



Teachers' Pay and Equality

March 2016

ANALYSIS OF OFFICIAL SURVEY AND SCHOOL WORKFORCE CENSUS DATA

Longitudinal research into the impact of changes to
teachers' pay on equality in schools in England

WARWICK INSTITUTE *for*
EMPLOYMENT RESEARCH



Teachers' Pay and Equality: **Analysis of Official Survey and School Workforce Census Data**

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EXECUTIVE SUMMARY

This report presents a quantitative description of the relative situation of teachers with protected characteristics in England in terms of the types of jobs they hold and their earnings. The report complements the review of the literature, the longitudinal survey and the in-depth qualitative interviews undertaken in the other strands of this project.

The bulk of the report focusses on trends traced across the 2011, 2012 and 2013 School Workforce Census. Large official surveys provide information on medium-term trends in employment and earnings for teachers. Analysis of data from the Annual Survey of Hours and Earnings and the Labour Force Survey is presented, demonstrating that the long-established gender differential in earnings has narrowed during the 21st century, with women's earnings becoming closer to those of men.

The slowdown in pay growth for teachers can be seen to mirror the slowing in the rate of pay increase in all occupations in the wake of the 2007/8 financial crisis and subsequent severe recession. However, the position of both male and female teachers relative to other occupations deteriorated over this period with the relative decline for female teachers being greatest.

A tendency for some ethnic minority groups to earn more than white people is also apparent. However, the relatively small sample size of these surveys means that the amount of detailed information they can yield is limited. With small sample numbers, there is also the potential for results for small sub-groups of the teacher population to be biased (for example by a few exceptional teachers on high pay rates).

Department for Education statistical reports are used to demonstrate how total employment in teaching has changed during this century. While the total number of teachers has remained fairly constant, there has been substantial change, notably the shift from local authority control to academies. They also demonstrate that while the majority of teachers are female, men are more likely to hold senior posts. Older (aged 50 and above) female teachers continue to be paid less than older male teachers.

Published DfE reports contain a lack of detailed information about teachers with protected characteristics. The report therefore uses microdata from the School Workforce Census to present bespoke tables and data analysis.

Trends in employment from 2010 to 2013 (the most recent year of the Census currently available at the time of writing) are presented. These demonstrate that the total number of teachers in employment is increasing slightly year-on-year, with a shift away from males towards females and increasing employment of teachers from ethnic minorities.

Men are more likely than women to be heads or deputy heads. Ethnic minority teachers are much less likely than white teachers to hold senior positions and the percentage of teachers from Chinese and other and South Asian ethnic groups is particularly low in senior roles. Pay is highest for teachers aged 50 to 59. Pay levels decline for older (aged 60+) teachers.

Male pay has been higher than that of female teachers, but the gender pay gap has been narrowing since 1998. Ethnic minority teachers tend to be paid less than white teachers, but there are differences between minority ethnic groups. Black teachers are more likely to hold senior positions and have higher pay. Chinese, Pakistani and Bangladeshi teachers tend to be paid less on average. Disabled teachers tend to be older.

The number of older men in teaching is declining, though they still tend to be in more senior posts. Ethnic minorities form a higher percentage of younger teachers, who tend to receive lower levels of pay.

There are no clear geographical patterns in pay for teachers with protected characteristics. Levels of pay tend to be highest in London and neighbouring areas (where separate, higher, pay ranges apply), but high pay levels are experienced in some northern urban areas and in some peripheral areas. However, the smaller the group analysed, the more influence unusual cases have on the patterns of pay differentials.

Regression modelling of pay levels revealed that holding other factors constant, the most important influence on salary is level of seniority, while salaries are also lower beyond London and lower for teachers in primary schools and nurseries than for secondary school teachers.

Female teachers and those aged under 30 experienced slightly lower salaries, while teachers aged 50 to 64 experienced marginally higher salaries. The effect of being disabled upon salary was very small. Teachers from the White-Other, Pakistani, Bangladeshi, Chinese and Any Other ethnic groups had slightly lower salaries.

The size of the beta coefficients indicates that the strongest effect across these equality dimensions is the lower salaries for people aged under 30, followed by the tendency for female salaries to be lower. Effects for ethnic groups are weaker and the weakest effects are for people with disabilities.

Teachers were traced across the 2011, 2012 and 2013 Censuses. About a tenth of teachers both enter and leave the profession every year. Those that stayed in teaching over this period experienced pay increases and there was some upward

mobility. Mean pay increased most for younger teachers but declined for the oldest teachers. At the same time, the gender pay gap widened, notably for those aged under 30 and in the Pakistani, Bangladeshi and Black-Caribbean ethnic groups. Upward mobility was greatest for young teachers, greater for women than men and South Asian ethnic groups. Downward mobility in the pay range was more common for younger teachers and for men.

The School Workforce Census provides the most detailed source of information on the characteristics of teachers in England. Because it yields information on the entire population and because of its large size, it is possible to yield information on small sub-groups. However, the number of teachers in individual ethnic, gender and age groups can be very small even for England as a whole and hence the ethnicity data was aggregated into broad ethnic groups to avoid producing misleading information or inadvertently disclosing information on identifiable individuals. The lack of information on hours worked and full- and part-time posts in the data set made available by the Department for Education also meant that it was not possible to analyse the data on a “full-time equivalent” basis, which would have controlled for differences in hours and identified differences in representation of teachers within the pay range more clearly.

INTRODUCTION

This report provides an overall picture of the pay and career landscape for teachers in England over the recent past (from the late 1990s to the mid-2010s). The analysis draws upon a number of key statistical data sources to provide information on pay differentials between teachers by age, gender, ethnic group and disability, placed within the context of overall trends in pay over that period. The purpose is to identify whether there is quantitative evidence of disadvantage in terms of pay and career progression for teachers from minority or marginalised sections of the workforce, in support of the evidence gathered from the literature review, the quantitative survey and the in-depth qualitative studies.

- The report presents analyses and interpretation of data around the following key themes:
- The demographic characteristics of teachers at different levels of seniority;
- Earnings differentials by demographic group;
- The influence of phase of education, organisation of school and geographical location upon earnings differentials;
- Differential trends over time in earnings by demographic sub-group of the teacher population;
- Evidence of differentials in progression over time by sub-groups of the teacher population.

The bulk of the report presents analysis of data from the Schools Workforce Census. While this provides the most detailed data on the teaching workforce, it is only available from 2010 onwards. In order to provide information on longer-term trends in earnings, the report also presents evidence from Office for National Statistics surveys of the whole labour force and population.

1. OVERVIEW OF DATA SOURCES

There are relatively few sources of comprehensive earnings information by occupation in the UK which can be used to identify the relative experience of teachers with protected characteristics and to compare the earnings of teachers with other occupations. Economy-wide earnings data is derived from large-scale surveys conducted by the Office for National Statistics (ONS), but for the education sector, there is also earnings data derived from administrative sources.

The Department for Education (DfE) in England produces annual statistical information on the number of teachers and their earnings in the Statistical First Release series (SFR) report on the findings of the annual Schools Workforce Census (SWC). This report (and associated background data) presents descriptive analysis of the teacher workforce in England, broken down by type of school occupational level and leadership status. The DfE data represents a near-complete enumeration of the teacher workforce, presented in the form of “full-time equivalents”. The SWC provides a time series of data for January each year, drawing upon statistical returns from local authorities for 2002 to 2010, after which information from the Schools Workforce Census is presented for the November of each year. The SWC 2015 report presents the breakdown of teachers by age and gender by ethnic group. The DfE reports do not contain much information on the experience of teachers with protected characteristics, though a number of tables comparing male and female teachers are presented.

There is also information available on the earnings of teachers in the statistical data series produced by the Office for National Statistics (ONS). The main sources of earnings information in the UK are the Annual Survey of Hours and Earnings and the quarterly Labour Force Survey. The main difference between DfE and ONS sources is that while the former encompass all teachers, the ONS data sets are derived from sample surveys of employers or the entire population. These ONS sources will now be described in more detail.

The most comprehensive source of earnings data in the UK is the Annual Survey of Hours and Earnings (ASHE)¹. This is based on a 1% sample of employee jobs taken from HM Revenue and Customs PAYE records in April each year. Information on earnings and hours is obtained from employers. It provides annual data on the distribution of earnings and hours worked by industry and occupation and compares the earnings of men and women working full- and part-time. Occupational information is presented for the four digit (unit group) level of the 2000 and 2010 Standard Occupational Classifications. In both classifications, secondary teachers are coded to unit group 2314 and primary teachers are coded to unit group 2315. The earnings and hours worked by primary and secondary teachers can be compared with other occupations, but because of the limitations of sample size, occupational earnings data is only published for the UK as a whole.

The quarterly Labour Force Survey² is a survey of a random 0.25 per cent sample of the population, which has been conducted quarterly since spring 1992. The sample comprises individuals living in 60 thousand households, who remain in the survey for 5 successive quarters. Waves of the sample are overlapping. Individual-level data from the LFS is made available for further analysis by the UK Data Service in an anonymous form. The LFS questionnaire collects information on the demographic background of individuals and their labour market participation, including their earnings. The jobs held by individuals are coded using the unit group level of the 2000 and 2010 Standard Occupational Classifications. This enables differentials in the earnings of primary and secondary teachers by age group, gender, ethnic group, country of birth and disability status to be analysed. Given that data is available for individuals, it is (in principle) possible to explore the factors underlying these differentials (such as level of qualification, experience, time period and region or residence). Unfortunately, small numbers of observations limit the detail at which the data can be analysed.

The bulk of this report is concerned with the analysis of data tabulations from the DfE *School Workforce Census* (SWC), which provides an annual snapshot of the staffing levels for November of each year in all publicly funded schools in England. The Census encompasses nursery schools, primary schools, secondary schools, city technology colleges, academies, free schools, pupil referral units and special schools. It covers all teachers with a contract or service level agreement of 28 days or more, as well as all teaching assistants and other non-classroom based support staff directly employed by the school. Independent schools, sixth-form colleges, FE colleges and non-maintained Special Schools are not covered. The details of each teacher are taken from the personnel records of the school (or the local authority providing personnel management services to the school). Production of the Census involves a considerable amount of data matching and manipulation by the DfE, and hence analysis of the data to produce the annual reports on the teacher workforce only begins in the April following the Census date. Data is only made available for further analysis once the DfE’s reporting is completed (from July of each year onwards) and if the application for data is approved by a data access panel.

¹ <http://www.ons.gov.uk/ons/rel/ashes/annual-survey-of-hours-and-earnings/index.html>

² <http://www.ons.gov.uk/ons/guide-method/method-quality/specific/labour-market/labour-market-statistics/index.html>

Individual-level data from each Census (with names and national insurance numbers removed) is made available to researchers by the Department for Education. These data sets contain a subset of the variables collected in the SWC. These include the age, gender, ethnic group and disability status of each teacher, their pay and additional payments, pay grade, job level, roles, type of workplace and local education authority in which the workplace is located. Each record also contains the DfE teacher reference number. However, in a small percentage of cases this field is blank, not always because the individual is not a qualified teacher. There are also a relatively small number of duplicate cases in the data. The data set supplied to the project by the DfE contained no information on the nature of the contract or hours worked, which meant that it was not possible to aggregate these records to create a “full-time equivalent” teacher, comparable with that used in the statistical reports produced on the SWF by DfE. Therefore, there will be some inconsistencies between the figures in this report and the published DfE reports.

2. TRENDS IN TEACHER EARNINGS DURING THE 21ST CENTURY

This section of the report provides an overview of the data on teacher earnings using published DfE reports and the ONS surveys discussed in the previous chapter.

2.1 Department for Education statistics

The *DfE Statistical First Report "School Workforce in England"* presents statistics on the structure of the workforce and pay for publicly-funded schools. Figure 1 presents the age and gender breakdown of teachers in England. The age profile of the teacher workforce is relatively youthful, with the two largest age groups being 25 -29 year olds and 30-34 year olds. In fact the number of teachers declines in each five year age group after the age of 30, with the largest drop occurring after 60 (which was the conventional retirement age for women until recently). Women form the majority of teachers in each age group, but the percentage of teachers who are male increases from under 20 per cent of those aged under 25 until the 40-44 age group, then remaining fairly stable at between 25 and 30 per cent of the total. Hence, one factor in the earnings differential between men and women is the higher representation of the former in the older and better paid age groups.

This can be seen from Figure 2, which presents the pattern of average (mean) pay by age and gender for teachers in publicly-funded schools (derived from the School Workforce Census) for 2014. Average pay for all male teachers in 2014 was £39,600, compared to £36,700 for all female teachers. Mean pay was lowest for teachers aged under 30 and increased fairly steadily with age until the 55 to 59 age group. Mean pay for 60 to 64 year olds was markedly lower for men and slightly lower for women. Female average pay was slightly higher than male pay for teachers under 30 and about equal in the 30-34 age group. For teachers aged from 35, male average pay was higher than female, with the gap largest for teachers in their forties and early fifties. In the 35 to 54 age range, in which male teachers are more common, the pay gap was much larger, peaking at £5,000 for 40 to 44 year olds, remaining over £4,000 until the 55-59 years age group, then falling to £1,800 for those aged 60 or more.

