that the scientific group had a lead of 17.8% in 2015, the only year for which data was available. For biochemists and biomedical scientists, the corresponding amount was 23.4% ahead in 2015 which fell to a lead of 5.2% in the latest year. As in the other analyses, no data for physical scientists were disclosed in any of the three years due to sample size limitations.

Table 59: Average gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*34,535*	*100.0*	*33,595*	*100.0*	*40,424*	*100.0*
Chemical scientists	-	No data	39,590	117.8	-	No data
Biochemists and biomedical scientists	-	No data	41,471	123.4	42,507	105.2
Physical scientists	-	No data	-	No data	-	No data

b) Engineering professionals

Indexed differentials of median gross earnings, 2008, 2015 and 2023

Table 60 demonstrates that median gross earnings for engineering professionals were behind those for secondary education teachers in all three years. They started the period with a value worth 90.2% of the teaching figure in 2008 before rising to 98.9% in 2015. The corresponding proportion in the final year was 89.9% of the secondary school equivalent.

Table 60: Median gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	*690.9*	*100.0*	*743.1*	*100.0*	*969.7*	*100.0*
Engineering professionals	623.5	90.2	735	98.9	871.8	89.9

The picture was quite similar when measured according to the median gross annual earnings figures as shown below although the engineering figure finished the period ahead of the teaching median. In 2008, for example, the engineering amount was worth 89.3% of the equivalent secondary teacher figure before rising to 96.6% in 2015 and increasing further to 103.9% in 2023.

Table 61: Median gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,811*	*100.0*	*37,548*	*100.0*	*43,437*	*100.0*
Engineering professionals	31,979	89.3	36,265	96.6	45,129	103.9

An examination of engineering professionals' median gross earnings compared to those for primary school teachers is illustrated in Table 62. It shows that the differentials were narrower than those relating to their secondary counterparts with the engineering figure actually creeping above the teaching one in 2015. In 2008, the engineering level stood at 93.8% of the primary school median gross weekly earnings while it rose to 103.2% seven years later before ending the period in 2023 at 89.4%.

Table 62: Median gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	*664.6*	*100.0*	*712.3*	*100.0*	*975.2*	*100.0*
Engineering professionals	623.5	93.8	735	103.2	871.8	89.4

When a similar analysis is conducted based on median gross annual earnings, engineers were higher earning in two of the three years. This was the case in 2015 when the earnings' lead over primary teachers was 4.3% while it was 5.2% in 2023.

Table 63: Median gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*33,741*	*100.0*	*34,758*	*100.0*	*42,887*	*100.0*
Engineering professionals	31,979	94.8	36,265	104.3	45,129	105.2

Indexed differentials of average gross earnings, 2008, 2015 and 2023

Table 64 demonstrates that the average gross weekly earnings figures for engineering professionals were lower in two of the three years in focus. In 2008, their earnings were worth 94% of the equivalent secondary teacher amount before rising to 108.4% in 2015 and then dropping to 85.1% in 2023.

Table 64: Average gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*698.6*	*100.0*	*727.7*	*100.0*	*1,047.5*	*100.0*
Engineering professionals	656.4	94.0	788.6	108.4	891.8	85.1

The pattern was slightly different when comparisons were made according to average gross annual earnings with the engineers only lower-paid in one of the three years. In 2008, for example, the engineering figure stood at 96.3% of the corresponding secondary teacher level. This increased to 105.8% in 2015 before settling at 108.1% in the latest year.

Table 65: Average gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,085*	*100.0*	*37,060*	*100.0*	*41,053*	*100.0*
Engineering professionals	33,772	96.3	39,216	105.8	44,373	108.1

Turning to comparisons with primary teachers, the analysis based on average gross weekly earnings showed that the pattern was very similar to the corresponding one relating to secondary teachers. Again, the engineering amounts were lower in 2008 and 2023 and higher in 2015 as shown in Table 66 below.

Table 66: Average gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*680.1*	*100.0*	*662.0*	*100.0*	*989.1*	*100.0*
Engineering professionals	656.4	96.5	788.6	119.1	891.8	90.2

By contrast, the 2023 average annual gross earnings figure for primary teachers was a bit lower than the corresponding amount for secondary teachers as mentioned at the start of this section. This is reflected in Table 67 below which shows that the engineering figure was worth 9.8% more than the corresponding primary teacher level in the latest year. There was also a pay lead in 2015 when the engineering figure was 16.7% ahead. In contrast, in 2008, the engineers' average gross weekly earnings amount was 2.2% lower.

Table 67: Average gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*34,535*	*100.0*	*33,595*	*100.0*	*40,424*	*100.0*
Engineering professionals	33,772	97.8	39,216	116.7	44,373	109.8

c) Information technology and telecommunications professionals

Indexed differentials of median gross earnings, 2008, 2015 and 2023

Information technology professionals' median gross weekly earnings trailed those of secondary teachers in all three years with differentials ranging between 13.3% in 2008 and 2.6% in 2015. The differential was also large in 2023 – worth 12.3%.

Table 68: Median gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	*690.9*	*100.0*	*743.1*	*100.0*	*969.7*	*100.0*
Information technology and telecommunications professionals	599.2	86.7	723.8	97.4	850.0	87.7

The pattern based on median gross annual earnings was slightly different with the IT group trailing once more in 2008 and 2023 albeit with smaller differentials. In contrast, the non-teaching profession's figure was 1.7% higher in 2015.

Table 69: Median gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,811*	*100.0*	*37,548*	*100.0*	*43,437*	*100.0*
Information technology and telecommunications professionals	34,222	95.6	38,201	101.7	42,080	96.9

The same pattern was repeated when considering the comparison with primary teachers although the differentials were wider in 2008 and 2023 with the largest standing at almost

13%. In 2015, on the other hand, the IT group's figure was slightly higher than the teaching one with a 1.6% lead.

Table 70: Median gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	*664.6*	*100.0*	*712.3*	*100.0*	*975.2*	*100.0*
Information technology and telecommunications professionals	599.2	90.2	723.8	101.6	850.0	87.2

When comparisons were made based on median gross annual earnings the picture was more favourable for IT professionals. In the first two years their earnings were higher than for primary school teachers while there was near parity in 2023 as Table 71 shows.

Table 71: Median gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*33,741*	*100.0*	*34,758*	*100.0*	*42,887*	*100.0*
Information technology and telecommunications professionals	34,222	101.4	38,201	109.9	42,080	98.1

Indexed differentials of average gross earnings, 2008, 2015 and 2023

Comparisons using average gross weekly earnings illustrate that information technologists started the period on a lower amount than secondary school teachers before slightly exceeding the equivalent figure in 2015. By 2023, the IT figure was again below the secondary school amount with a differential of 15.9%.

Table 72: Average gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*698.6*	*100.0*	*727.7*	*100.0*	*1,047.5*	*100.0*
Information technology and telecommunications professionals	675.1	96.6	733.2	100.8	881.0	84.1

Based on average gross annual earnings, the IT professional and secondary teacher figures were quite similar in the first two years. For example, in 2008 and 2015, the differentials were 1.4% and 4.3% respectively in favour of the non-teaching group. In 2023, the IT group figure moved further ahead and was worth 108.1% of the corresponding secondary teacher amount.

Table 73: Average gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,085*	*100.0*	*37,060*	*100.0*	*41,053*	*100.0*
Information technology and telecommunications professionals	35,559	101.4	38,668	104.3	44,369	108.1

By contrast, the IT average gross weekly earnings amount was very similar to those of primary teachers in 2008 although the non-teaching figure was marginally lower. But in 2015, the IT figure was 10.8% greater than the corresponding teaching figure while by 2023 it had fallen back to 89.1% of the primary school amount.

Table 74: Average gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*680.1*	*100.0*	*662.0*	*100.0*	*989.1*	*100.0*
Information technology and telecommunications professionals	675.1	99.3	733.2	110.8	881.0	89.1

The picture portrayed based on average gross annual earnings figures was quite different with the IT group's earnings higher in all three years. In 2008, the differential was 3% and this rose to 15.1% in 2015 before dropping slightly to 9.8% in 2023.

Table 75: Average gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*34,535*	*100.0*	*33,595*	*100.0*	*40,424*	*100.0*
Information technology and telecommunications professionals	35,559	103.0	38,668	115.1	44,369	109.8

d) Health professionals

Indexed differentials of median gross earnings, 2008, 2015 and 2023

Of all the occupational groups examined, health professionals are traditionally among the highest-paid and, where data was disclosed, this is reflected in the findings throughout the report. Table 76 below shows the findings relating to median gross weekly earnings and in all cases the health sector professionals' figures were greater than the equivalent secondary teacher levels.

In 2023, for example, median gross earnings of medical practitioners were 37.6% greater than the corresponding secondary school amount. Differentials were even larger in the previous two years analysed. For pharmacists, earnings were also higher than those of the teaching group in 2008 and 2015 but not to the same extent and there was no data available in 2023.

Table 76: Median gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	*690.9*	*100.0*	*743.1*	*100.0*	*969.7*	*100.0*
Medical practitioners	1,707	247.1	1,184.8	159.4	1,334.4	137.6
Pharmacists	964.9	139.7	895.1	120.5	-	No data

Data relating to median gross annual earnings was more limited reflecting the smaller sample sizes associated with the full-year figures. Data was only available for pharmacists in 2015 when the amount was 25.9% higher than the corresponding secondary teacher figures as shown below. For medical practitioners, no data was available in any of the years.