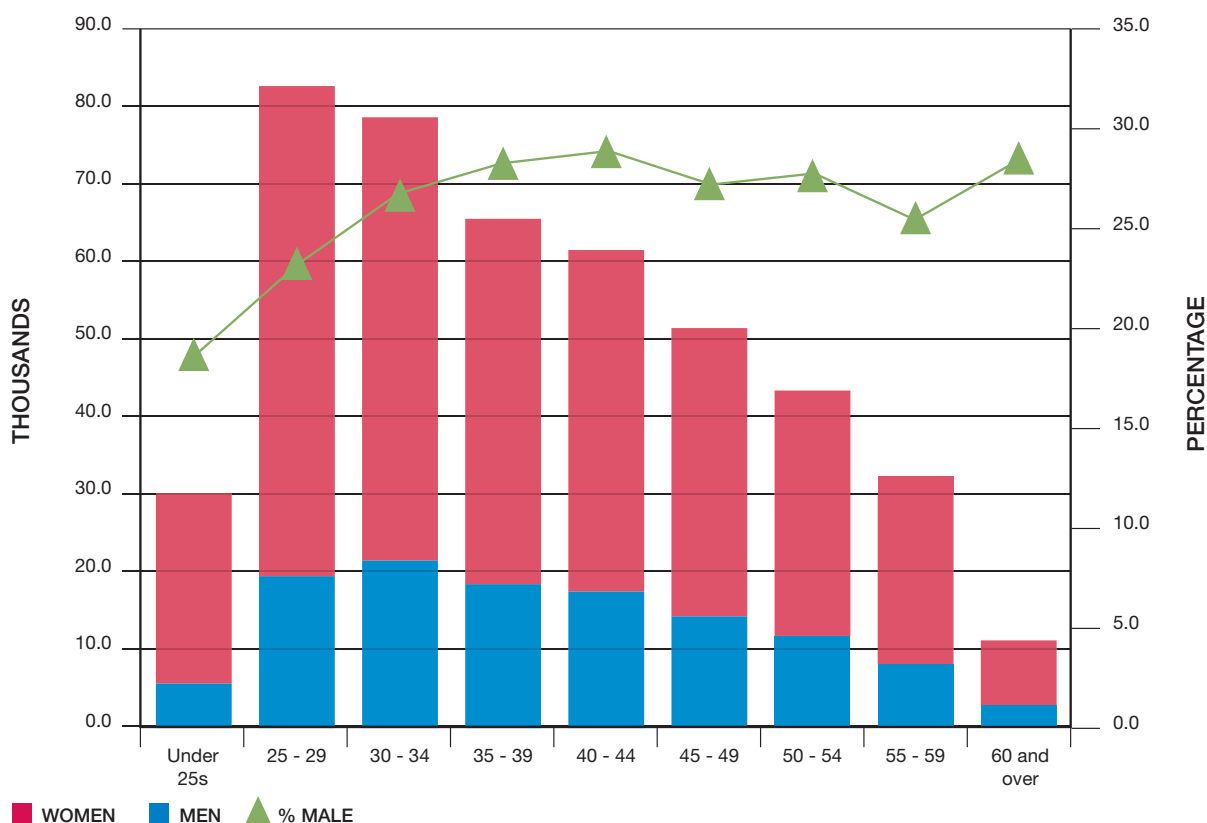
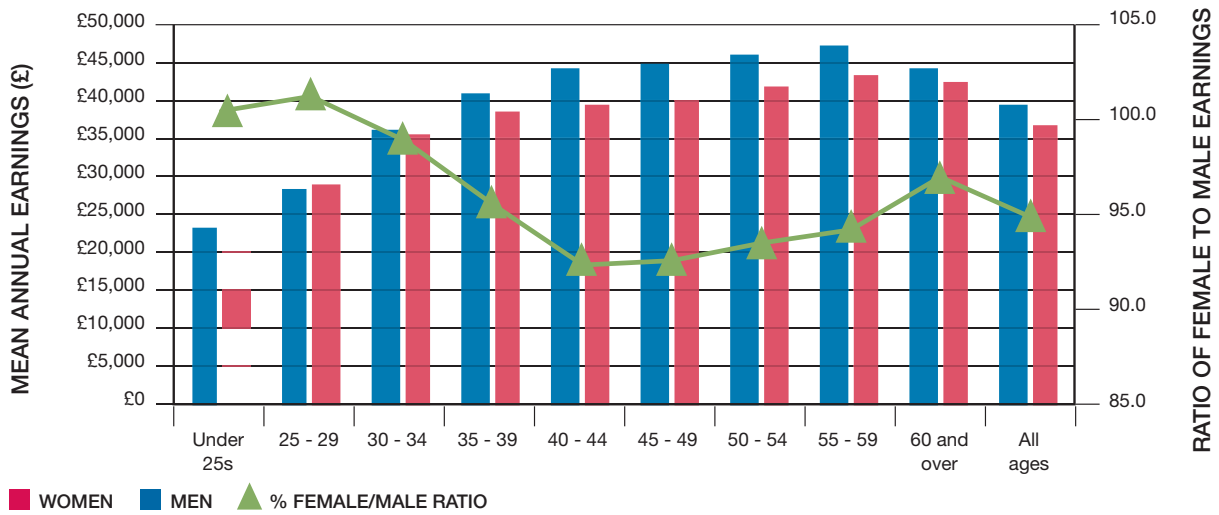


Figure 1: Number of teachers in publicly-funded schools in England by gender and age group, 2014

Source: DfE SFR21 2015.

Figure 2: Distribution of pay³ in publicly-funded schools in England by gender and age group, 2014

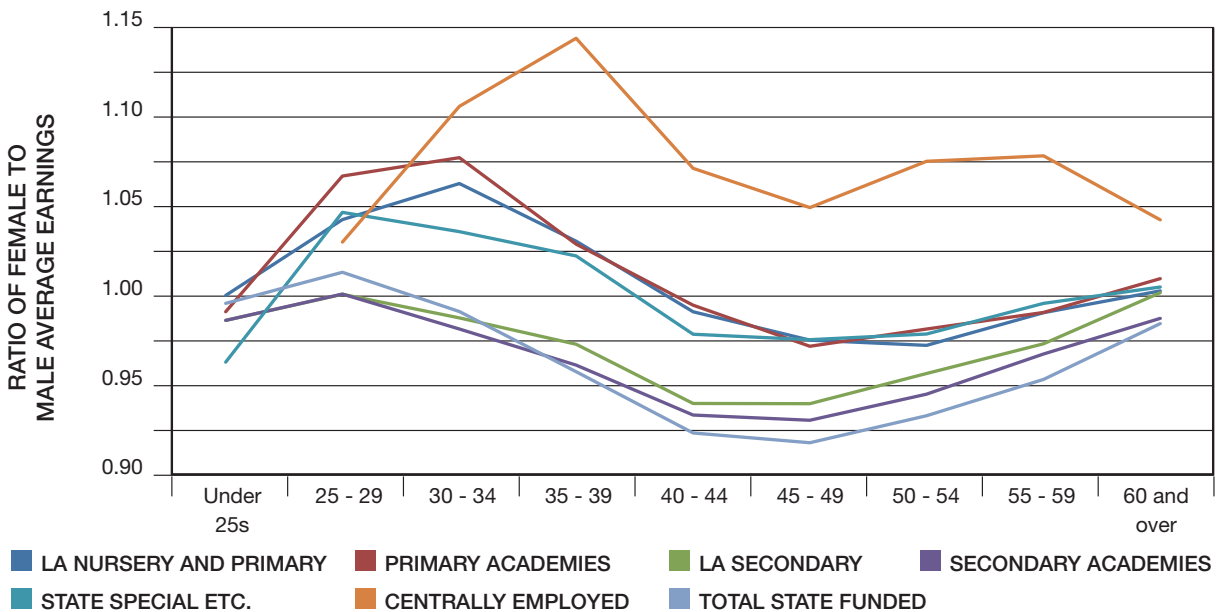


Source: DfE SFR21 2015.

Figure 3 explores the gender pay gap further, by presenting the ratio of female to male average pay by type of school for 2014. Female pay is higher than male pay for all types of school up to the 30-34 age group. The ratio falls to reach its lowest point in the 45-49 year old age group, then rises as age increases. Female teachers are paid the same or more than men across the age range in both local authority and academy nursery and primary schools, except for age groups between 40 and 54. Centrally employed female teachers are paid more than male teachers across the age range. However, women teachers are paid less than men in both local authority and academy controlled secondary schools. Female secondary teachers aged under 30 are paid more than their male equivalents, but the gender differential is reversed in older age groups, until the age of 60 is reached. The pattern of female pay being lowest relative to male is common across all sectors of education. The information presented in the DfE statistics do not permit the effect of differential receipts of Teaching and Learning Responsibility (TLR) payments upon this differential, but they do reveal that these payments are more common in secondary schools (42.9 per cent of teachers in local authority controlled schools and 38.3 per cent of teachers in academies) compared with the nursery and primary sector (19.4 of teachers in local authority controlled and 17.5 per cent of teachers in academies received TLR payments).

The reports and background data produced by the DfE do not contain the earnings of teachers by ethnic group or disability status (or any other protected characteristic).

Figure 3: Differences in mean pay in England by gender and type of school, 2014



Source: DfE SFR21 2015.

³ Pay is measured as gross pay plus allowances

2.2 ONS Annual Survey of Hours and Earnings

The Annual Survey of Hours and Earnings (ASHE) provides annual information on earnings by occupation unit group and gender. The survey yields information on full- and part-time annual, monthly, weekly and hourly earnings, the number of workers in the survey and the distribution of earnings and hours worked. Average earnings are presented as means and medians in the results of the survey. In analysing data from the ASHE, it is conventional to consider median full-time hourly earnings (excluding overtime), because this controls for differences between individuals in terms of type of contract and hours worked. The median is also a more robust average than the mean, being less strongly influenced by extreme values. The only occupational data published at a level which distinguishes school teachers is for the UK as a whole, and no breakdown other than by gender is available. Annual occupational data from the ASHE is published by the ONS on its web site for 1998 onwards⁴. This time period permits a longer term perspective on the trend in teacher pay differentials by gender and phase of education to be presented.

Table 1 and Figure 4 present the trend in median hourly earnings for male and female primary and secondary school teachers over the period from 1998 to 2014 for England. For both male and female primary and secondary school teachers, hourly pay was about 50 per cent higher at the end of the period than at the start, but the trend was not one of consistent growth. Earnings increased at a fairly constant rate until 2010, but their growth has stagnated since then (Figure 4). Indeed, male median hourly earnings declined between 2010 and 2012 and had not recovered to 2010 levels by 2014. Female earnings stagnated from 2010, rather than consistently declining. Earnings for secondary school teachers were higher than those of primary school teachers for both men and women. The differential increased from 2 to 8 per cent for male teachers, but remained fairly constant at around 3 per cent for female teachers.

Male median hourly earnings were around 8 per cent higher than female earnings for both secondary and primary school teachers at the start of the period. The differential in pay between men and women increased to between 1998 and 2002, but declined from then onwards for both secondary and primary school teachers (Figure 5). The decline was greater for primary school teachers than for secondary school teachers, and accelerated after 2007.

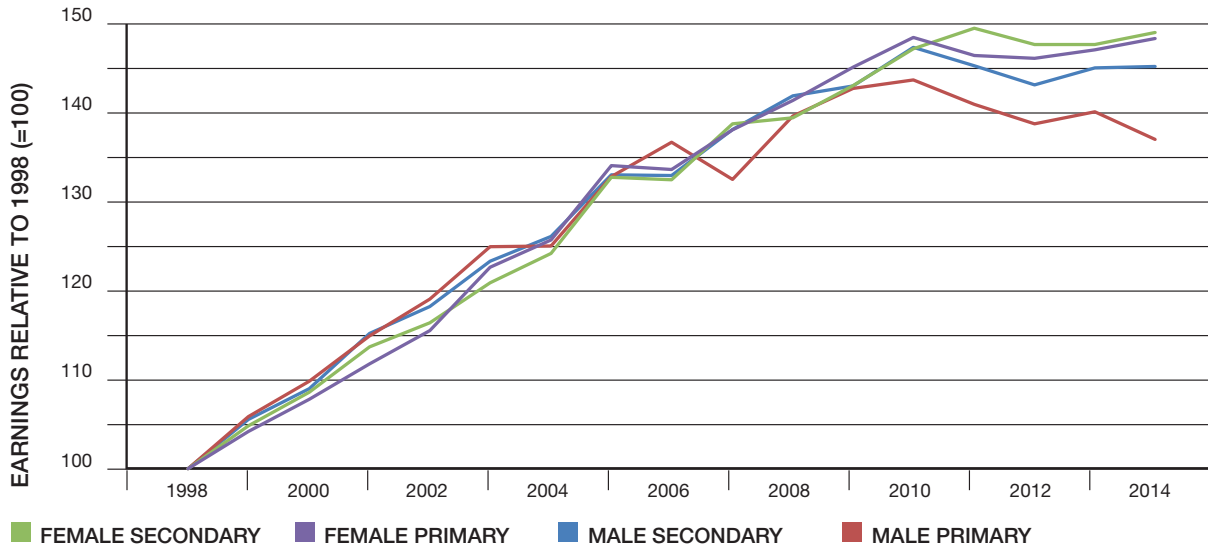
Table 1: Median hourly pay excluding overtime (£) for male and female teachers: England, 1998 to 2014

Year	Male			Female		
	Secondary	Primary	Ratio of secondary to primary (=100)	Secondary	Primary	Ratio of secondary to primary (=100)
1998	15.80	15.44	102	14.66	14.27	103
1999	16.68	16.35	102	15.37	14.87	103
2000	17.23	16.97	102	15.93	15.39	104
2001	18.22	17.76	103	16.68	15.96	105
2002	18.70	18.40	102	17.08	16.50	104
2003	19.51	19.32	101	17.74	17.52	101
2004	19.95	19.33	103	18.23	17.96	102
2005	21.05	20.54	102	19.49	19.16	102
2006	21.04	21.14	100	19.45	19.10	102
2007	21.86	20.49	107	20.38	19.74	103
2008	22.46	21.60	104	20.48	20.21	101
2009	22.64	22.08	103	21.01	20.75	101
2010	23.33	22.23	105	21.62	21.23	102
2011	23.00	21.80	106	21.96	20.94	105
2012	22.66	21.46	106	21.69	20.89	104
2013	22.96	21.67	106	21.69	21.03	103
2014	22.99	21.19	108	21.89	21.21	103

Source: Annual Survey of Hours and Earnings

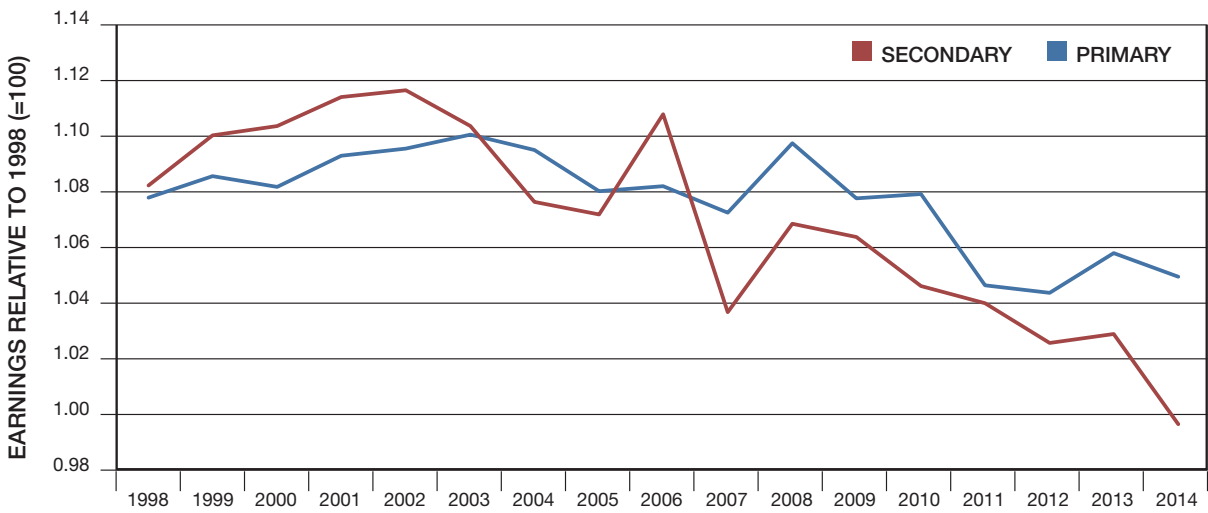
⁴ <http://www.ons.gov.uk/ons/rel/ashes/annual-survey-of-hours-and-earnings/index.html>

Figure 4: Relative change in median hourly pay for teachers in England 1998-2014 (1998=100)



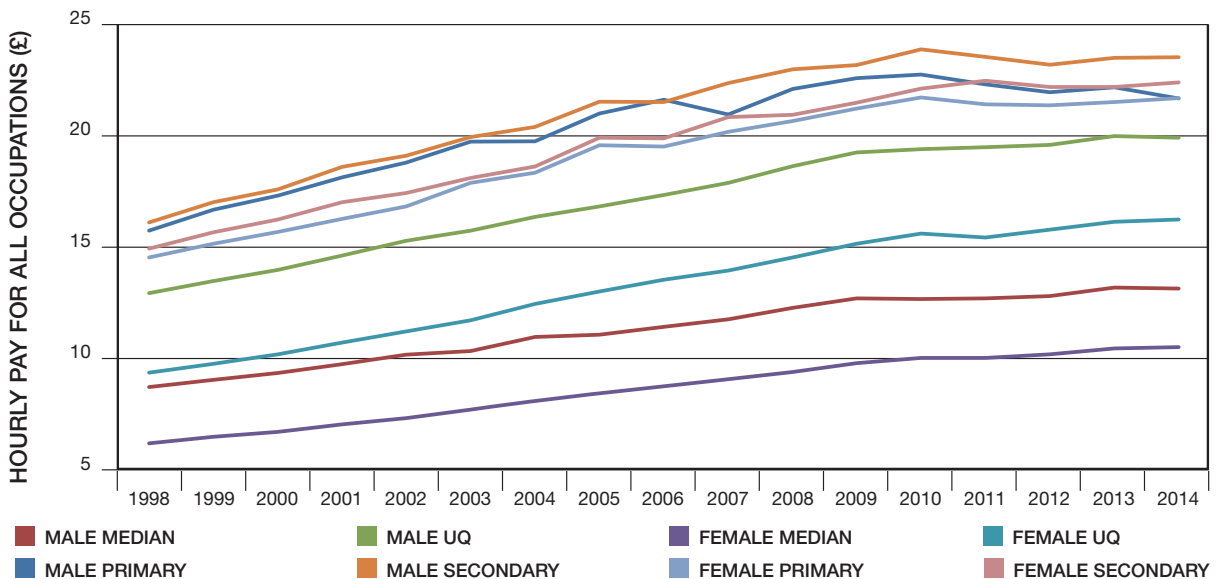
Source: Annual Survey of Hours and Earnings

Figure 5: Ratio of male to female earnings for teachers in England, 1998 to 2014



Source: Annual Survey of Hours and Earnings

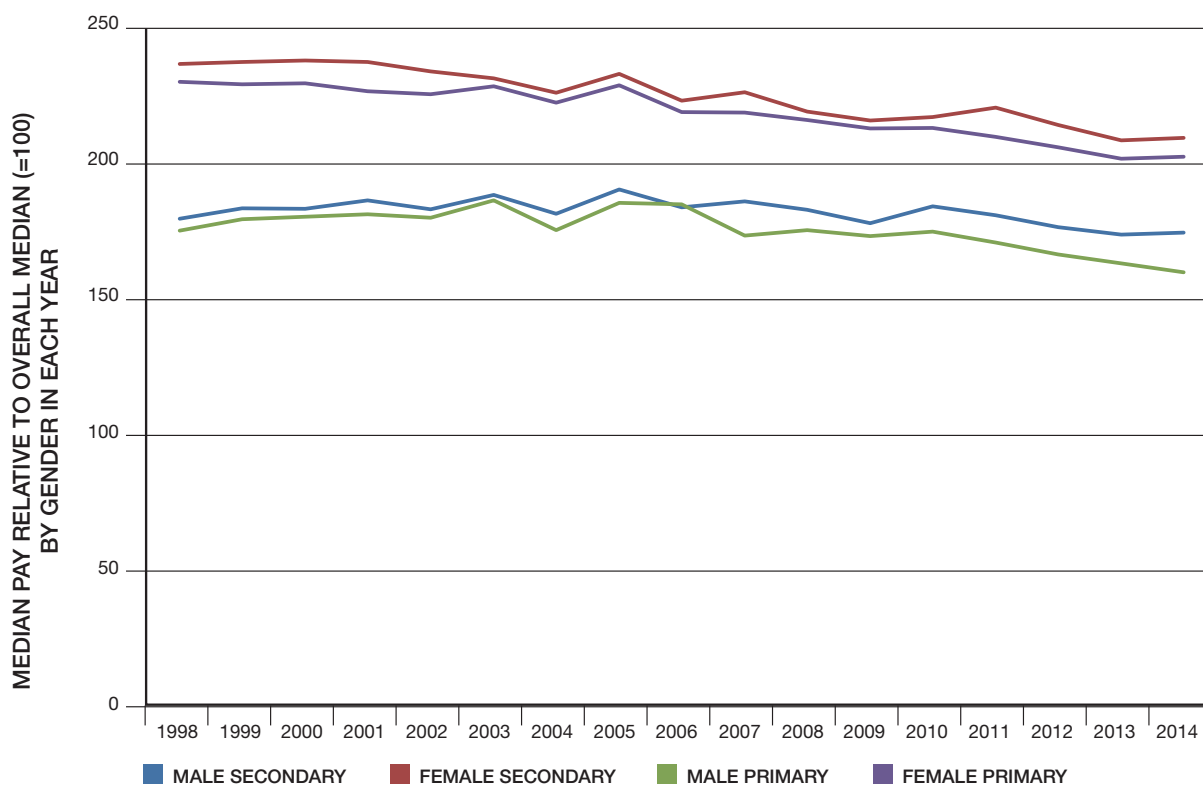
Figure 6: Hourly median earnings for teachers compared with the median and upper quartile of hourly earnings for all occupations in England, 1998 to 2014



Source: Annual Survey of Hours and Earnings

Despite the slowing in the growth of hourly earnings, teacher earnings remained well above the median for all occupations, and in fact both primary and secondary school teachers were in the highest 25 per cent of all jobs throughout this period (Figure 6). The slowdown in pay growth for teachers can be seen to mirror the slowing in the rate of pay increase in all occupations in the wake of the 2007/8 financial crisis and subsequent severe recession⁵. However, the position of both male and female teachers relative to other occupations deteriorated over this period (Figure 7). The relative decline for female teachers was greatest, from being more than 2.25 times the overall median in 1998 to just over twice the overall median in 2014. Hourly median earnings for male teachers were about 80 per cent above the median in 1998, rising to a maximum in 2005/6, then falling to about two-thirds above by 2014.

Figure 7: Ratio of male to female earnings for teachers in England, 1998 to 2014



Source: Annual Survey of Hours and Earnings

2.3 The ONS Labour Force Survey (LFS)

The LFS enables pay trends for other equality dimensions to be examined, potentially enabling the gender dimension to be broken down by age group, ethnic group and disability status. The LFS is a random survey of the entire population in private households, with a sample size of around 60 thousand households. Households are randomly selected and one individual is surveyed in five successive quarterly waves of the survey. Each quarter's data comprises data for individuals in different waves of the survey. Earnings data is collected in the first and fifth wave of the survey. The survey has been conducted quarterly from spring 1992 and hence provides a long time-series of data. However, it was decided to restrict the analysis to the period from 2002 onwards, because both the ethnic group and occupational classifications changed in 2001, resulting in a discontinuity in the time series. The analysis contrasts three sub-periods: 2002 to 2005, 2006 to 2009 and 2010 to 2013. In each of these periods, quarterly data is aggregated in order that the sample analysed is as large as possible. Each period aggregates 16 quarters of data. Even so, the number of observations for primary and secondary school teacher occupations was too small to generate reliable information for individual ethnic groups and hence the ethnicity comparison is limited to white people and ethnic minorities as a whole. Analysis is undertaken for England only. Note that there are substantial differences in average hourly earnings between the ASHE and the LFS, resulting from differences in the way in which data is collected and the definitions used. The aim of presenting LFS estimates is to provide an indication of trends in the relative earnings of people with protected characteristics. Earnings estimates from the ASHE and LFS are generally compared in the form of indices.

⁵ Cribb, J. and Joyce, R. (2015) 'Earnings since the recession', Chapter 2 of Emmerson, C., Johnson, P. and Joyce, R. (eds) *The IFS Green Budget*, London: Institute for Fiscal Studies.

Table 2 presents variations in median hourly pay by age group and gender for white and ethnic minority secondary and primary school teachers. For male secondary school teachers, hourly wages increase with age to the 40-49 age group, then decline. For women, the differential for younger teachers was smaller, and the highest mean hourly wage was experienced by 30-39 year olds. For both men and women, the relative position of 21-29 year olds declined over time,

Table 2: Teacher pay by age, phase of education and gender in England, 2002 to 2013

Primary or secondary school, age group, ethnic minority and disability status	2002-5		2006-9		2010-13	
	Median hourly pay (£)	Relative to average (=100)	Median hourly pay (£)	Relative to average (=100)	Median hourly pay (£)	Relative to average (=100)
Secondary school teachers						
Men aged 21-29	8.00	80.9	8.65	77.7	9.06	75.3
Men aged 30-39	10.94	110.6	12.58	113.0	13.31	110.6
Men aged 40-49	11.29	114.2	12.92	116.1	13.98	116.2
Men aged 50-59	10.13	102.4	11.8	106.0	13.26	110.2
Men aged 60-69	7.70	77.9	9.49	85.3	10.77	89.5
All men	9.89	100.0	11.13	100.0	12.03	100.0
Women aged 21-29	7.29	95.4	8.11	91.6	8.33	86.5
Women aged 30-39	8.50	111.3	10.00	113.0	11.22	116.5
Women aged 40-49	7.79	102.0	9.00	101.7	10.25	106.4
Women aged 50-59	7.21	94.4	8.65	97.7	9.74	101.1
Women aged 60-69	6.13	80.2	7.70	87.0	8.63	89.6
All women	7.64	100.0	8.85	100.0	9.63	100.0
Primary school teachers						
Men aged 21-29	7.82	81.0	8.66	77.9	9.11	75.8
Men aged 30-39	10.63	110.2	12.30	110.7	13.16	109.5
Men aged 40-49	11.13	115.3	12.82	115.4	13.97	116.2
Men aged 50-59	9.88	102.4	11.63	104.7	13.00	108.2
Men aged 60-69	7.70	79.8	9.56	86.0	10.92	90.8
All men	9.65	100.0	11.11	100.0	12.02	100.0
Women aged 21-29	7.29	96.2	8.23	91.8	8.41	86.2
Women aged 30-39	8.29	109.4	10.13	112.9	11.24	115.2
Women aged 40-49	7.70	101.6	9.18	102.3	10.31	105.6
Women aged 50-59	7.27	95.9	8.73	97.3	9.82	100.6
Women aged 60-69	6.25	82.5	7.54	84.1	8.74	89.5
All women	7.58	100.0	8.97	100.0	9.76	100.0
All school teachers						
Men aged 21-29	7.91	80.7	8.65	77.7	9.11	75.7
Men aged 30-39	10.77	109.9	12.46	111.9	13.20	109.7
Men aged 40-49	11.21	114.4	12.83	115.3	13.97	116.1
Men aged 50-59	10.00	102.0	11.70	105.1	13.12	109.1
Men aged 60-69	7.70	78.6	9.53	85.6	10.83	90.0
All men	9.80	100.0	11.13	100.0	12.03	100.0
Women aged 21-29	7.29	96.2	8.18	91.9	8.35	86.3
Women aged 30-39	8.38	110.6	10.10	113.5	11.22	115.9
Women aged 40-49	7.75	102.2	9.11	102.4	10.28	106.2
Women aged 50-59	7.25	95.6	8.67	97.4	9.79	101.1
Women aged 60-69	6.20	81.8	7.67	86.2	8.67	89.6
All women	7.58	100.0	8.90	100.0	9.68	100.0

Source: Labour Force Survey

while that of 50-59 year olds and 60-69 year olds improved. Overall, inequality by age increased for both genders. For primary school teachers, hourly earnings were highest for the youngest age group. Among primary school teachers, the pattern for each gender is very similar to that for secondary school teachers.

Table 3 presents hourly wage differentials by ethnic group, phase of education and gender. For male teachers, ethnic minority earnings were about seven-eighths of the average in all three time periods, for both primary and secondary schools. In contrast, the mean hourly earnings of ethnic minority female teachers were higher than those of white women in each time period, for both primary and secondary schools. However, the differential declined over the period.

Table 3: White and ethnic minority teacher pay by phase of education and gender in England, 2002 to 2013

Primary or secondary school, age group, ethnic minority and disability status	2002-5		2006-9		2010-13	
	Median hourly pay (£)	Relative to average (=100)	Median hourly pay (£)	Relative to average (=100)	Median hourly pay (£)	Relative to average (=100)
Secondary school teachers						
White men	10.00	101.1	11.32	101.7	12.16	101.1
Ethnic minority men	8.65	87.5	9.61	86.3	10.41	86.5
All men	9.89	100.0	11.13	100.0	12.03	100.0
White women	7.58	99.2	8.82	99.7	9.63	100.0
Ethnic minority women	8.33	109.0	9.35	105.6	9.91	102.9
All women	7.64	100.0	8.85	100.0	9.63	100.0
Primary school teachers						
White men	9.79	101.5	11.27	101.4	12.16	101.2
Ethnic minority men	8.56	88.7	9.35	84.2	10.43	86.8
All men	9.65	100.0	11.11	100.0	12.02	100.0
White women	7.54	99.5	8.91	99.3	9.71	99.5
Ethnic minority women	8.13	107.3	9.35	104.2	10.13	103.8
All women	7.58	100.0	8.97	100.0	9.76	100.0
All school teachers						
White men	9.88	100.8	11.30	101.5	12.16	101.1
Ethnic minority men	8.59	87.7	9.42	84.6	10.42	86.6
All men	9.80	100.0	11.13	100.0	12.03	100.0
White women	7.57	99.9	8.87	99.7	9.64	99.6
Ethnic minority women	8.23	108.6	9.35	105.1	10.02	103.5
All women	7.58	100.0	8.9	100.0	9.68	100.0

Source: Labour Force Survey

Both male and female disabled teachers had higher than average hourly earnings in each time period (Table 4). Differentials were very small for both genders for both primary and secondary school teachers, and narrowed slightly over the period 2002 to 2013.

Table 4: Teacher pay by disability status, phase of education and gender in England, 2002 to 2013

Primary or secondary school, age group, ethnic minority and disability status	2002-5		2006-9		2010-13	
	Median hourly pay (£)	Relative to average (=100)	Median hourly pay (£)	Relative to average (=100)	Median hourly pay (£)	Relative to average (=100)
Secondary school teachers						
White men	10.09	102.0	11.39	102.3	12.20	101.4
Ethnic minority men	8.65	87.5	9.98	89.7	10.90	90.6
All men	9.89	100.0	11.13	100.0	12.03	100.0
White women	7.71	100.9	9.00	101.7	9.80	101.8
Ethnic minority women	7.00	91.6	8.11	91.6	9.11	94.6
All women	7.64	100.0	8.85	100.0	9.63	100.0
Primary school teachers						
White men	9.86	102.2	11.33	102.0	12.16	101.2
Ethnic minority men	8.65	89.6	9.85	88.7	10.92	90.8
All men	9.65	100.0	11.11	100.0	12.02	100.0
White women	7.69	101.5	9.11	101.6	9.89	101.3
Ethnic minority women	6.95	91.7	8.21	91.5	9.20	94.3
All women	7.58	100.0	8.97	100.0	9.76	100.0
All school teachers						
White men	10.00	102.0	11.36	102.1	12.16	101.1
Ethnic minority men	8.65	88.3	9.89	88.9	10.92	90.8
All men	9.80	100.0	11.13	100.0	12.03	100.0
White women	7.70	101.6	9.05	101.7	9.86	101.9
Ethnic minority women	7.00	92.3	8.16	91.7	9.14	94.4
All women	7.58	100.0	8.90	100.0	9.68	100.0