Table 77: Median gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,811*	*100.0*	*37,548*	*100.0*	*43,437*	*100.0*
Medical practitioners	-	No data	-	No data	-	No data
Pharmacists	-	No data	47,271	125.9	-	No data

The comparisons with primary teachers' median gross weekly earnings illustrated even greater differentials, reflecting the fact that those teaching younger children had lower earnings than the equivalent secondary school amount. In 2023, the differential stood at 36.8% in favour of medical practitioners while there was no data for pharmacists in the same year. In 2008 and 2015 the differentials between medical practitioners and primary school teachers were even larger standing at 156.8% and 66.3% respectively. For pharmacists, data was only available in 2008 and 2015 when median gross earnings were higher than the primary teacher level by 45.2% and 25.7% respectively.

Table 78: Median gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	*664.6*	*100.0*	*712.3*	*100.0*	*975.2*	*100.0*
Medical practitioners	1,707.0	256.8	1,184.8	166.3	1,334.4	136.8
Pharmacists	964.9	145.2	895.1	125.7	-	No data

An examination according to median gross annual earnings was only possible for pharmacists because no medical practitioner information was disclosed. In the one year when data was available, pharmacists' earnings were ahead by 36% in 2015.

Table 79: Median gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*33,741*	*100.0*	*34,758*	*100.0*	*42,887*	*100.0*
Medical practitioners	-	No data	-	No data	-	No data
Pharmacists	-	No data	47,271	136.0	-	No data

Indexed differentials of average gross earnings, 2008, 2015 and 2023

The average gross weekly earnings figures of both health groups were significantly higher than the corresponding medians, ensuring that differentials based on this measure were larger when compared to both teaching groups. Table 80 illustrates the relationships based on average gross weekly earnings and demonstrates that both health groups' earnings were significantly ahead of those of secondary teachers throughout the period. By 2023, the differentials stood at 5.9% ahead for pharmacists and a 33.3% lead for medical practitioners.

Table 80: Average gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*698.6*	*100.0*	*727.7*	*100.0*	*1,047.5*	*100.0*
Medical practitioners	1,648.6	236.0	1,412.7	194.1	1,396.7	133.3
Pharmacists	1,054.0	150.9	917.2	126.0	1,101.8	105.9

Gaps based on average gross annual earnings were similarly large in favour of the two health groups as Table 81 shows. In this case, the lead held over secondary teachers by pharmacists in 2023 was 36.2% while no data was available for medical practitioners in the same year. In 2015, the medical practitioner lead stood at 126.8% while for pharmacists it was 27.8%.

Table 81: Average gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,085*	*100.0*	*37,060*	*100.0*	*41,053*	*100.0*
Medical practitioners	112,191	319.8	84,042	226.8	-	No data
Pharmacists	52,173	148.7	47,349	127.8	55,907	136.2

When comparisons were made with the primary education group, differentials in favour of the two health groups were also large. For example, in 2023, the pharmacist average gross weekly earnings figure was some 11.4% higher while the equivalent medical practitioner lead stood at 41.2%. In 2015 and 2008 the differentials were even greater.

Table 82: Average gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*680.1*	*100.0*	*662.0*	*100.0*	*989.1*	*100.0*
Medical practitioners	1,648.6	242.4	1,412.7	213.4	1,396.7	141.2
Pharmacists	1,054.0	155.0	917.2	138.5	1,101.8	111.4

Comparisons of the average annual gross earnings of the two health groups with those of primary teachers resulted in even larger differentials in the years that data was available. By 2023, the pharmacist differential was smallest but still significant at 38.3%. No data was available in the same year for medical practitioners but differentials were substantial in both 2008 and 2015.

Table 83: Average gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*34,535*	*100.0*	*33,595*	*100.0*	*40,424*	*100.0*
Medical practitioners	112,191	324.9	84,042	250.2	-	No data
Pharmacists	52,173	151.1	47,349	140.9	55,907	138.3

e) Legal professionals

Indexed differentials of median gross earnings, 2008, 2015 and 2023

The data relating to median gross weekly earnings for legal professionals show a mixed picture when compared to secondary school teachers. Data was disclosed for only two of the three years with the legal figure ahead in 2008 by 8% before falling to 64.9% of the secondary amount in 2023.

Table 84: Median gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	*690.9*	*100.0*	*743.1*	*100.0*	*969.7*	*100.0*
Legal professionals	746.5	108.0	-	No data	629.3	64.9

The analysis based on median gross annual earnings was more limited because data was only available for one year. This was 2023 when the legal professional median was worth just 85.5% of the corresponding secondary teacher amount.

Table 85: Median gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,811*	*100.0*	*37,548*	*100.0*	*43,437*	*100.0*
Legal professionals	-	No data	-	No data	37,118	85.5

In the two years for which median gross weekly earnings figures were available, the legal professional amounts moved from being higher in 2008 to falling behind in 2023. In the earliest year the differential was 12.3% in favour of legal professionals but by 2023 their earnings figure was worth just 64.5% of the corresponding primary teacher level. Nevertheless, with no data disclosed in 2015 and the 2023 legal figure significantly below the 2008 amount, it would seem that the sample sizes for this profession are rather limited.

Table 86: Median gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	*664.6*	*100.0*	*712.3*	*100.0*	*975.2*	*100.0*
Legal professionals	746.5	112.3	-	No data	629.3	64.5

A similar analysis of median gross annual earnings showed that data was only available in one year, 2023. At this point the legal figure was worth just 86.5% of the primary school equivalent level.

Table 87: Median gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*33,741*	*100.0*	*34,758*	*100.0*	*42,887*	*100.0*
Legal professionals	-	No data	-	No data	37,118	86.5

Indexed differentials of average gross earnings, 2008, 2015 and 2023

Data on average gross earnings for legal professionals illustrates that weekly amounts for lawyers were greater than the figures for both teaching groups in two out of three years. For example, the legal average gross weekly earnings figure in 2008 was nearly 10% higher than the secondary teaching equivalent. By 2015, this dropped slightly to a differential of 7.4% but then fell to just 66.8% of the teaching figure in 2023.

Table 88: Average gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*698.6*	*100.0*	*727.7*	*100.0*	*1,047.5*	*100.0*
Legal professionals	766.0	109.6	781.7	107.4	700.1	66.8

Average gross annual data was not available for legal professionals in 2008 but in 2015 the figure was 19.2% greater than the secondary teacher value. By 2023, however, the situation had reversed with the legal amount worth 91.7% of the teaching amount although again, the legal figure in 2023 was significantly lower than in 2015 suggesting the fall was due to a change in sample size rather than a genuine decrease in earnings.

Table 89: Average gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,085*	*100.0*	*37,060*	*100.0*	*41,053*	*100.0*
Legal professionals	-	No data	44,164	119.2	37,638	91.7

Comparisons with primary teachers' average gross weekly earnings illustrate that the legal group's figures were higher in 2008 and 2015 but trailed in the latest year. They started 12.6% ahead in 2008 before moving to 18.1% in 2015 with the figure finishing at 70.8% of the corresponding teaching amount.

Table 90: Average gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*680.1*	*100.0*	*662.0*	*100.0*	*989.1*	*100.0*
Legal professionals	766.0	112.6	781.7	118.1	700.1	*70.8*

The picture was similar when the comparison was made between the average gross annual earnings of legal professionals and primary teachers because the legal group had higher earnings in 2015 and a lower amount in 2023. In 2015, for instance, the lawyers' figure was 31.5% greater than the equivalent teaching amount while the picture reversed in 2023 when the legal amount was worth just 93.1% of the equivalent primary school figure.

Table 91: Average gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*34,535*	*100.0*	*33,595*	*100.0*	*40,424*	*100.0*
Legal professionals	-	No data	44,164	131.5	37,638	93.1

Indexed differentials of median gross earnings, 2008, 2015 and 2023

Like their legal sector counterparts, occupations within the business, research and administrative professional group are usually considered to be relatively well-paid but in Wales their median gross weekly earnings levels trailed those of secondary teachers in every year for which data was available.

In 2023, median gross earnings for the management consultancy group trailed those of secondary school teachers with a figure worth 85.7%. No data was available in this year for the accountancy group but in both 2008 and 2015 this group's figure was below the teaching amount.

Table 92: Median gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	*690.9*	*100.0*	*743.1*	*100.0*	*969.7*	*100.0*
Chartered and certified accountants	639.9	92.6	636.7	85.7	-	No data
Management consultants and business analysts	654	94.7	650.8	87.6	831.2	85.7

Data on median gross annual earnings was only available for management consultants and business analysts in Wales in the latest year. Sample sizes were also limited for the accountancy group with data only available in 2015. In both these years the two business groups' earnings trailed those for secondary teachers. For the accountancy group, the figure stood at 90.3% of the corresponding teaching amount in 2015 while the management consultancy amount was worth 96.4% in 2023.

Table 93: Median gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,811*	*100.0*	*37,548*	*100.0*	*43,437*	*100.0*
Chartered and certified accountants	-	No data	33,897	90.3	-	No data
Management consultants and business analysts	-	No data	-	No data	41,886	96.4

Table 94 illustrates that median gross weekly data was available in all three years for management consultants with figures trailing primary teachers in all three years. The gap grew over the period standing at 1.6% in 2008 before increasing to 8.6% in 2015 and finishing the period 14.8% lower in 2023. In 2023, no data on accountants was available but in both 2008 and 2015 their figures trailed those of the primary school group.