Source: Labour Force Survey

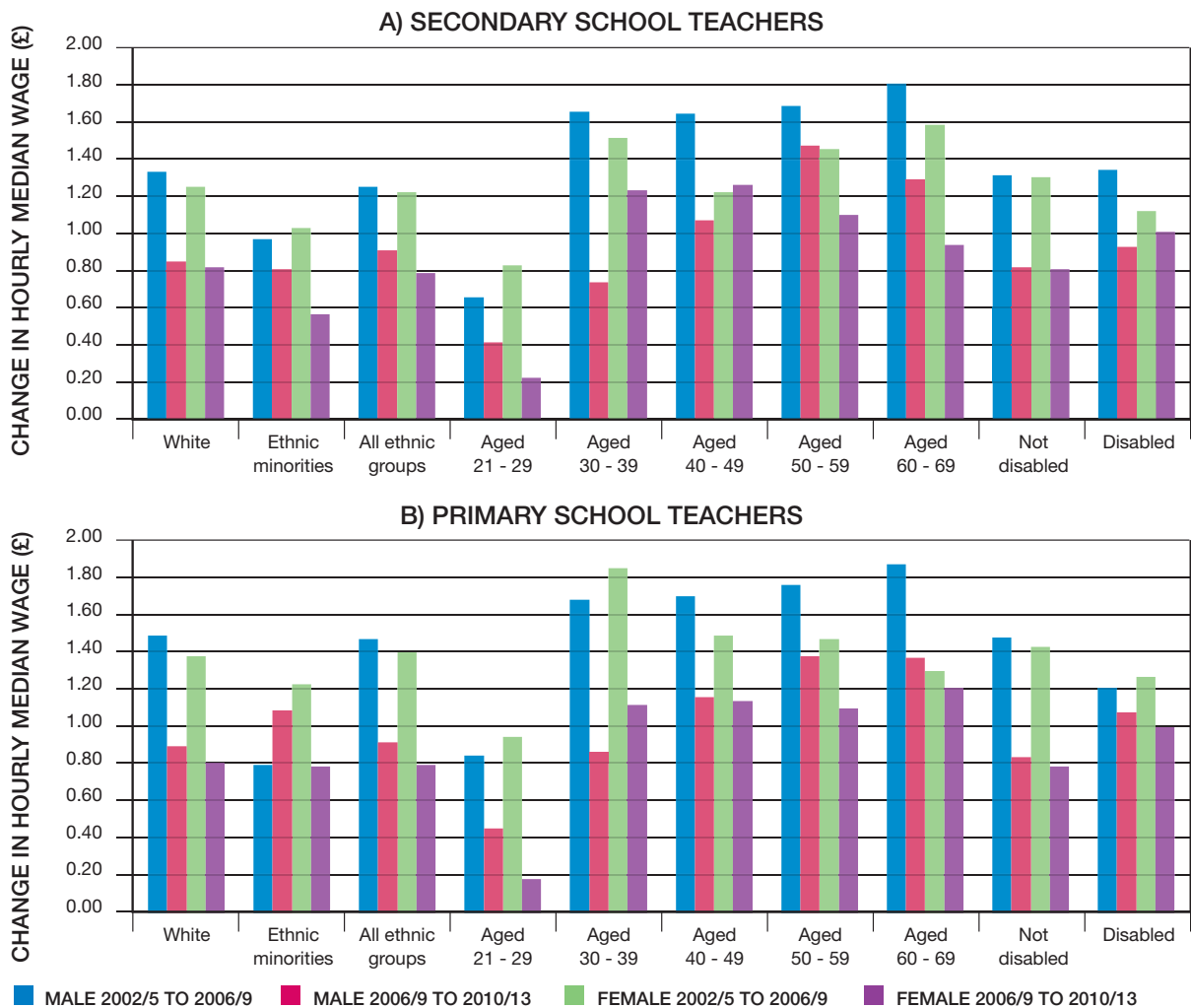
Table 5 and Figure 8 present change in median hourly earnings between 2002-5 and 2006-9 and 2006-9 to 2010-13. Pay increases were greater over the period 2002/5 to 2006/9 than for the period 2006/9 to 2010/13, reflecting the slowdown in earnings during the recession which followed the financial crisis and the capping of public sector pay increases by the Coalition Government. The increase in earnings was lower for ethnic minority than white teachers in both periods being compared in secondary schools. In primary schools, the increase was higher than for white teachers for men in the earlier period. Pay increases were lower than average for teachers aged 21 to 29 in both primary and secondary schools, for both men and women. Older teachers tended to have higher than average increases. Between 2002/5 and 2006/9, only for men in secondary schools was the increase for disabled teachers greater than average. During 2006/9 and 2010/13, the increase for disabled teachers was above average for both men and women in primary schools and for women in secondary schools. These results generally confirm the pattern of disadvantage by gender and age revealed by the ASHE and DfE statistics. There is some evidence of disadvantage for ethnic minority and disabled teachers. However, the small number of observations for analysis means that there is substantial variability in the data and it is not possible to investigate patterns in greater detail. The School Workforce Census data offers the potential to undertake more detailed analysis.

Table 5: Change in median hourly pay between 2002-5 and 2006-9 and 2006-9 and 2010-13 in England (£)

Broad ethnic group, age group and disability status	Secondary schools				Primary schools			
	Male		Female		Male		Female	
	2002/5 to 2006/9	2006/9 to 2010/13	2002/5 to 2006/9	2006/9 to 2010/13	2002/5 to 2006/9	2006/9 to 2010/13	2002/5 to 2006/9	2006/9 to 2010/13
White	1.32	0.84	1.24	0.81	1.48	0.89	1.37	0.80
Ethnic minorities	0.96	0.80	1.02	0.56	0.79	1.08	1.22	0.78
All ethnic groups	1.24	0.90	1.21	0.78	1.46	0.91	1.39	0.79
Aged 21-29	0.65	0.41	0.82	0.22	0.84	0.45	0.94	0.18
Aged 30-39	1.64	0.73	1.50	1.22	1.67	0.86	1.84	1.11
Aged 40-49	1.63	1.06	1.21	1.25	1.69	1.15	1.48	1.13
Aged 50-59	1.67	1.46	1.44	1.09	1.75	1.37	1.46	1.09
Aged 60-69	1.79	1.28	1.57	0.93	1.86	1.36	1.29	1.20
Not disabled	1.30	0.81	1.29	0.80	1.47	0.83	1.42	0.78
Disabled	1.33	0.92	1.11	1.00	1.20	1.07	1.26	0.99

Source: Labour Force Survey

Figure 8: Change in median hourly earnings for teachers in England, 2002/5 to 2010/13



Source: Labour Force Survey

3. PROFILING THE TEACHER WORKFORCE

The Department for Education School Workforce Statistical First Release series presents information on the teacher workforce, drawing upon local authority reports up to 2010 and the School Workforce Census from 2010. Figure 9 presents the trend in the number of teachers in England from 2002 to 2012. While the total number has remained broadly constant at around 450 thousand, there has been a marked relative shift of teachers away from the maintained sector and into academies. This trend accelerated rapidly after 2010.

The schools workforce data also presents information on the broad occupational breakdown of teachers in publicly-funded schools by gender and ethnic group (Table 6). While a quarter of all teachers in 2012 were male, 17 per cent of males were head or deputy heads, compared with 11.5 per cent of females. Males were more likely than females to be unqualified teachers. For both men and women, people from ethnic minorities were less likely than white people to be heads or deputy heads. They were also more likely to be unqualified teachers. The percentage of teachers in leadership roles was particularly low for Bangladeshi and Black-African teachers. Black-Caribbean men and women and Indian men were more likely than people from other ethnic minorities to be in senior posts. Black-Caribbean women were more likely than women from other ethnic groups to be deputy heads. Men of mixed parentage and from Black and Other ethnic groups and men and women from Other White ethnic groups were more likely than average to be unqualified teachers.

The remainder of the report is based upon the analysis of individual microdata from the School Workforce Censuses conducted from 2010 to 2013. The focus is on teachers with the four protected characteristics analysed in this project – gender, age, ethnicity and disability. The report aims to show how the profile of teachers has changed over this period while avoiding repetition. The patterns change little from year to year, and therefore the commentary is not repeated for each year. Descriptive tables of data for each year are placed in a series of Appendices, while the tables presented in the main body of the report focus on the most recent year (2013) and upon change over the period for which SWF data is available.

Figure 9: Number of full-time equivalent (FTE) teachers in England, 2000-2014



Note: Figures from 2002 to 2010 are for January each year, based on local authority returns. From the second entry for 2010 onwards, November figures from the School Workforce Census are presented. Source: DfE SFR15.

Table 6: Job grade by gender and ethnic group in publicly-funded schools, 2014 (percentages of teachers by gender)

Broad ethnic group, age group and disability status	Male (percentage of males from each ethnic group)				Female (percentage of females from each ethnic group))			
	Heads	Deputies and assistants	Class room and others	Unqualified teachers	Heads	Deputies and assistants	Class room and others	Unqualified teachers
White ethnic groups	6.3	12.0	75.8	5.9	3.9	8.4	83.2	4.4
White - British	6.4	12.1	75.8	5.7	4.0	8.6	83.2	4.1
White - Irish	5.7	10.6	77.1	6.6	4.0	8.2	82.2	5.6
Other white background	3.4	8.0	76.6	12.0	1.5	5.3	82.7	10.4
Ethnic minorities	1.7	7.0	81.9	9.4	1.8	6.3	85.0	6.9
Mixed parentage	2.4	6.6	80.9	10.1	2.4	6.1	84.7	6.8
White/Black Caribbean	0.0	8.0	79.1	12.8	2.6	5.6	84.2	7.7
White/Black African	3.5	0.0	89.3	7.2	3.8	8.3	83.3	4.6
White and Asian	4.8	6.2	82.3	6.7	2.6	5.8	86.8	4.8
Other mixed background	1.5	8.8	77.2	12.5	1.9	6.3	83.8	8.1
South Asian ethnic groups	1.6	7.4	83.9	7.0	1.4	5.8	86.9	6.0
Indian	2.2	9.2	82.8	5.8	1.8	6.2	86.7	5.3
Pakistani	1.3	7.7	84.2	6.8	1.3	5.7	86.6	6.3
Bangladeshi	1.3	5.2	85.2	8.3	0.0	2.2	90.3	7.4
Other Asian Background	1.1	4.3	85.3	9.2	1.5	6.8	85.1	6.5
Black ethnic groups	1.4	5.9	80.8	11.9	2.3	7.8	82.6	7.3
Black Caribbean	2.6	7.5	74.5	15.4	2.9	8.9	81.1	7.1
Black - African	0.5	4.7	85.9	9.0	1.3	5.7	85.9	7.1
Other Black background	1.6	6.0	79.5	12.9	1.8	8.1	81.2	8.9
Chinese and Other ethnic groups	1.5	9.0	79.0	10.4	1.1	5.9	82.7	10.4
Chinese	0.0	6.6	86.4	7.0	0.0	4.2	84.2	11.6
Other ethnic group	2.0	9.7	76.9	11.4	1.5	6.5	82.1	9.9
All ethnic groups	5.9	11.6	76.3	6.2	3.8	8.3	83.3	4.6

Source: DfE SFR15

4. EARNINGS AND SALARY GRADE DIFFERENTIALS BY PROTECTED CHARACTERISTIC

This section presents information on the job grades and salaries of teachers over the period 2010 to 2013. This information is derived from the variables recording position on the pay range, gross salary, additional payments and total salary⁶. The background data can be found in the Appendix, where Tables A2.1 to A2.12 present the percentage of each type of teacher in each job grade and the distribution of salaries in each sub-group being compared for 2010 to 2013. This section first presents trends in job grade before discussing salary differentials.

4.1 Point on salary range

While the point of the salary spine is a variable in the data set, it is of limited use because it was not recorded for about one-seventh (14.4 per cent in 2013) of teachers. Moreover, teachers tend to be concentrated into a few points on the pay range⁷. The percentage of teachers for whom job grade is not recorded in 2013 is highest for disabled teachers, South Asian and Black teachers, and is higher than average for men and younger and older teachers (Tables 16 to 18). Women are more likely than men to be on the Classroom Teachers' Main Pay Range and Upper Pay Range, while men are more likely to be on the Leadership Group Pay Range. Disabled teachers are most likely to be on the Classroom Teachers Upper Pay Range. This may be a reflection of age profile, since over half of teachers aged 50 and above are on this range (and the percentage of people with disabilities increases with increasing age). The percentage on the Main pay range declines with age, while the percentage on the Leadership range is highest for 50 to 59 year olds. The percentage of teachers on the Teachers Upper range is lower for all ethnic minority groups than for white teachers. The percentage of teachers from ethnic minorities on the Leadership range is much lower than for white teachers, and is particularly low for the Chinese and other and South Asian ethnic groups.

Change in the profile of teachers (for whom a pay range is recorded) across pay ranges between 2011 and 2013 is presented in Figures 10 to 12 (the period 2011 to 2013 is compared because salary information is inconsistent in 2010 and hence comparing salary grades for 2010 with 2013 might yield misleading patterns). For both men and women, and also for disabled teachers, the percentage on the Unqualified Teachers range decreased slightly, while the percentage on main ranges points 1 and 2 increased (Figure 10). This indicates new teachers entering the profession at the lowest points on the salary range. As the point on the main range increased, the percentage share of male teachers declined between 2011 and 2013. The percentage of males on the Upper range decreased, and this decrease was most marked for disabled teachers. The share of Advanced Skills Teachers fell for both genders and disabled teachers, but their percentages on the Leadership range increased.

The increase at the lower end of the main pay range was greatest for teachers aged under 30 (Figure 7). The decline in share at the higher end of both the Main and Upper salary ranges was relatively greatest for teachers aged 60 to 64. In contrast, older teachers displayed the greatest increase in the percentage share of teachers on the Leadership range.

The increase in share at the lowest end of the Main range was greatest for teachers from Chinese and Other ethnic groups, followed by Black ethnic groups and teachers of mixed parentage. These ethnic groups were thus experiencing the highest rates of entry into the most junior salary points. The percentage share at the top of the Main range increased substantially for the Chinese and Other ethnic group, while the share at the top of the Upper range declined. The share of all minority ethnic groups on the Leadership range increased between 2011 and 2013.

⁶ In the majority of cases, the variable 'total pay' equals the sum of the values recorded for gross pay plus total additional payments. In some instances, this is not the case or total pay is not recorded. A new pay variable was calculated, set to equal total pay when it is recorded or the sum of gross pay and total additional payments.

⁷ 48.5 per cent of all teachers were recorded in the data set as being on the highest point of the Classroom Teachers' Main Pay Range or the Teachers Upper pay range in 2013, with 20 per cent at the top point of the "Upper" pay range.