Table 94: Median gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	*664.6*	*100.0*	*712.3*	*100.0*	*975.2*	*100.0*
Chartered and certified accountants	639.9	96.3	636.7	89.4	-	No data
Management consultants and business analysts	654.0	98.4	650.8	91.4	831.2	85.2

When measured according to median gross annual earnings, no data was available for the management consultancy group except for in 2023 when the figure was only slightly lower than the equivalent primary teacher amount. Similarly, accountancy data was only available in 2015 and was worth 97.5% of the corresponding primary teacher level.

Table 95: Median gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*33,741*	*100.0*	*34,758*	*100.0*	*42,887*	*100.0*
Chartered and certified accountants	-	No data	33,897	97.5	-	No data
Management consultants and business analysts	-	No data	-	No data	41,886	97.7

Indexed differentials of average gross earnings, 2008, 2015 and 2023

Average gross weekly earnings differentials for the two business-related professions demonstrated a similar pattern when both were compared to secondary school teacher levels. Both started the period at their highest relative points in 2008 before falling back in both 2015 and 2022. In the final year, the accountancy figure was worth just 83.9% of the equivalent secondary school amount while the corresponding management consultancy proportion was lower at 71.2%.

Table 96: Average gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*698.6*	*100.0*	*727.7*	*100.0*	*1,047.5*	*100.0*
Chartered and certified accountants	698.8	100.0	671.8	92.3	746.2	71.2
Management consultants and business analysts	749.0	107.2	714.4	98.2	878.6	83.9

Analysis by average gross annual earnings showed a very similar pattern although management consultants finished the period ahead of the secondary teaching group. In 2015, the accountancy figure was worth 95.8% of the secondary amount for that year while this proportion fell to 88.8% in 2023 with no figure available in 2008. By contrast, the corresponding proportions for management consultants showed a lead at the start of the period, standing at 22.9% in 2008, but falling back to below teachers by 2.9% in 2015 with a lead of 4.5% in the final year.

Table 97: Average gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,085*	*100.0*	*37,060*	*100.0*	*41,053*	*100.0*
Chartered and certified accountants	-	No data	35,506	95.8	36,441	88.8
Management consultants and business analysts	43,102	122.9	36,002	97.1	42,888	104.5

A comparison with primary teachers shows that average gross weekly earnings for the two non-teaching groups were ahead in 2008 and 2015. The position was reversed for both business groups in 2023, however, when the figure for chartered accountants trailed that for the teaching group by 24.6%. The corresponding deficit for management consultants stood at 11.2% in the latest year.

Table 98: Average gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*680.1*	*100.0*	*662.0*	*100.0*	*989.1*	*100.0*
Chartered and certified accountants	698.8	102.7	671.8	101.5	746.2	75.4
Management consultants and business analysts	749.0	110.1	714.4	107.9	878.6	88.8

An examination of the relative figures relating to the average gross annual earnings of the two business professions and primary teachers shows that the non-teaching groups were ahead in most of the years that data was available. For management consultants, the lead was 24.8% in 2008 before the gap closed to 7.2% in 2015 and finished with a lead of 6.1% in 2023. Data was only available for accountants in the latter two years. In 2015, there was a lead of 5.7% over the teaching group while the figure fell back to almost 10% below the primary amount in 2023.

Table 99: Average gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*34,535*	*100.0*	*33,595*	*100.0*	*40,424*	*100.0*
Chartered and certified accountants	-	No data	35,506	105.7	36,441	90.1
Management consultants and business analysts	43,102	124.8	36,002	107.2	42,888	106.1

g) Chartered surveyors

Indexed differentials of median gross weekly earnings, 2008, 2015 and 2023

Median gross weekly earnings for chartered surveyors were lower than those for secondary school teachers throughout the period where data was available. In 2023, no figure for this group was disclosed but in 2008 the surveyor figure was worth 70.6% of the equivalent secondary school amount. The gap closed in 2015 when the surveyor level was worth 81.5% of the corresponding secondary school median gross weekly earnings.

Table 100: Median gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Secondary education teaching professionals	*690.9*	*100.0*	*743.1*	*100.0*	*969.7*	*100.0*
Chartered surveyors	488.1	70.6	605.3	81.5	-	No data

Data for median gross annual earnings data was only available for chartered surveyors in 2015 and in this case the figure was lower than the corresponding teaching amount. At this time, the surveying figure was worth just 80.4% of the secondary teaching amount.

Table 101: Median gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,811*	*100.0*	*37,548*	*100.0*	*43,437*	*100.0*
Chartered surveyors	-	No data	30,172	80.4	-	No data

The pattern according to comparisons of median gross weekly earnings was similar with the surveying group trailing in every year for which data was available. The relative position was highest in 2015 when the chartered surveyors' median was worth 85% of the primary teacher amount. There was no figure available in 2023.

Table 102: Median gross weekly earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pw**	**Index**
Primary education teaching professionals	*664.6*	*100.0*	*712.3*	*100.0*	*975.2*	*100.0*
Chartered surveyors	488.1	73.4	605.3	85.0	-	No data

When measured by median gross annual earnings, the picture was similar with surveyors trailing the teaching group in the only year for which data was available. This was 2015 when the surveying figure was 13.2% lower.

Table 103: Median gross annual earnings comparison with primary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*33,741*	*100.0*	*34,758*	*100.0*	*42,887*	*100.0*
Chartered surveyors	-	No data	30,172	86.8	-	No data

Indexed differentials of average gross earnings, 2008, 2015 and 2023

Analysis of average gross weekly earnings showed that the chartered surveyor figures were also behind those for secondary school teachers in all three years but with smaller differentials than when measured by the corresponding median levels for which data was available. The difference was just under 15% in 2008 before narrowing to around 7% in 2015 and then widening to 23% in 2023.

Table 104: Average gross weekly earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*698.6*	*100.0*	*727.7*	*100.0*	*1,047.5*	*100.0*
Chartered surveyors	595.8	85.3	678.1	93.2	806.8	77.0

The differentials were similar when measured according to average gross annual earnings, in all cases trailing the corresponding teacher amounts but with smaller differentials. In 2008, for instance, the surveying figure was worth 95.5% of the equivalent secondary teacher amount with the gap closing in the next two periods, standing at 92.5% and 99.2% respectively.

Table 105: Average gross annual earnings comparison with secondary education teachers

	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Secondary education teaching professionals	*35,085*	*100.0*	*37,060*	*100.0*	*41,053*	*100.0*
Chartered surveyors	33,521	95.5	34,278	92.5	40,742	99.2

A comparison with the average gross weekly earnings of primary school teachers exhibited a slightly different pattern with the chartered surveying figure just ahead of that for primary

teachers in one of the years, 2015. The surveyors' figures were 12.4% lower in 2008 which was followed by a lead of 2.4% in 2015 and then finishing with a deficit of 18.4% in 2023.

Table 106: Average gross weekly earnings comparison with primary education teachers

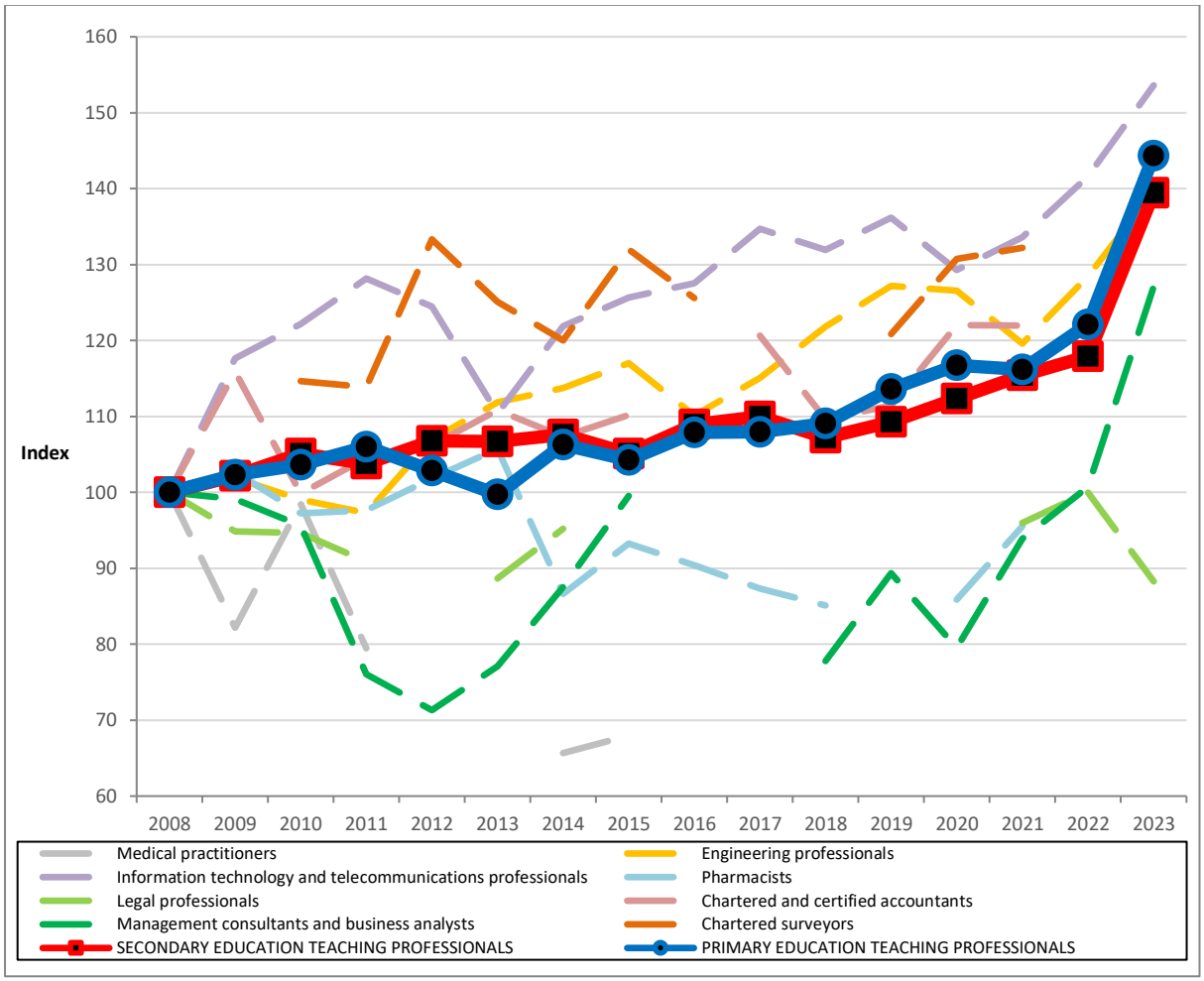
	2008		2015		2023	
Description	**£pw**	**Index**	**£pw**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*680.1*	*100.0*	*662.0*	*100.0*	*989.1*	*100.0*
Chartered surveyors	595.8	87.6	678.1	102.4	806.8	81.6