Figure 10: Change in distribution of teachers by pay grade, gender and disability, 2011 to 2013

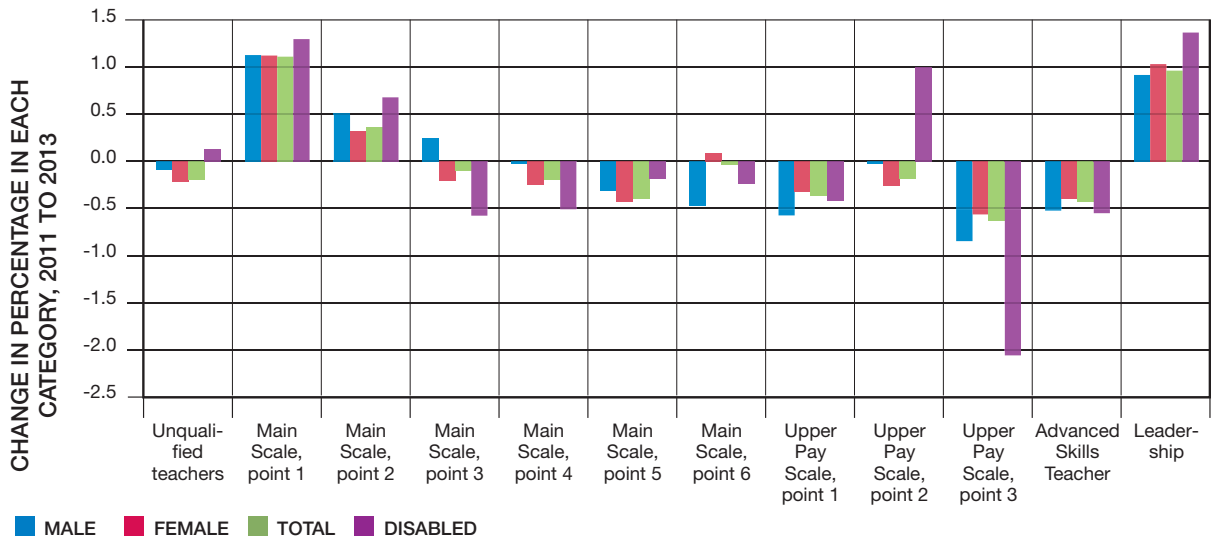


Figure 11: Change in distribution of teachers by pay grade and age group, 2011 to 2013

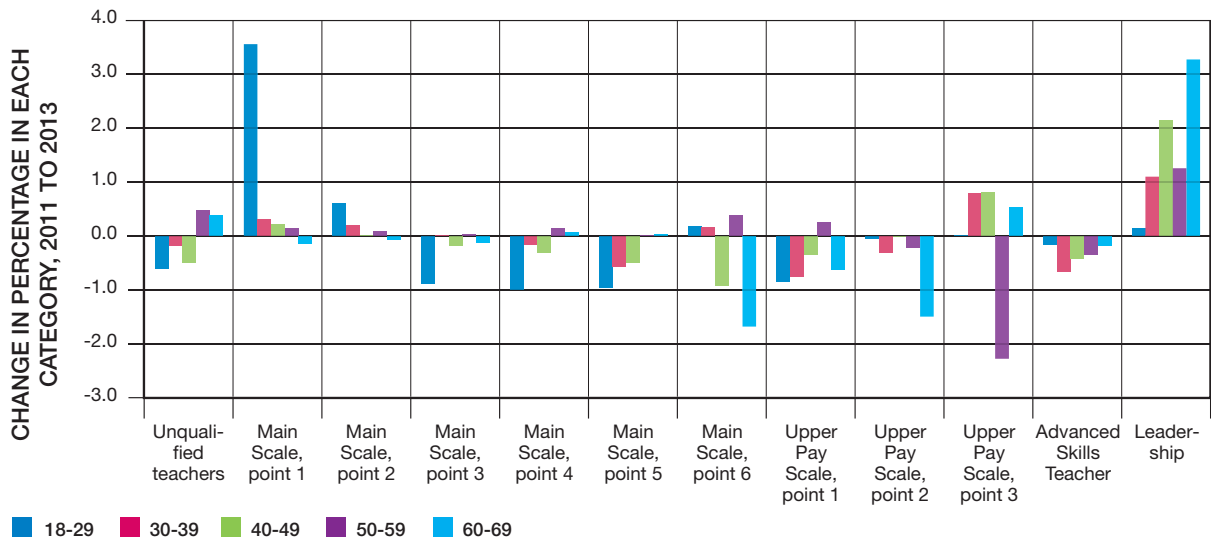
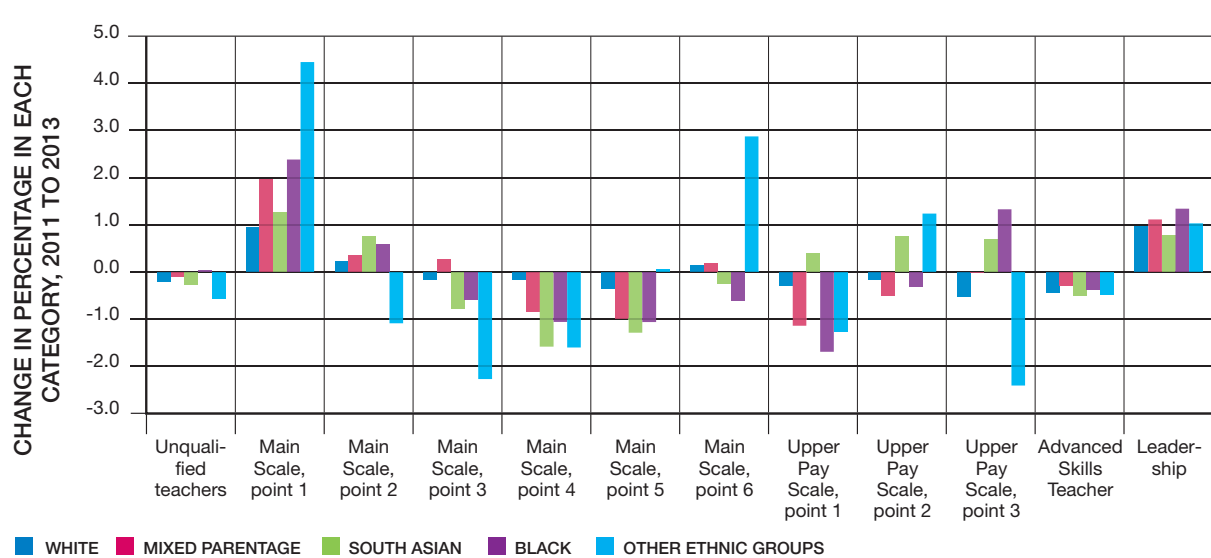


Figure 12: Change in distribution of teachers by pay grade and ethnic group, 2011 to 2013

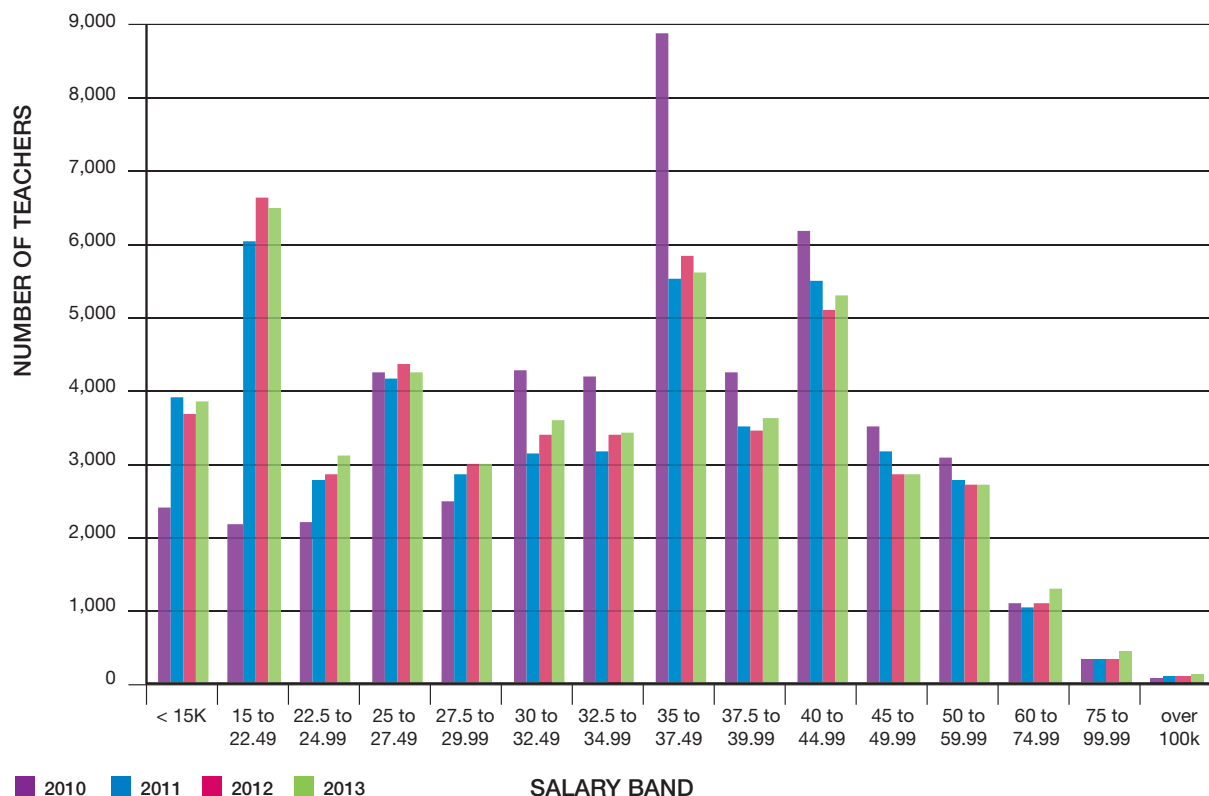


4.2 Differentials and trends in pay

In contrast to job status, information on pay received is recorded for nearly all teachers. In order to provide a better indication of differences in the distribution of earnings than would be achieved by calculating average salaries for each type of teacher, total pay was classified into 15 bands (from under £15,000 to over £100,000 per annum) and the percentage of teachers in each band calculated.

Figure 13 presents the earnings distribution for all teachers over the four years of the School Workforce Census, from 2010 to 2013. It demonstrates broad stability over time, but there does seem to be some increase in the percentages in earnings bands below £35,000 between 2010 and 2013 and a decline in the percentages in some of the pay bands over £40,000. The percentage paid over £60 thousand increased between 2011 and 2013. However, the distribution of earnings in 2010 is quite different to the later years, with a marked spike in the £35-£37.49 thousand and £40 to 44.00 thousand pay bands and much smaller percentages in the lower pay bands. This indicates that pay data for 2010 (the first year of the Census) might have been anomalous. Therefore, the subsequent pay comparisons presented in this report only apply to the period 2011 to 2013.

Figure 13: Earnings distribution for all teachers in the School Workforce Census by year



Differentials in earnings for 2013 are presented in Tables 7 to 9. The largest category for men is the pay band £40-45 thousand per annum, while that for women is £15 to £22.5 thousand (Table 7). This probably reflects a much higher percentage of women in part-time posts (not recorded in the data set), but there is also a secondary peak in the distribution for women in the £35 to £37.5 thousand pay range (which is a secondary peak for men). The most frequent pay band for disabled people is £15 to £22.5 thousand, followed by £35 to £37.5 thousand, again probably reflecting greater frequency of part-time working and the relatively high percentage of disabled teachers on the Teachers Upper pay range.

Table 7: Pay range and earnings differentials by gender and disability, 2013

Pay range and pay level	Total	Percentage of category			
		Total	Disabled	Male	Female
Pay range					
Not specified	33585	6.8	12.0	8.8	6.1
Advanced Skills Teachers	1965	0.4	0.3	0.4	0.4
Excellent Teacher	271	0.1	0.0	0.1	0.1
Leadership	63543	12.9	11.7	17.0	11.6
National Joint Council (Local Government Services)	707	0.1	0.5	0.1	0.1
Other	29437	6.0	3.7	6.4	5.9
Soulbury	547	0.1	0.6	0.1	0.1
Teachers	164282	33.4	26.6	29.4	34.7
Teachers Upper	187397	38.1	41.8	35.1	39.0
Unqualified Teachers from September 2008	10727	2.2	2.9	2.7	2.0
Total	492461	100.0	100.0	100.0	100.0
Pay level (£000s)					
<15K	38244	7.8	7.4	4.7	8.8
15-22.49	64474	13.1	13.4	7.8	14.8
22.5-24.99	30742	6.2	5.1	5.0	6.7
25-27.49	42244	8.6	8.0	7.7	8.9
27.5-29.99	29675	6.0	5.9	5.1	6.3
30-32.49	35555	7.2	6.1	6.5	7.5
32.5-34.99	33891	6.9	6.6	6.2	7.1
35-37.49	55584	11.3	12.9	11.8	11.1
37.5-39.99	35956	7.3	8.0	8.2	7.0
40-44.99	52676	10.7	10.4	14.2	9.6
45-49.99	28303	5.7	6.6	7.9	5.0
50-59.99	26905	5.5	5.7	8.3	4.6
60-74.99	12830	2.6	2.7	4.4	2.0
75-99.99	4239	0.9	1.0	1.8	0.5
over 100k	1143	0.2	0.3	0.5	0.1
Total	492461	100.0	100.0	100.0	100.0

Teachers from ethnic minority groups tend to be more likely to be in the lower end of the pay distribution (Table 8), with 42.1 per cent of Chinese and Other and 37.8 per cent of mixed parentage teachers earning less than £27.5 thousand per annum (compared with 35.6 per cent of white teachers). On the other hand, the percentage in each pay band from £35 thousand to £75 thousand per annum was higher for Black teachers than for teachers from any other ethnic group. Black teachers are also less likely than teachers from other ethnic groups to be in the lower pay bands. The most frequent pay band for South Asian teachers is £25 to £27.5 thousand, with the next most frequent being £15 to £22.5 thousand, £35 to £37.5 thousand and £40 to 45 thousand.

Table 8: Pay range and earnings differentials by ethnicity, 2013

	Percentage of ethnic group					
	White	Mixed	South Asian	Black	Other	All
Pay range						
Not specified	6.4	8.3	11.1	11.6	8.7	6.8
Advanced Skills Teachers	0.4	0.5	0.5	0.5	0.6	0.4
Excellent Teacher	0.1	0.0	0.0	0.0	0.1	0.1
Leadership	13.5	9.1	7.0	9.1	4.6	12.9
National Joint Council (Local Government Services)	0.1	0.2	0.1	0.1	0.1	0.1
Other	6.0	6.8	5.7	7.3	7.8	6.0
Soulbury	0.1	0.1	0.0	0.0	0.0	0.1
Teachers	32.6	45.2	41.6	34.4	46.2	33.4
Teachers Upper	38.8	25.9	31.2	33.0	25.4	38.1
Unqualified Teachers from September 2008	2.0	4.0	2.7	4.0	6.4	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	7.8	6.3	5.7	5.3	10.4	7.8
15-22.49	13.3	12.2	11.2	5.8	13.3	13.1
22.5-24.99	6.2	6.8	6.1	3.0	5.5	6.2
25-27.49	8.3	12.5	11.5	8.8	12.9	8.6
27.5-29.99	6.0	7.4	7.6	6.2	7.1	6.0
30-32.49	7.1	8.8	8.9	8.2	8.3	7.2
32.5-34.99	6.9	7.3	7.6	6.6	6.0	6.9
35-37.49	11.3	10.1	10.8	12.3	9.8	11.3
37.5-39.99	7.4	6.4	7.6	7.6	6.4	7.3
40-44.99	10.7	9.1	10.2	14.3	9.1	10.7
45-49.99	5.6	5.7	5.8	10.4	5.9	5.7
50-59.99	5.5	4.7	4.6	7.7	3.4	5.5
60-74.99	2.7	1.9	1.8	2.8	1.4	2.6
75-99.99	0.9	0.5	0.4	0.8	0.3	0.9
over 100k	0.2	0.3	0.2	0.2	0.3	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Around three-fifths of teachers aged under 30 are paid less than £27.5 thousand per annum (Table 9). However, for teachers aged over 30, there are marked similarities in the distribution across pay levels between ten-year age groups. The largest categories are £15-£22.5, £35 to £37.5 and £40 to £45 thousand per annum. The percentage falling into the lowest paid category declines with age up to the 50-59 year old age group, afterwards increasing. Similarly, the percentages in the highest paid categories increase then decrease with increasing age. Over a fifth of teachers aged 60 and above are paid under £15 thousand per annum, probably again reflecting the significance of part-time working for this age group.