Finally, the comparison between primary teachers and chartered surveyors based on average gross annual earnings illustrated that the non-teaching group was ahead in two of the three years. In 2008, the surveying group figure trailed the teaching one by 2.9% before the situation improved for the non-teaching group with a lead of 2% in 2015. By 2023, there was almost parity with the average gross annual earnings of surveyors just 0.8% higher than those of primary teachers.

Table 107: Average gross annual earnings comparison with primary education teachers

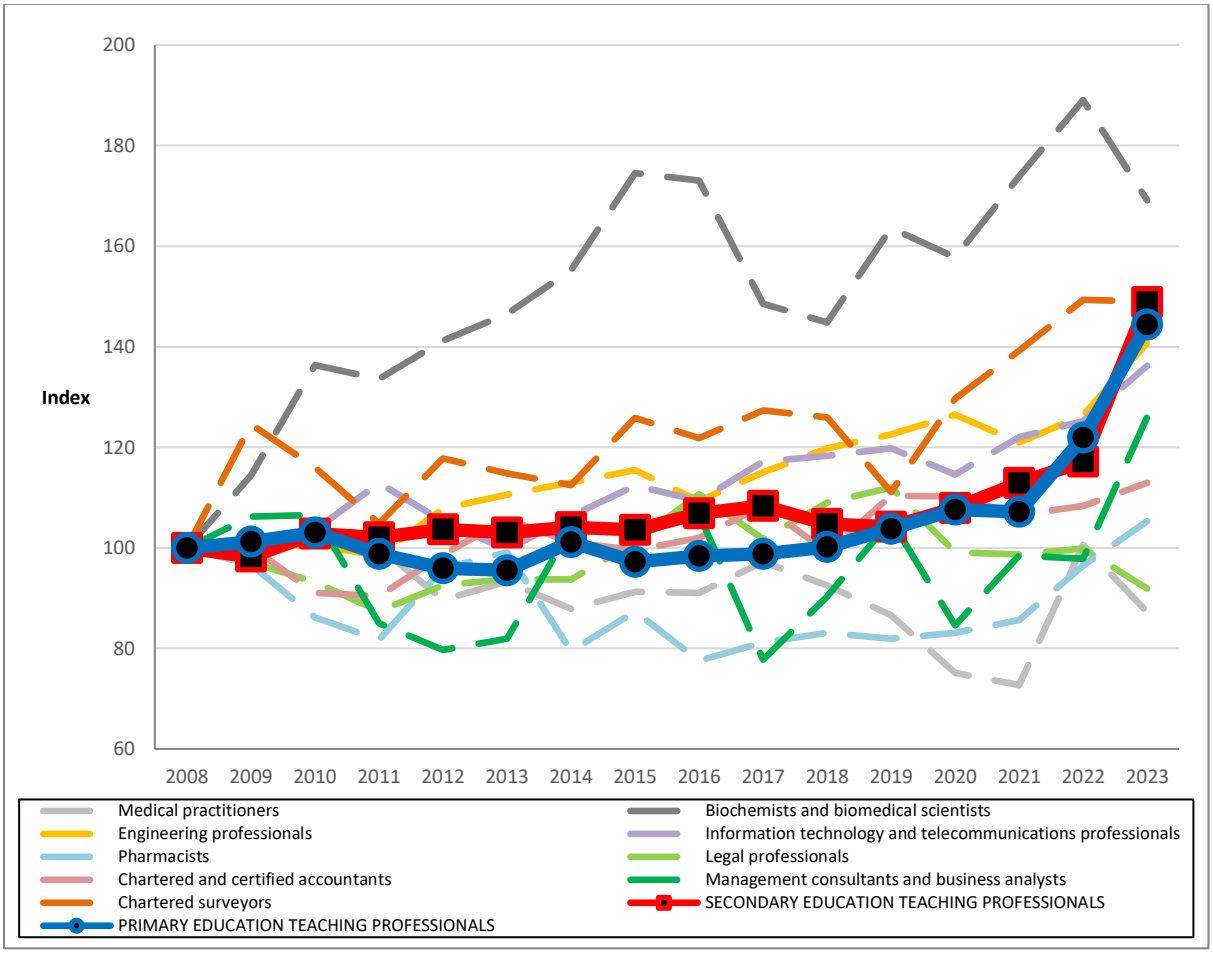
	2008		2015		2023	
Description	**£pa**	**Index**	**£pa**	**Index**	**£pa**	**Index**
Primary education teaching professionals	*34,535*	*100.0*	*33,595*	*100.0*	*40,424*	*100.0*
Chartered surveyors	33,521	97.1	34,278	102.0	40,742	100.8