Table 9: Pay range and earnings differentials by age group, 2013

Pay range and level of pay	Percentage of each age group					
	under 30	30-39	40-49	50-59	60-64	All ages
Pay range						
Not specified	7.5	6.8	6.5	6.5	7.3	6.8
Advanced Skills Teachers	0.1	0.5	0.5	0.5	0.4	0.4
Excellent Teacher	0.0	0.1	0.1	0.1	0.1	0.1
Leadership	1.2	10.8	18.9	21.8	17.8	12.9
National Joint Council (Local Government Services)	0.2	0.1	0.1	0.1	0.2	0.1
Other	6.9	6.0	5.6	5.5	5.3	6.0
Soulbury	0.0	0.0	0.1	0.3	0.5	0.1
Teachers	76.6	29.6	18.5	11.2	9.7	33.4
Teachers Upper	4.2	44.7	47.6	51.9	56.3	38.1
Unqualified Teachers from September 2008	3.3	1.5	2.0	2.2	2.5	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	4.4	7.3	8.9	9.1	21.1	7.8
15-22.49	20.4	12.1	10.9	8.7	14.0	13.1
22.5-24.99	15.4	4.3	3.5	2.6	3.9	6.2
25-27.49	22.0	6.2	4.4	3.0	3.1	8.6
27.5-29.99	11.9	5.4	4.0	3.3	3.2	6.0
30-32.49	10.6	8.2	5.6	4.3	3.4	7.2
32.5-34.99	6.6	9.6	5.9	4.4	3.4	6.9
35-37.49	4.0	13.0	13.4	14.4	11.0	11.3
37.5-39.99	2.1	9.5	8.4	8.6	6.2	7.3
40-44.99	1.7	12.7	13.2	14.8	10.1	10.7
45-49.99	0.6	6.0	7.9	8.5	5.9	5.7
50-59.99	0.3	4.4	8.4	9.4	6.5	5.5
60-74.99	0.1	1.1	4.1	6.0	5.1	2.6
75-99.99	0.0	0.3	1.2	2.4	2.1	0.9
over 100k	0.0	0.1	0.2	0.7	0.9	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Change in the pay distribution between 2011 and 2013 is depicted in Figures 14 to 16. The measure presented is the difference in the percentage of all teachers falling into each pay band between 2011 and 2013. There was an increase in the share of teachers paid under £25 thousand per annum, but a decrease in the percentage paid from £40 to £60 thousand. There is a strong gender contrast, with men experiencing this trend much more strongly than women in the £40 to £45 thousand pay range, but the decline being greater for women in the £45 to £60 thousand pay range (Figure 10). However, the increase in the share of teachers paid £60 to £75 thousand was greater for men than women. The relative decline in numbers paid £40 to £60 thousand was less for disabled teachers.

The share of teachers from all minority ethnic groups receiving pay at the lower end of the pay range increased between 2011 and 2013 (Figure 15). Percentages earning between £27.5 and £30 thousand and £40 to 60 thousand declined, while the share earning £60 to 75 thousand increased. Changes for teachers of mixed parentage and from the Chinese and Other ethnic groups were exaggerated relative to other ethnic groups. The increase in the percentage earning over £60 thousand was greater for older teachers than younger teachers, but the decrease in the percentage earning under £15 was greatest for those aged over 60 (Figure 12).

Figure 14: Change in percentage share in each salary band for men, women and disabled teachers, 2010-2013

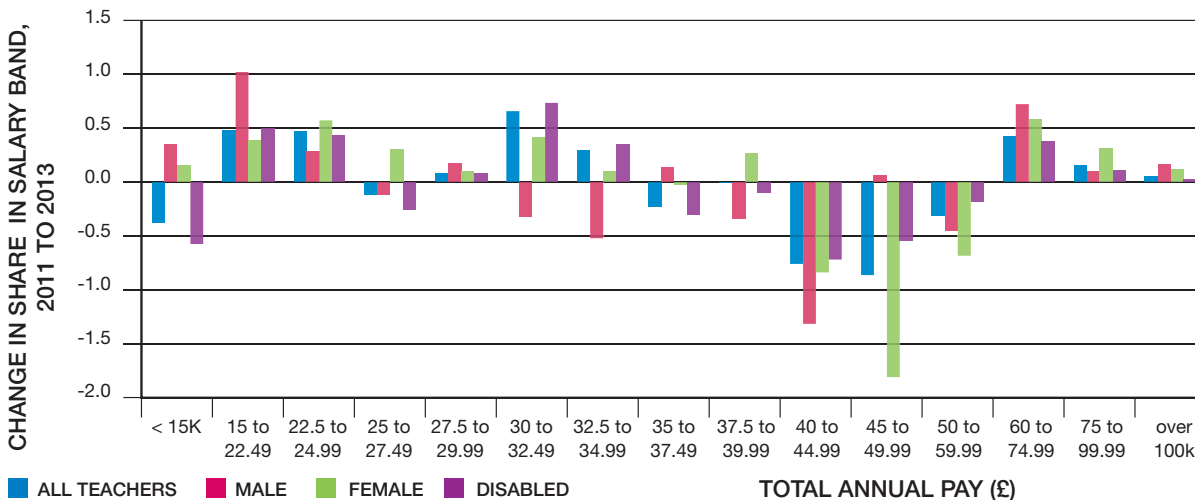


Figure 15: Change in percentage share in each salary band by ethnic group, 2010-2013

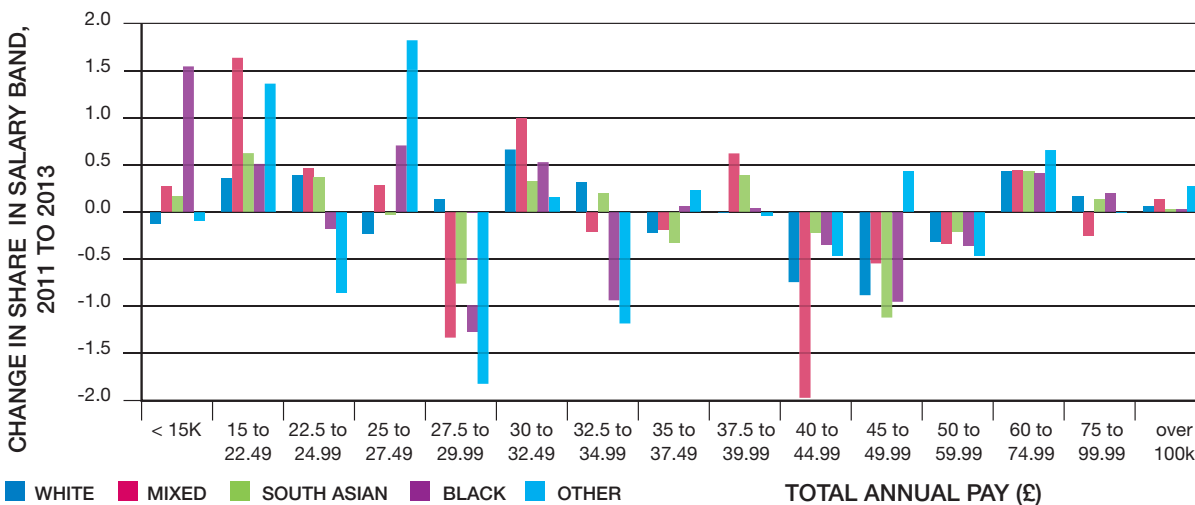
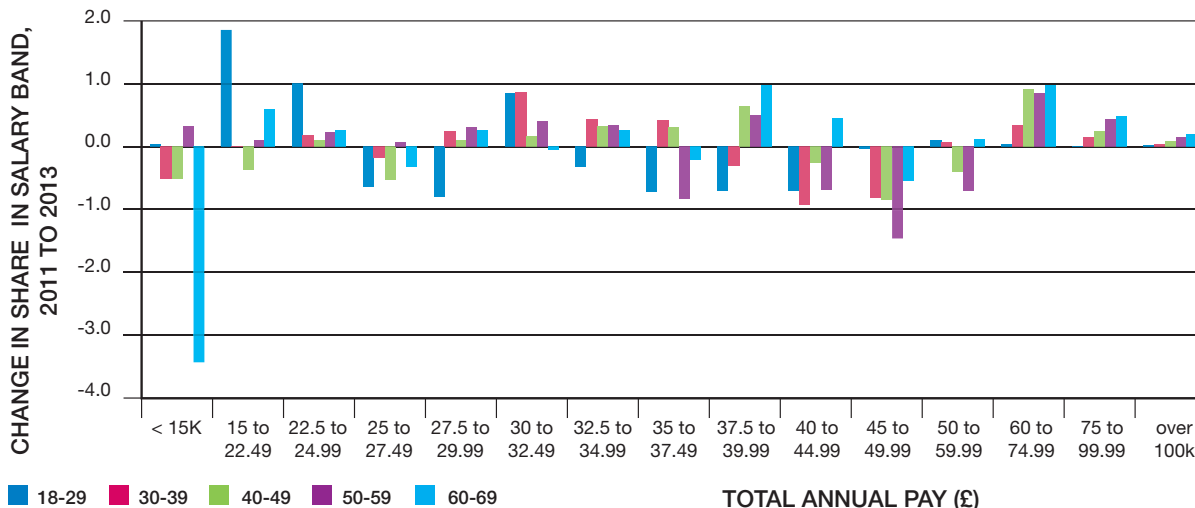


Figure 16: Change in percentage share in each salary band by age group, 2010-2013



Having considered the distribution of earnings, the focus now switches to median earnings. Table 10 presents median pay by gender, age group, detailed ethnic group and disability for each year from 2011 to 2013. The median for each group is also presented as a value relative to the overall median for all teachers. The overall median actually fell over this period by nearly a thousand pounds, but this was due to the changing composition of the workforce. Median pay for both men and women increased and the differential of male pay relative to the average increased, while the relative pay disadvantage of women reduced slightly.

Table 10: Median pay by characteristic of teacher, 2011-2013

Gender, age group, detailed ethnic group and disability	Median pay (£)			Relative to all teachers (=100)		
	2011	2012	2013	2011	2012	2013
Gender						
Male	36756	36756	36952	108.2	112.5	112.0
Female	31552	31552	31868	92.9	96.6	96.6
Age group						
Aged under 30	26668	25591	25550	78.5	78.3	77.4
Aged 30-39	34181	34181	34523	100.6	104.6	104.6
Aged 40-49	36725	36716	36848	108.1	112.4	111.7
Aged 50-59	37795	37445	37551	111.2	114.6	113.8
Aged 60-64	31552	31552	33564	92.9	96.6	101.7
All ages	33981	32679	32999	100.0	100.0	100.0
Ethnic group						
White British	34087	33043	33197	100.3	101.1	100.6
White Irish	34087	32630	32289	100.3	99.9	97.8
Any Other White Background	32440	32145	32664	95.5	98.4	99.0
White and Black Caribbean	31552	30901	30378	92.9	94.6	92.1
White and Black African	32588	31775	31868	95.9	97.2	96.6
White and Asian	31446	30200	31446	92.5	92.4	95.3
Any Other Mixed Background	32615	31552	31868	96.0	96.6	96.6
Indian	33282	33020	33261	97.9	101.0	100.8
Pakistani	31552	31398	31644	92.9	96.1	95.9
Bangladeshi	31446	31446	31049	92.5	96.2	94.1
Any Other Asian Background	34181	32664	32665	100.6	100.0	99.0
Black African	35218	35447	35529	103.6	108.5	107.7
Black Caribbean	36716	36709	36895	108.0	112.3	111.8
Any Other Black Background	35777	35645	35568	105.3	109.1	107.8
Chinese	30080	30196	30250	88.5	92.4	91.7
Any Other Ethnic Group	33865	33865	34100	99.7	103.6	103.3
Refused	34181	34181	34204	100.6	104.6	103.7
Disabled	34181	34181	34523	100.6	104.6	104.6

Teachers aged under 30 earned less than four-fifths of the average, and their relative disadvantage increased. In contrast, those aged over 30 earned more than average, and their positive differential relative to all teachers increased between 2011 and 2012. Teachers aged 50 to 59 had the highest relative earnings. Disabled teachers earned slightly more than average, and this positive differential was higher in 2013 than 2011.

Turning to ethnic group, relative earnings were highest for Black-Caribbean, Black-Other and Black-African teachers. Indian, White-British and White-Irish earnings were close to the overall median. Median earnings for teachers from all mixed parentage groups remained well below average throughout this period. Median earnings were lower for Pakistani and Bangladeshi teachers, but lowest for Chinese teachers. For most ethnic groups, differentials relative to the overall median narrowed between 2011 and 2013, but the relative position of White-Irish teachers deteriorated.

Table 11 compares change in median earnings of men and women by age group, broad ethnic group and disability. Median earnings for women increased by 1 per cent compared to 0.7 per cent for men. However, median earnings for men declined in all age groups up to the age of 60, most rapidly for men aged less than 30, and only increased for men aged 60 to 64. Earnings also fell (at a slower rate) for women aged less than 40, but increased for all older age groups, with the fastest increase being again for 60-64 year olds. Median earnings for disabled men remained constant, while those for disabled women declined slightly.

Median earnings increased by 1 per cent for both white men and women. Amongst minority ethnic groups, earnings trends were much more favourable for men than for women. The exception was for Black ethnic groups, where male earnings declined while female earnings increased. For people of mixed parentage, median female earnings declined at a much faster rate than those of men. The fastest rate of increase in earnings was for men from the Chinese and Other ethnic groups.

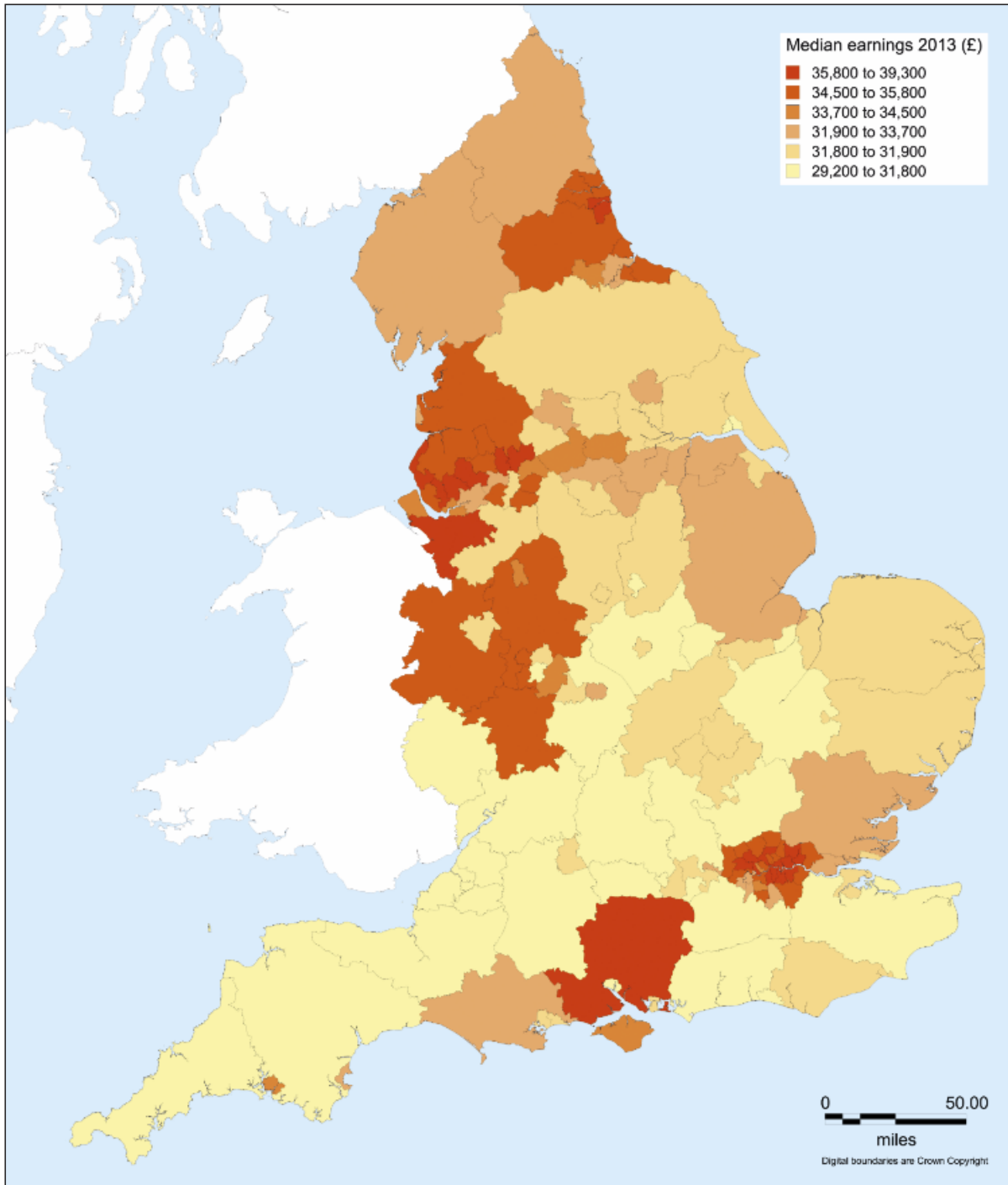
Table 11: Change in median pay by characteristic of teacher, 2011-2013