Appendix 1: Indexed median basic weekly earnings 2008 to 2023*



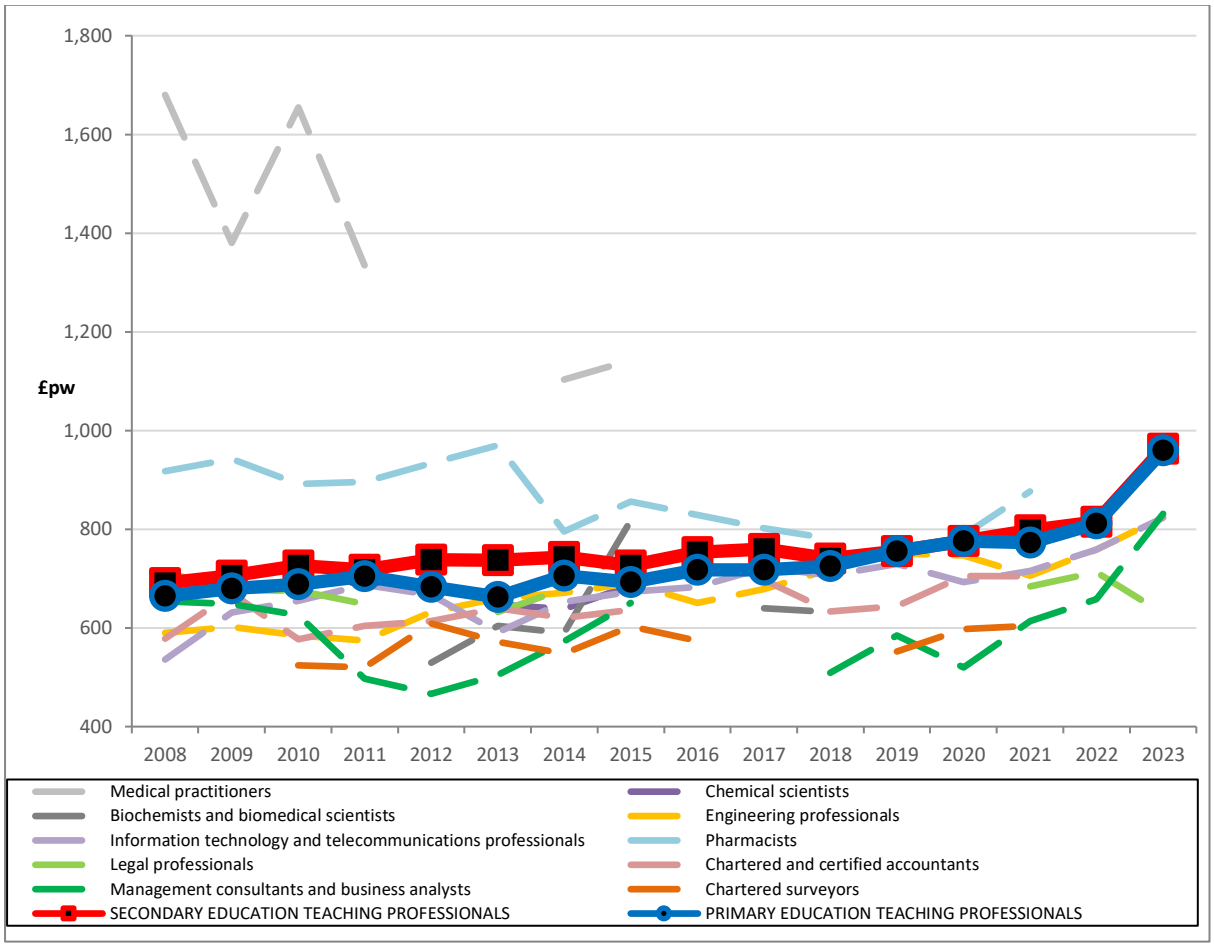
Source: ASHE

Appendix 2: Indexed average basic weekly earnings 2008 to 2023



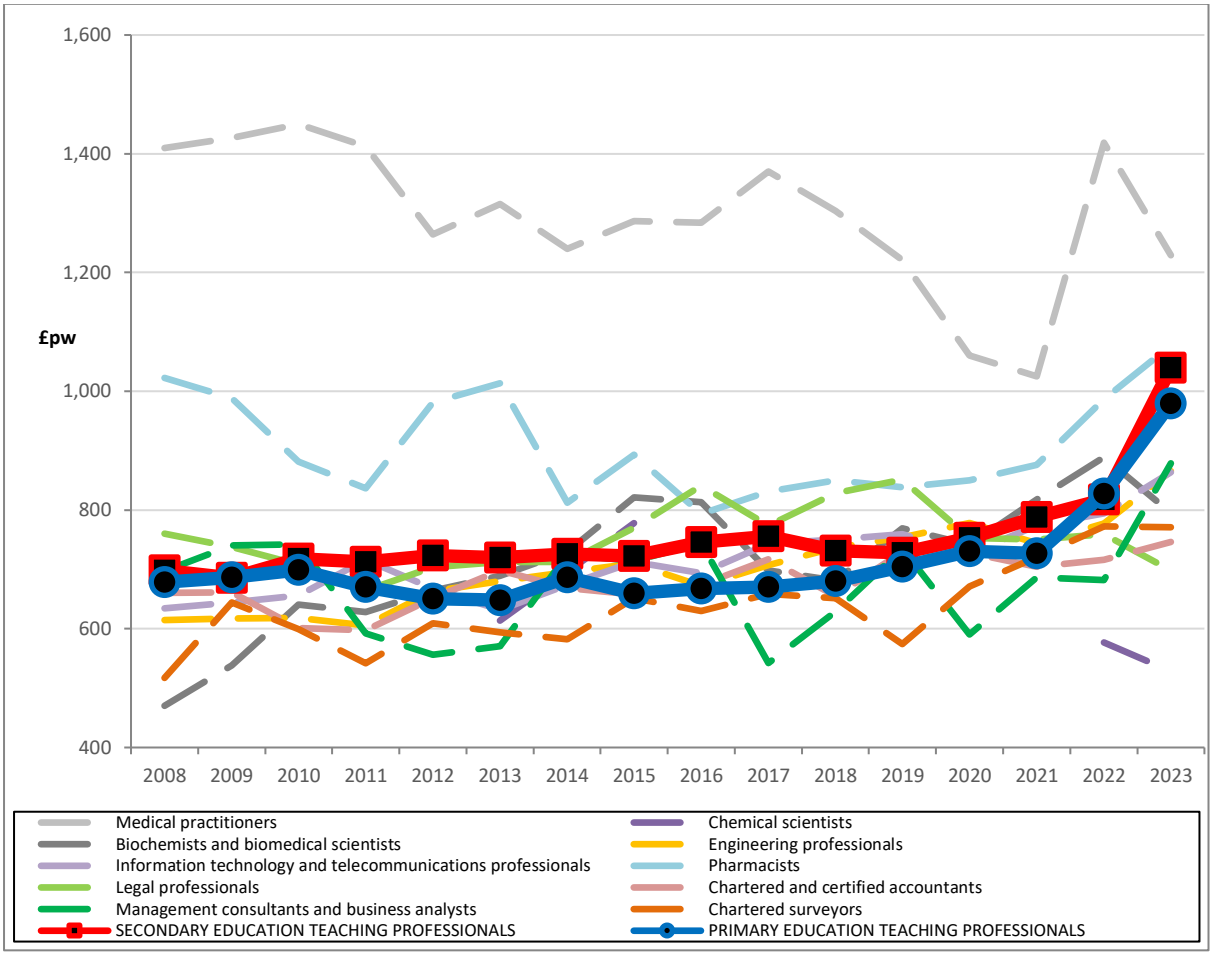
Source: ASHE

Appendix 3: Median basic weekly earnings 2008 to 2023



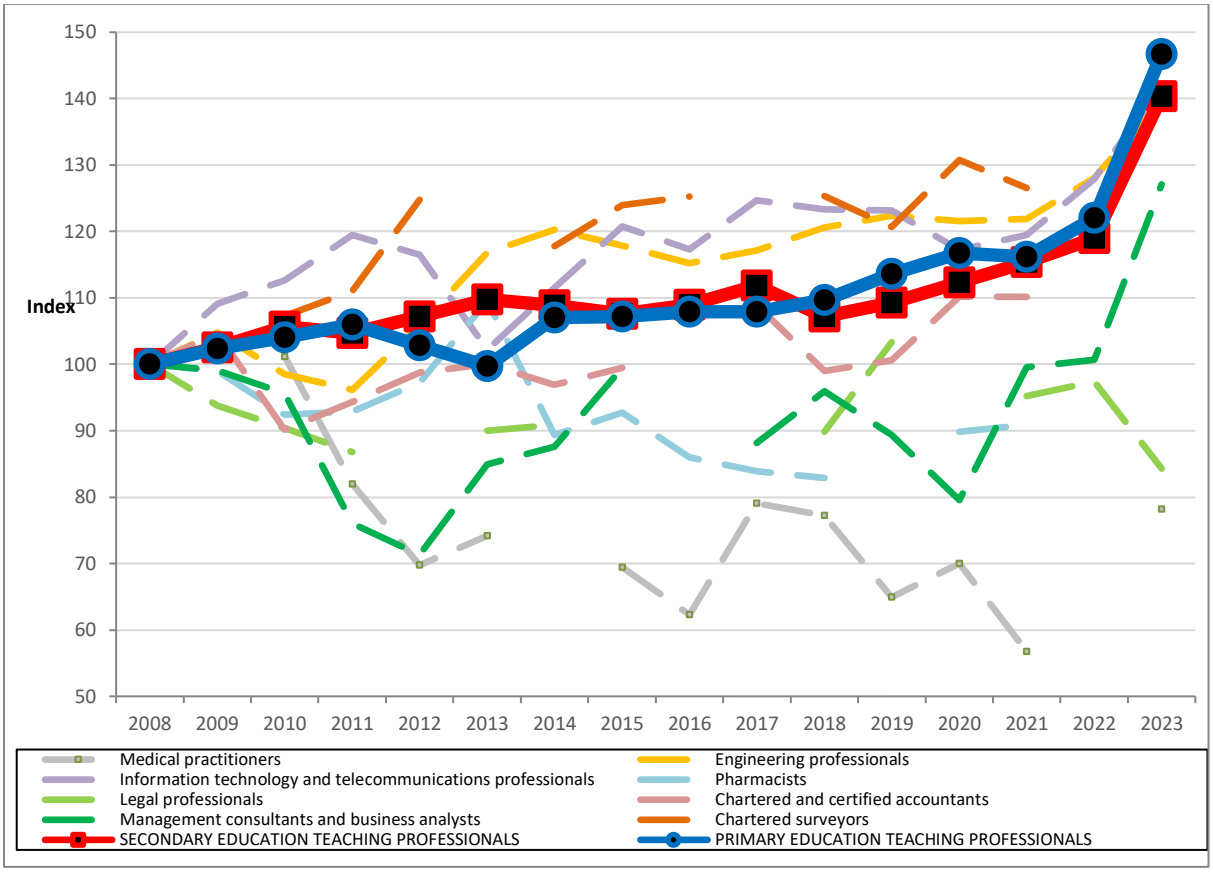
Source: ASHE

Appendix 4: Average basic weekly earnings 2008 to 2023



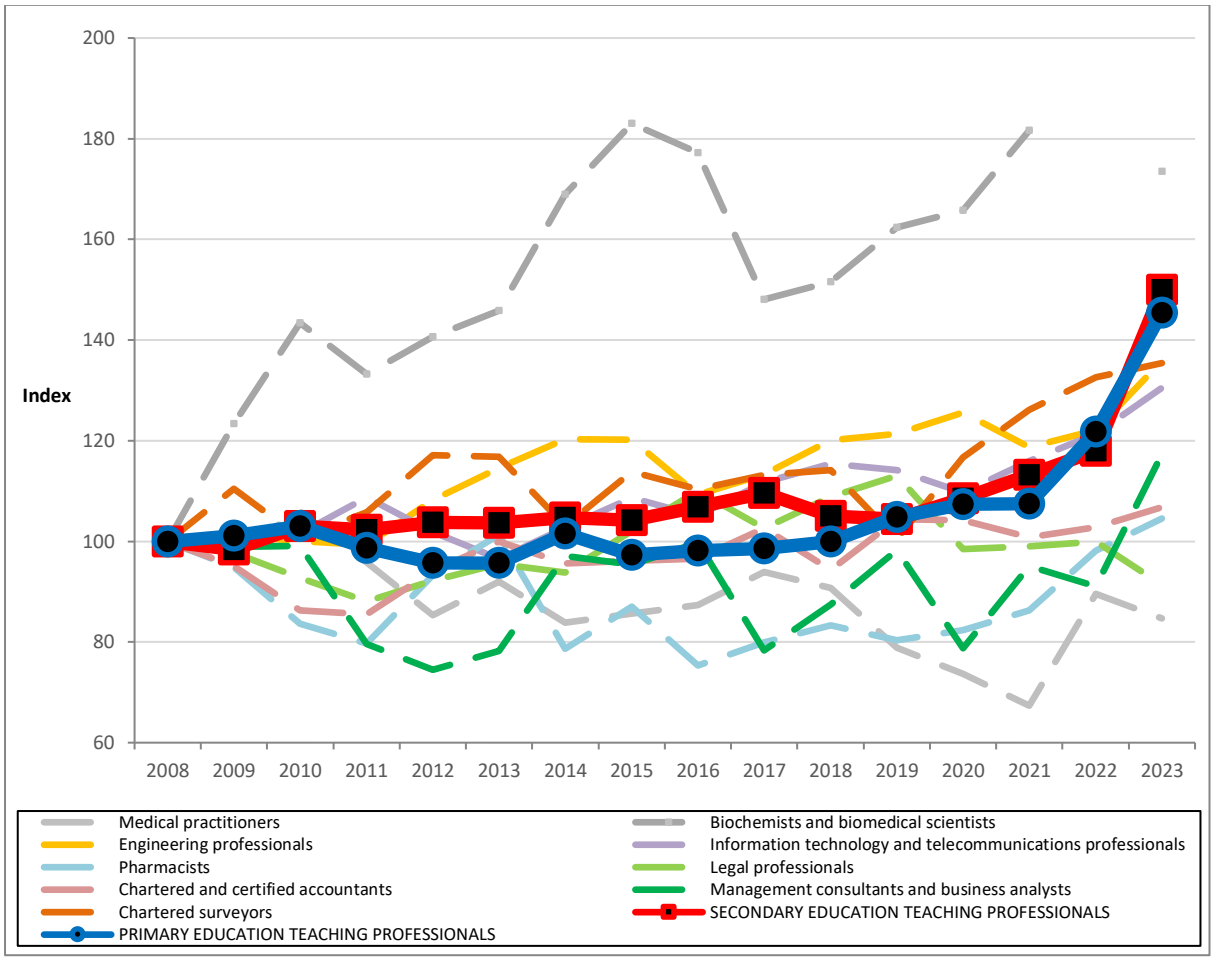
Source: ASHE

Appendix 5: Indexed median gross weekly earnings 2008 to 2023



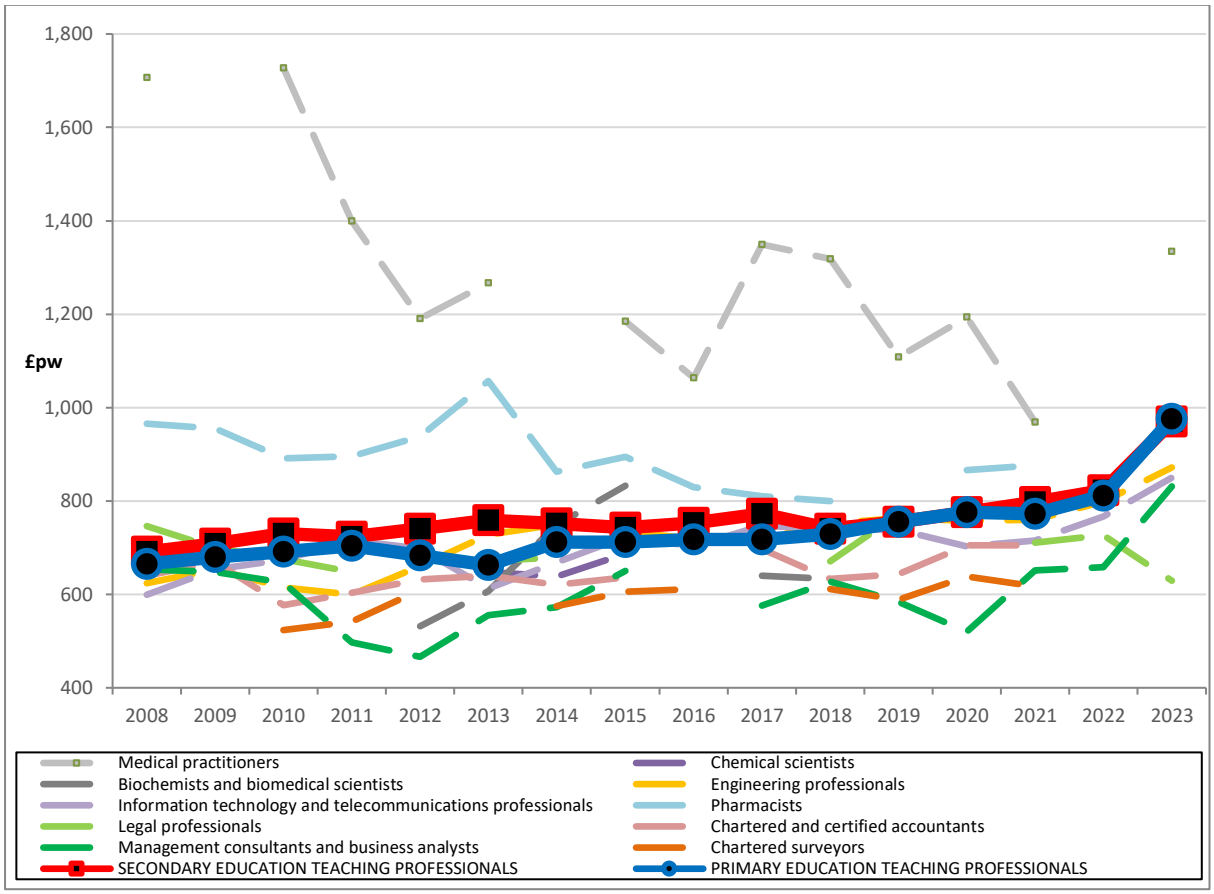
Source: ASHE

Appendix 6: Indexed average gross weekly earnings 2008 to 2023



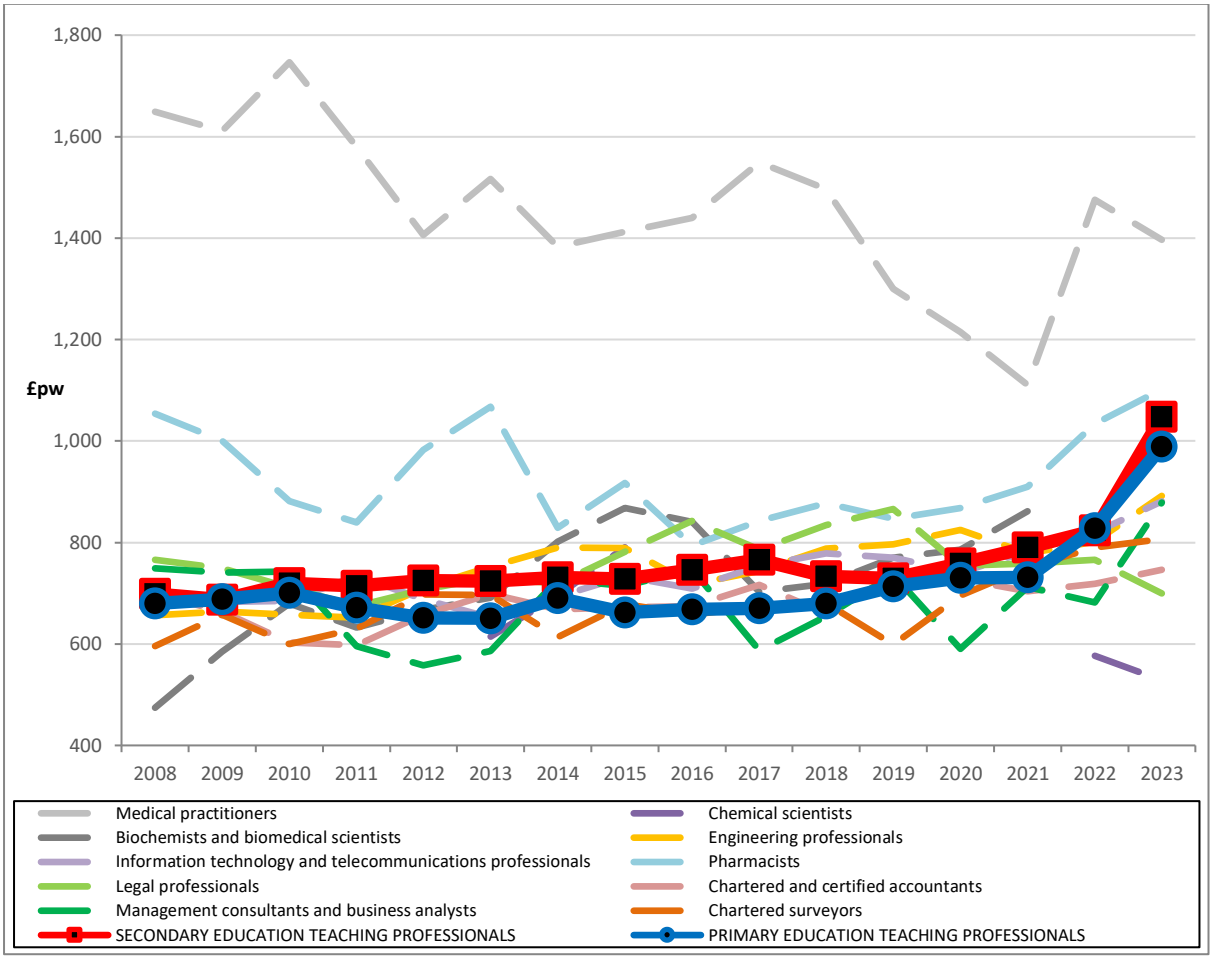
Source: ASHE

Appendix 7: Median gross weekly earnings 2008 to 2023



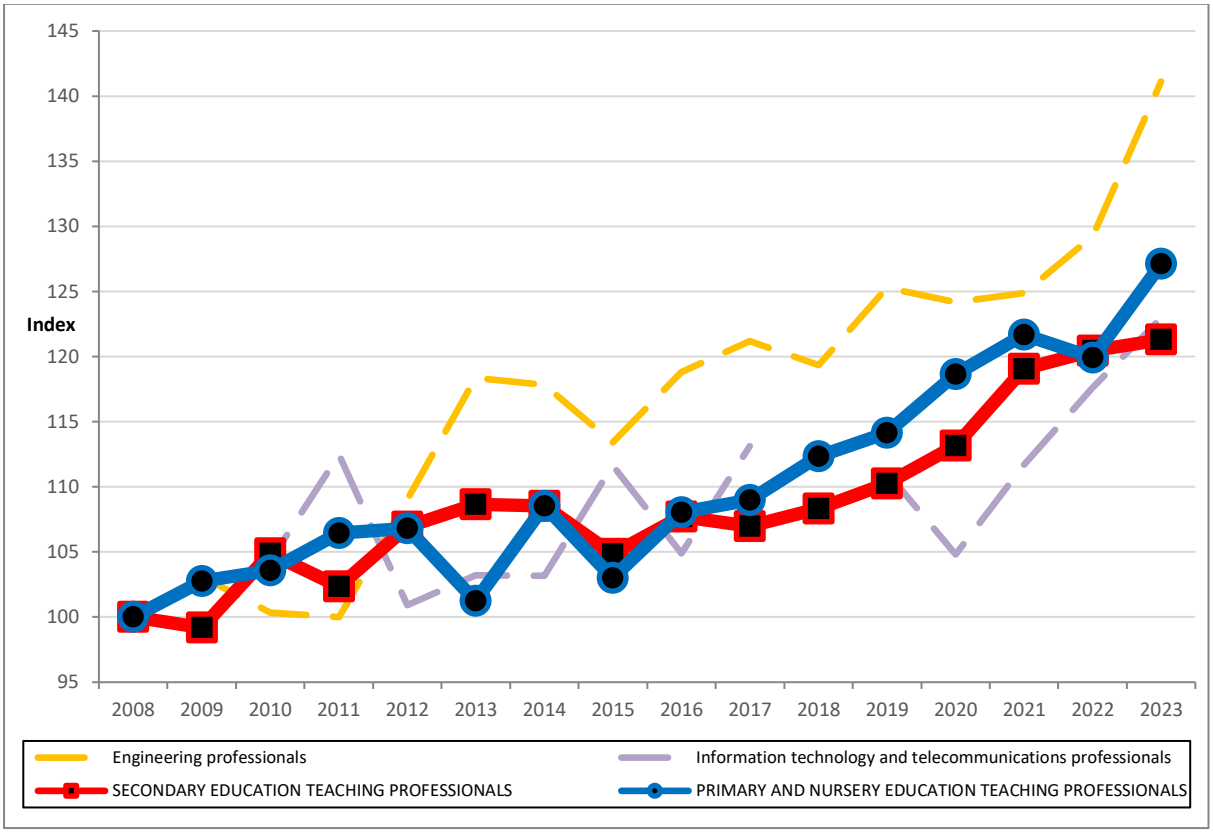
Source: ASHE

Appendix 8: Average gross weekly earnings 2008 to 2023



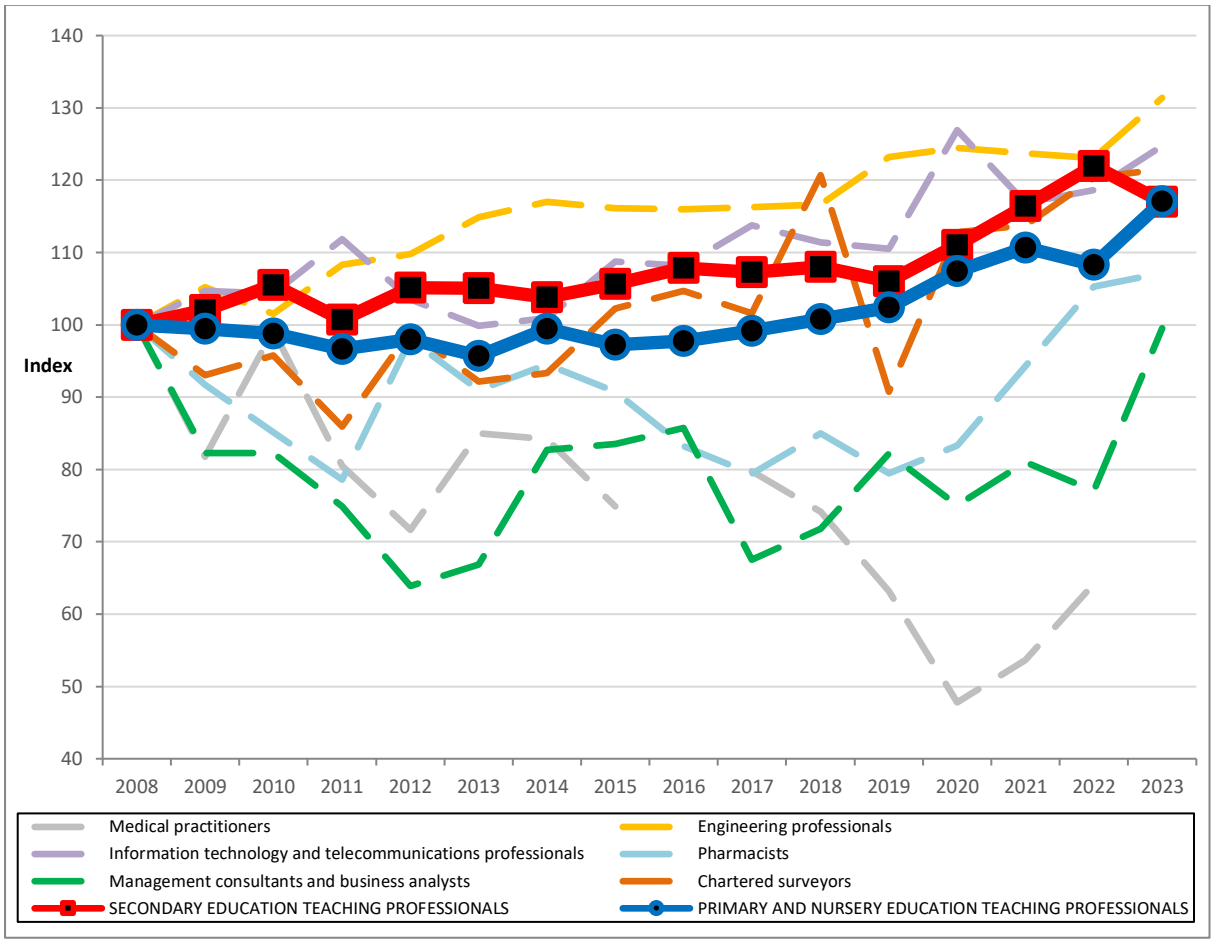
Source: ASHE

Appendix 9: Indexed median gross annual earnings 2008 to 2023



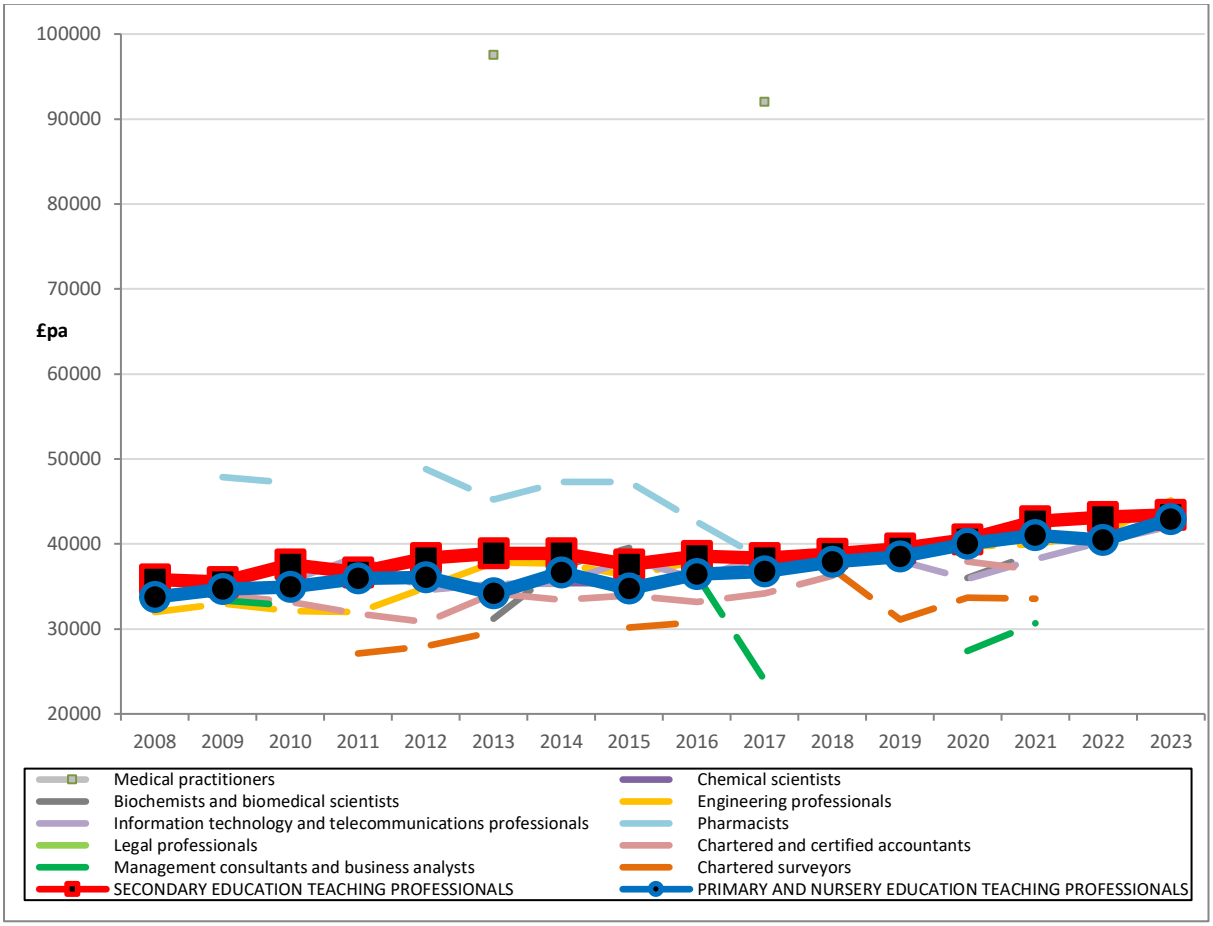
Source: ASHE

Appendix 10: Indexed average gross annual earnings 2008 to 2023



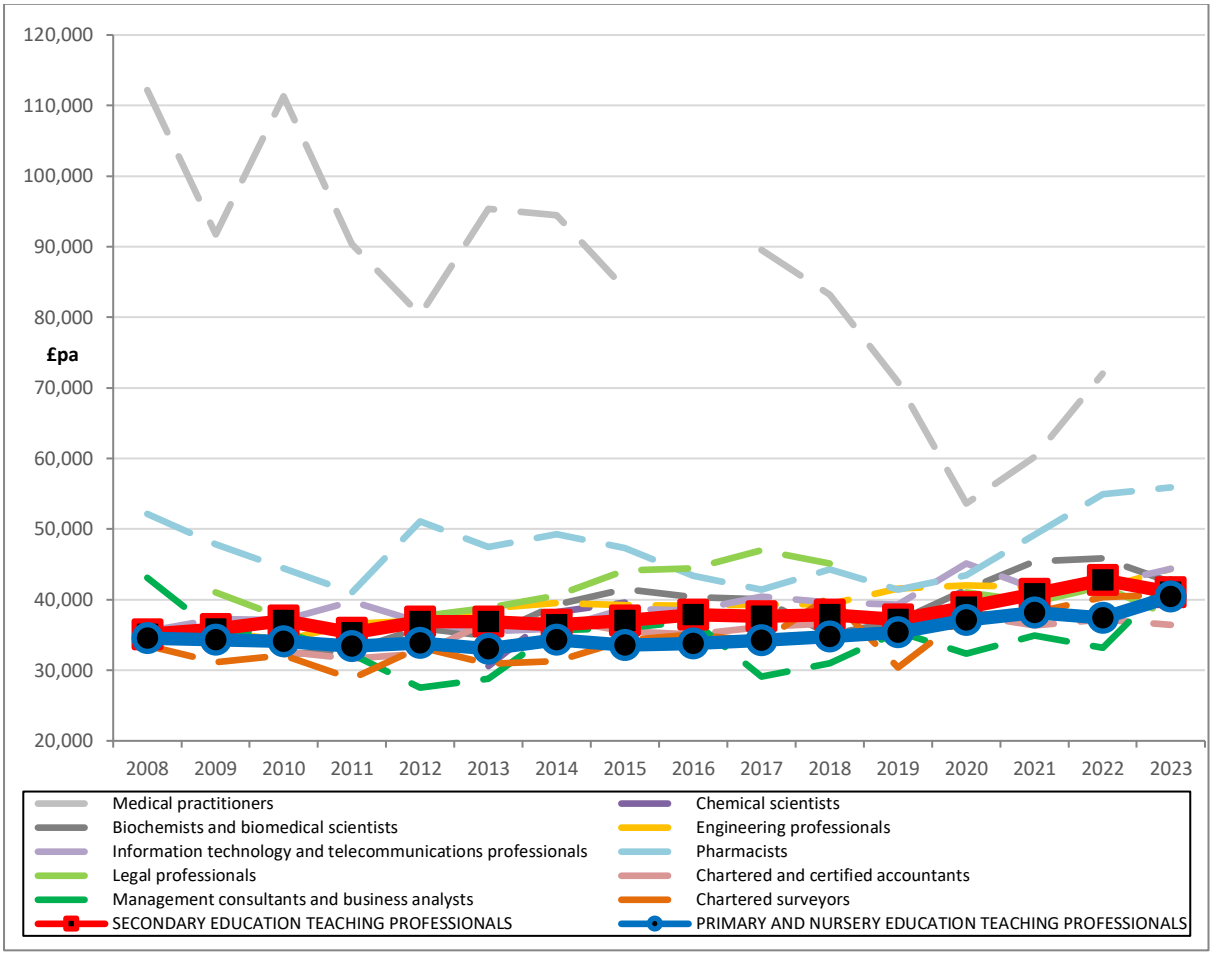
Source: ASHE

Appendix 11: Median gross annual earnings 2008 to 2023



Source: ASHE

Appendix 12: Average gross annual earnings 2008 to 2023



Source: ASHE

Appendix 13: Use of ASHE data

For the purposes of our analysis we have used full-time basic weekly and gross weekly earnings data from the Annual Survey of Hours and Earnings (ASHE), produced by the Office for National Statistics (ONS). As far as possible, we have tried to be consistent in collating occupational data for the period 2008 to 2023.