Age group, ethnic group and disability	2011		2013		Percentage change, 2011-13	
	Male	Female	Male	Female	Male	Female
Age group						
under 30	26203	26674	25420	25757	-3.0	-3.4
30-39	37146	34080	36955	33865	-0.5	-0.6
40-49	40980	34181	40740	35042	-0.6	2.5
50-59	41217	36756	40979	37124	-0.6	1.0
60-64	34181	30715	34614	32971	1.3	7.3
All ages	36756	31552	37029	31868	0.7	1.0
Ethnic group						
White	36756	31552	37124	31868	1.0	1.0
Mixed parentage	34181	31552	33992	30615	-0.6	-3.0
South Asian	35447	31552	35801	31761	1.0	0.7
Black	36387	36387	35926	36654	-1.3	0.7
Other	32680	29405	34820	29159	6.5	-0.8
Disabled	36756	33843	36773	33636	0.0	-0.6

4.3 Geographical differentials in earnings, 2013

Other than the (higher) pay spines for Inner and Outer London and the London Fringe, pay rates do not vary regionally within England. Even so, Figure 17 reveals that there were marked geographical variations in median pay between Unitary Authorities and Counties (former Local Education Authorities) in 2013. Levels of pay comparable to Inner London were prevalent in the larger urban local authorities of North West England, on Tyneside and Hampshire. Median pay similar to Outer London was experienced in much of the rest of the North West, the more urbanised North East and the less urbanised areas of the West Midlands. Median earnings were lower in the southern and eastern areas of England.

Figure 17: Median earnings by local education authority, 2013



Within this pattern the differential between overall median pay and that of sub-groups within the teacher workforce varied within England. Median male earnings were 10 per cent above the average for all sections of the workforce, varying from 89.4 to 125 per cent of the average (Table 12). However, in half of all unitary authorities and counties, the male median lay in the range between 7.5 per cent and 14.1 per cent above the overall median. In contrast, median female earnings were only 96.2 per cent of the overall median, with the ratio for half of all unitary authorities and counties lying between 93.2 and 98.7 per cent of the overall median. Clearly, across most of England, there was a marked gender divide, with female teachers disadvantaged. The group most disadvantaged in terms of earnings were young teachers. Half of under 30 year olds earned between 73.8 and 79.8 per cent of the median, with the maximum being 86.5 per cent of the overall median. The ratio of median earnings to the overall median was highest for 50 to 59 year olds, with 75 per cent earning comfortably more than the local median. The ratio of median earnings by age to the overall median followed a similar pattern to average earnings, rising with age to the 50 to 59 year old age group, then falling for 60 to 64 year olds.

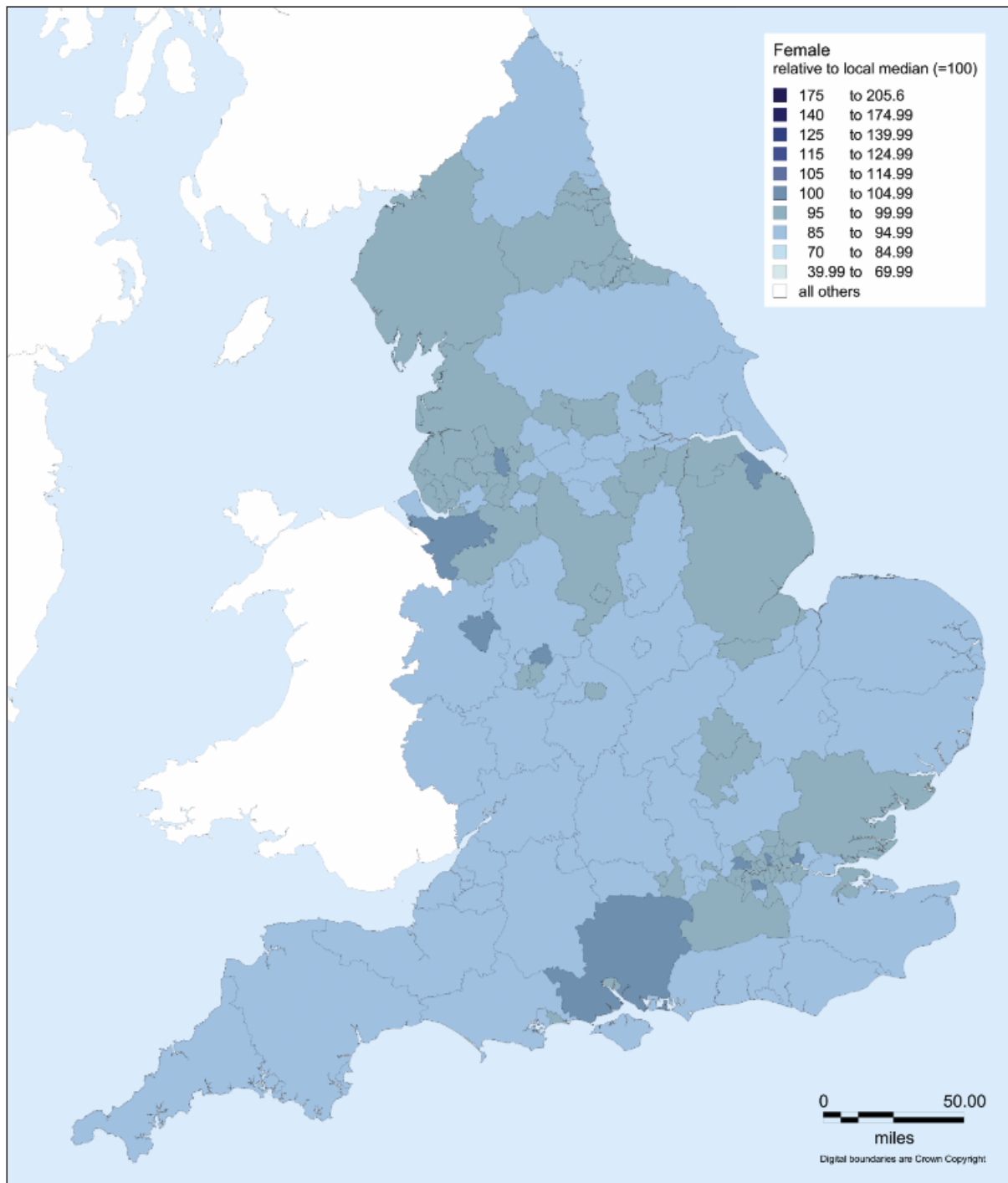
Table 12: Change in median pay by characteristic of teacher, 2011-2013

	Distribution of earnings as a percentage of local median across counties and unitary authorities				
	Minimum	Lower quartile	Median	Upper quartile	Maximum
Gender					
Male	89.4	107.5	110.2	114.1	125.0
Female	87.9	93.2	96.2	98.7	101.6
Age group					
Aged under 30	68.2	73.8	77.8	79.8	86.5
Aged 30-39	87.1	100.4	103.0	106.5	114.0
Aged 40-49	100.0	107.8	110.6	113.7	132.9
Aged 50-59	95.8	114.2	116.5	119.4	132.0
Aged 60-64	46.4	87.0	100.5	108.4	139.1
Ethnic group					
White	96.9	100.0	100.0	100.6	107.0
Mixed parentage	40.0	85.0	92.6	99.3	123.4
South Asian	70.9	89.3	94.3	100.0	116.8
Black	64.8	100.0	103.8	108.9	168.7
Other	0.0	73.8	89.3	103.7	205.5
Disabled	43.7	91.4	101.1	110.4	176.8

The median is closest to the overall median for white teachers, and variation around the median is also smallest for white teachers – ranging from 96.9 to 107 per cent of the overall median. The greatest variation was for teachers from the Other ethnic group, followed by those of mixed parentage. The Black group is the only minority ethnic group for which the median was above average, with more than three-quarters having earnings at or above the local median. The median wage for disabled teachers was just above the average, but there was extreme variation in the ratio of their median earnings to the local median. This ranged from under half to 70 per cent above the median. Half of disabled teachers earned between 91.4 and 110.4 per cent of the local median.

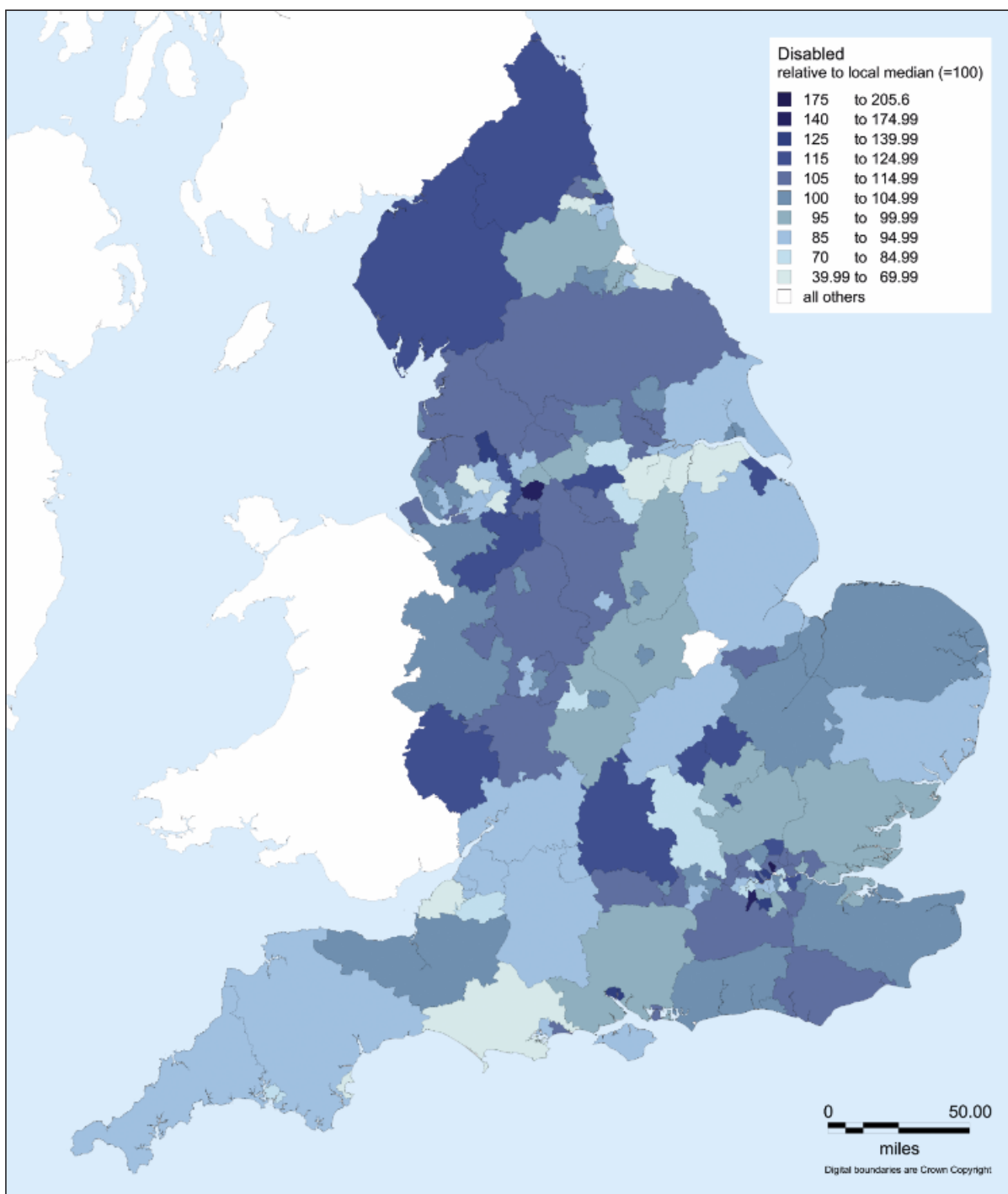
Median female earnings (Figure 18) are below the overall median across most of England, being above the median only in parts of Inner London, the North West (Bury, West Cheshire), West Midlands (Walsall) and Hampshire. The lowest earnings occur in rural areas across England. The lowest ratios occur in Brighton & Hove and West Sussex (Table 13). There is much more variation in the differential for disabled teachers, whose earnings are well above the median in much rural northern

Figure 18: Ratio of median earnings for female teachers to overall local median earnings, 2013



England, but are strikingly low in the Humber-Mersey belt, the urban north-east, and parts of Avon and Dorset (Figure 19). Some of the highest medians occur in London, but earnings tend to be lowest relative to the median in rural areas. In Greater Manchester, the neighbouring former LEAs of Tameside and Trafford recorded some of the lowest and highest relative earnings respectively (Table 13).

Figure 19: Ratio of median earnings for disabled teachers to overall local median earnings, 2013



Figures 20 and 21 present the earnings of young (aged under 30) and older (aged 50 to 59) teachers, relative to the local median. There is relatively little geographical variation in either map, with the broad pattern being of less than median earnings for young teachers and greater than median earnings for older teachers. The earnings of young teachers tend to be highest in the “home counties” (Table 13) and lowest in the urbanised areas of North-West England (Table 14).