The ONS' Standard Occupational Classification (SOC) codes change from time to time with the latest alterations made in 2000, 2010 and 2020. As a result, our analysis covering the period 2008 to 2023 incorporates codes from all three classifications.

Because of this, some of the occupational definitions featured in this report have changed in the period analysed although we do not think this detracts from the overall robustness of the datasets. Details of changes to some of the occupational definitions over time are shown below. Full details of the latest changes to the SOC codes are outlined in full in chapter 1.

Factors to bear in mind when interpreting results

The ONS provides guidance on data validation and quality assurance including sections on accuracy, sampling and non-sampling errors as well as the likely effect of data revisions. It points out that in terms of accuracy – the degree of closeness between an estimate and the true value – its estimates are subject to various sources of error. Total error consists of two elements, the sampling error and the non-sampling error.

Sampling error

Sampling error occurs because estimates are based on a sample rather than a census. ASHE estimates this error through coefficients of variation (CV) which are published alongside all ASHE outputs. The CV is the ratio of the standard error (SE) of an estimate to the estimate itself, expressed as a percentage. Generally speaking, when all other factors are constant, the smaller the CV value, the higher the quality of the estimate.

In published tables, ASHE uses colour coding as a quick reference guide to the CV of the estimates; estimates with CVs less than or equal to 5% are published with no colour fill; estimates with CVs between 5% and 10% are published with a light green background; estimates with CVs between 10% and 20% are published with a dark green background;

cells for which estimates have been suppressed on quality or disclosure grounds are also filled in dark green as shown here.

Key	Statistical robustness
CV <= 5%	Estimates are considered precise
CV > 5% and <= 10%	Estimates are considered reasonably precise
CV > 10% and <= 20%	Estimates are considered acceptable
x = CV > 20%	Estimates are considered unreliable for practical purposes

It should be noted that at low levels of disaggregation, high coefficients of variation imply estimates of low quality. For example, for an estimate of £400 with a CV of 10%, the true value is likely to lie between £321.60 and £478.40. This range is given by the estimate +/- 1.96 x the standard error (1.96 multiplied by 10% of £400 equals £78.40). Where these ranges for different estimates overlap, interpretation of differences between the relevant domains becomes more difficult.

Non-sampling error

ASHE statistics are also subject to non-sampling errors. For example, there are known differences between the coverage of the ASHE sample and the target population (that is, all employee jobs). For example, jobs that are not registered on PAYE schemes are not surveyed. These jobs are known to be different from the PAYE population in the sense that they typically have low levels of pay. Consequently, ASHE estimates of average pay are likely to be biased upwards with respect to the actual average pay of the employee population.

Non-response bias may also affect ASHE estimates. This may happen if the jobs for which respondents do not provide information are different from the jobs for which respondents do provide information. For ASHE, this is likely to be a downward bias on earnings estimates since non-response is known to affect high-paying occupations more than low-paying occupations.

Finally, ASHE results tables do not account for differences in the composition of different 'slices' of the employee workforce. For example, figures for the public and private sectors include all jobs in those sectors and are not adjusted to account for differences in the age,

qualifications or seniority of the employees or the nature of their jobs, all factors which may affect how much employees earn, particularly in teaching.

Various procedures are in place to minimise errors in returned data. Returns undergo a range of checks which include validation against previous returns and expected values, selective editing (a technique for prioritising suspicious values for follow-up based on their impact on published results) and re-contacting businesses for verification. Similar checks are also made at the aggregate level for key results.

Revisions

Provisional results are published in the November following the survey reference date. Revised results are then published one year later alongside the following year's provisional results. The revised results take account of late returns to the survey and amendments to data resulting from validating returns to the current year's survey.

Revisions are usually quite small, with revision at the UK level typically around 0.1%. However, estimates for domains with smaller sample sizes such as found in Wales are susceptible to larger revisions.

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