Figure 20: Ratio of median earnings for teachers aged under 30 to overall local median earnings, 2013

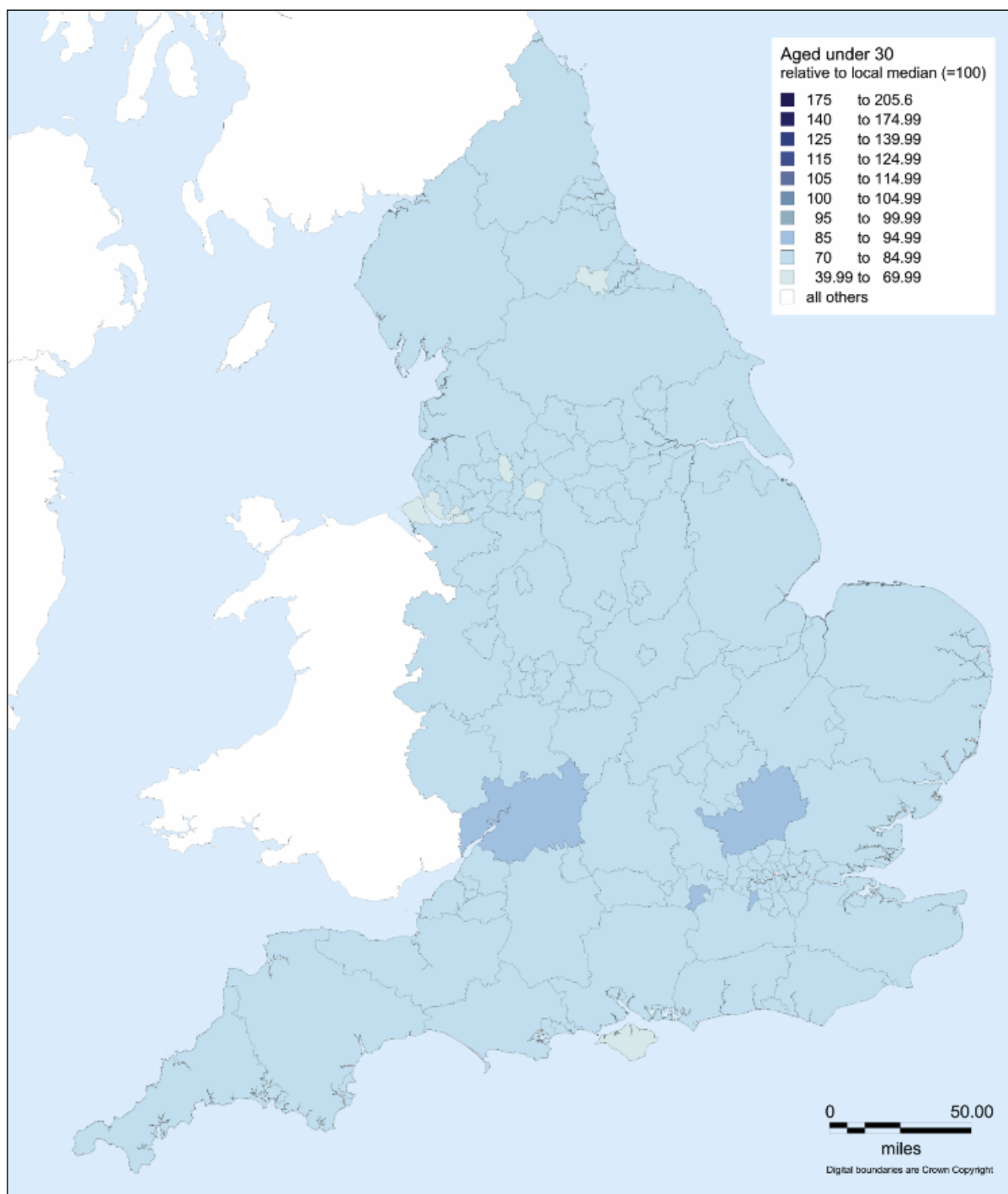
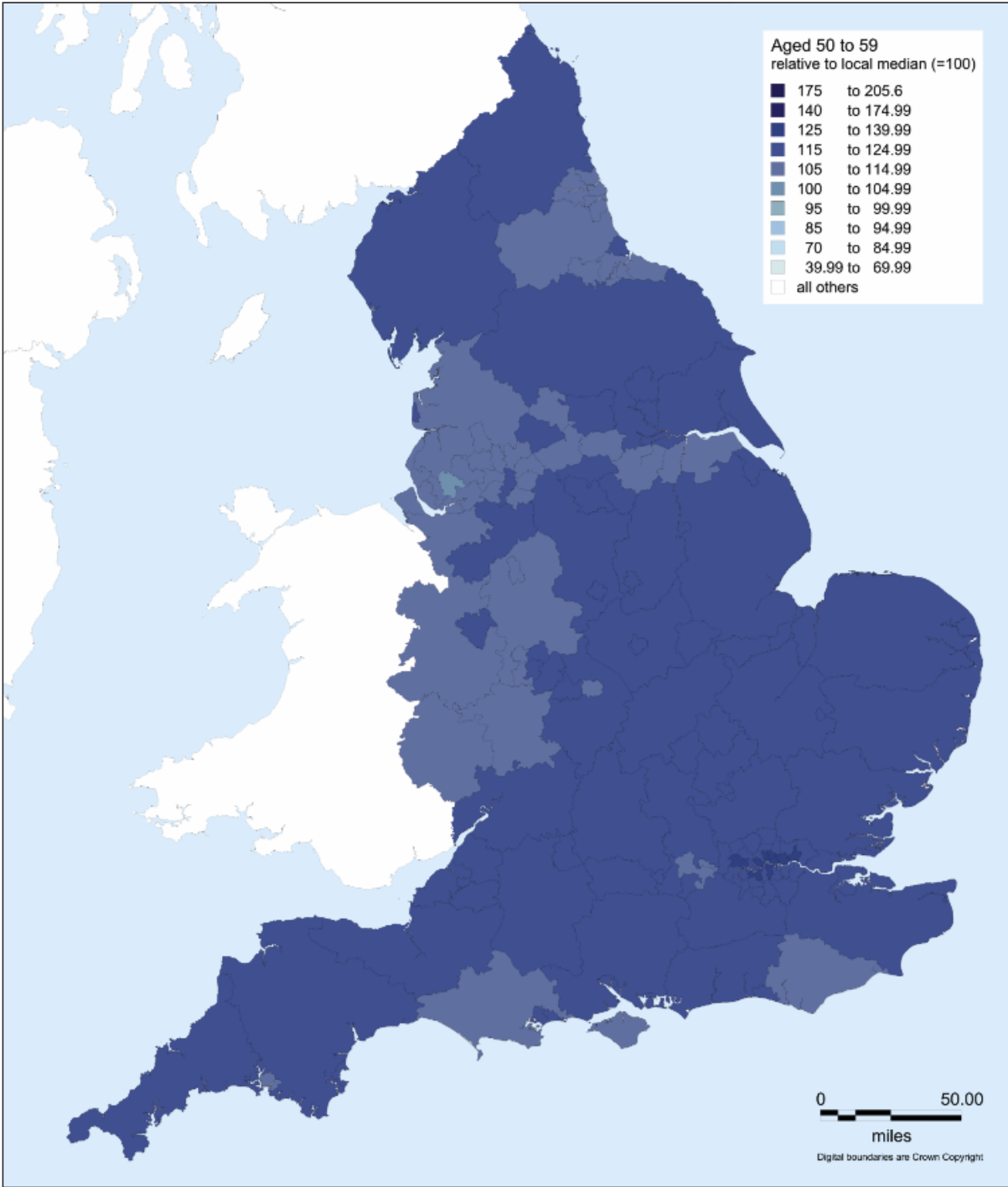
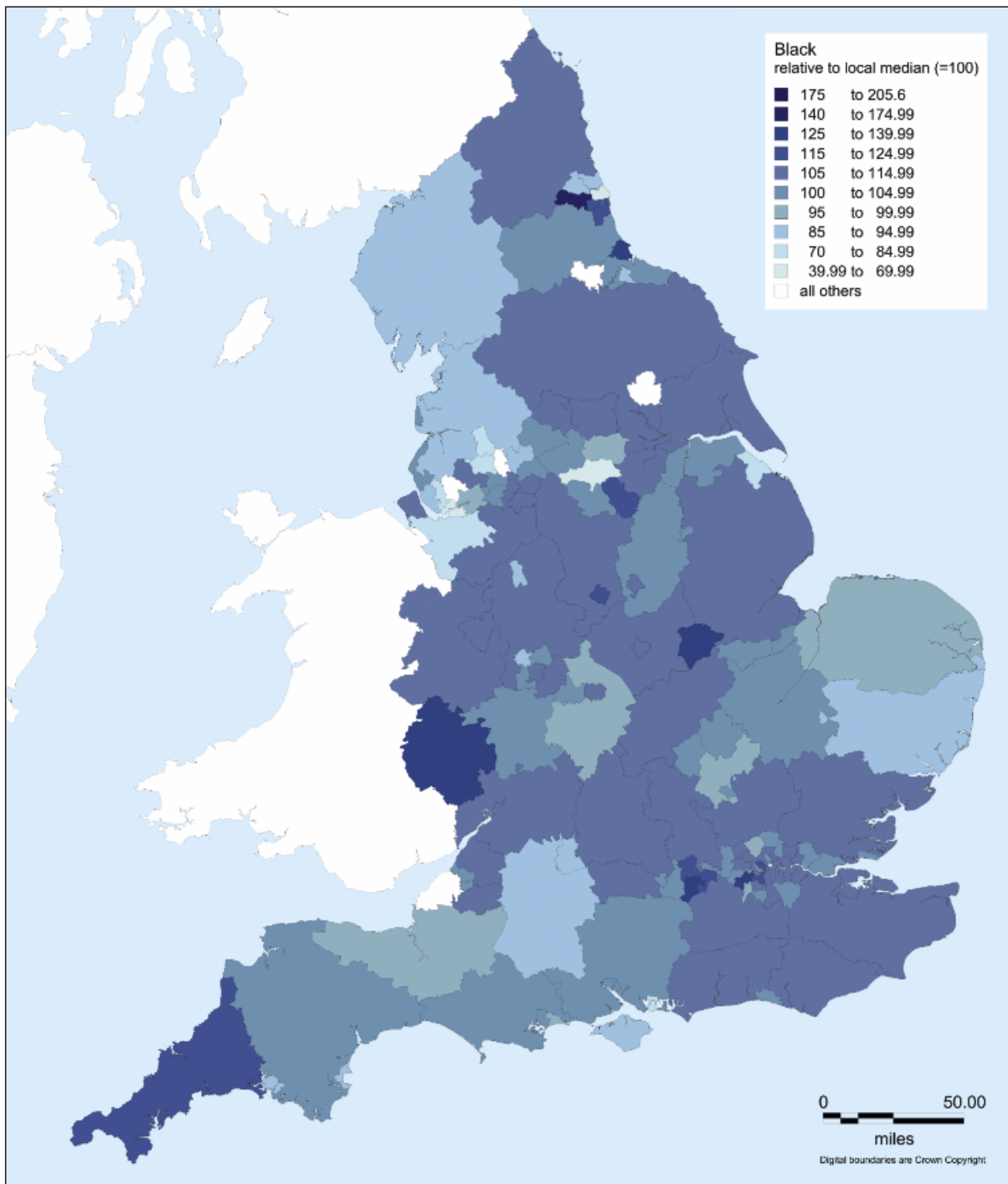


Figure 21: Ratio of median earnings for teachers aged 50 to 59 to overall local median earnings, 2013



Median earnings for Black ethnic groups (Figure 22) do not have a clear geographical pattern, but are high in parts of London, some rural areas (e.g. Cornwall and Herefordshire) and tend to be higher in eastern than western areas. Very high medians in northern urban areas may reflect the distribution of senior staff (Table 13). On the other hand, Black teachers also tend to experience very low relative pay (Table 14) in smaller northern urban areas (e.g. Barnsley), perhaps reflecting the recruitment of younger teachers in these towns. However, given the small numbers of teachers from Black ethnic groups working in less populous areas, averages are strongly influenced by unusual cases and hence not too much emphasis should be placed on such outliers.

Figure 22: Ratio of median earnings for teachers from Black ethnic groups to overall local median earnings, 2013



Median earnings for South Asian teachers (Figure 23) tend to be higher in peripheral areas and some provincial cities. The highest relative pay rates are found in London and more peripheral rural locations (Table 13), but the lowest relative pay levels are found in larger northern cities (Table 14). Again, the results for less populous areas may reflect the influence of unusual cases in small populations of teachers from South Asian ethnic groups.

Figure 23: Ratio of median earnings for teachers from South Asian ethnic groups to overall local median earnings, 2013

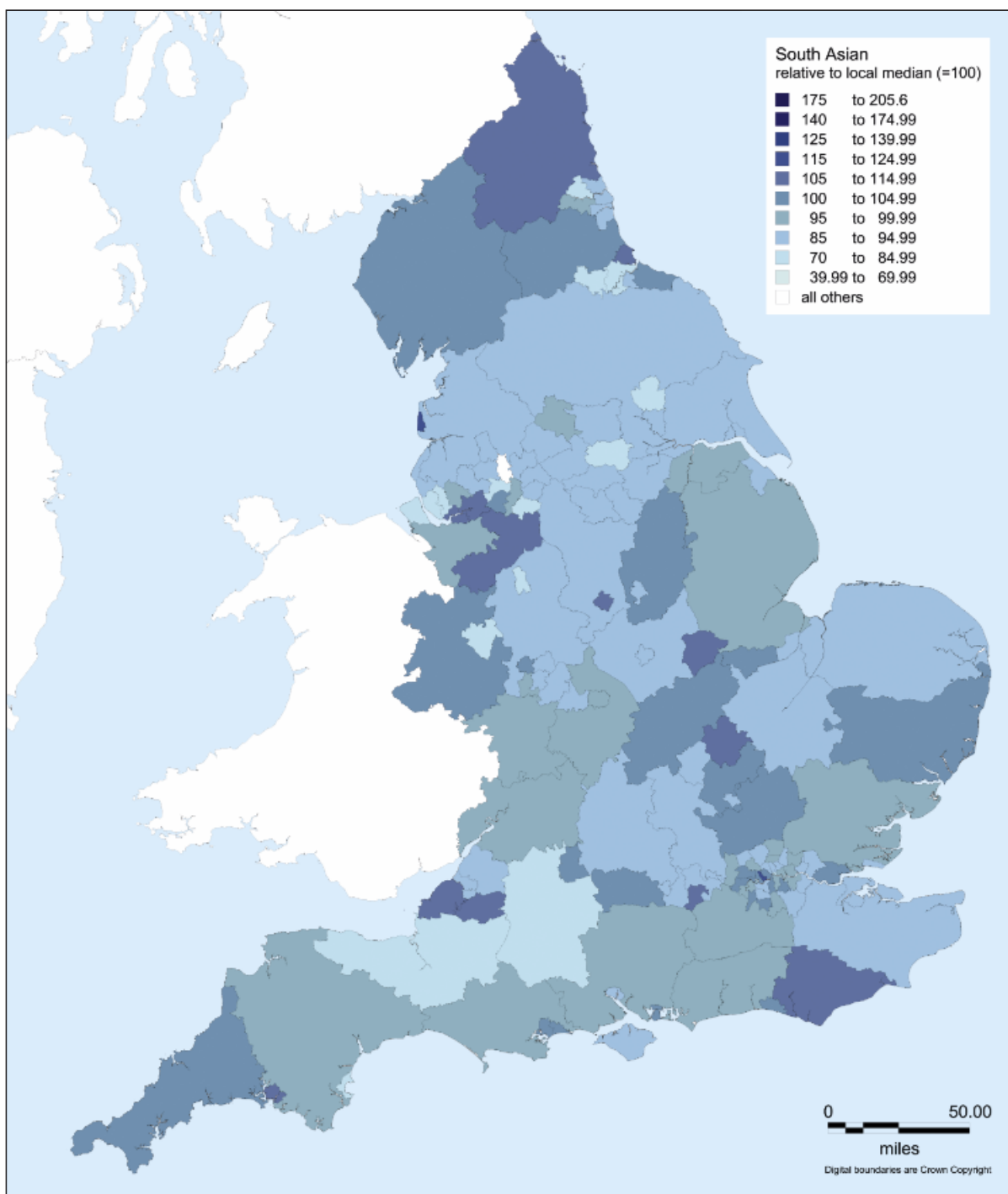


Table 13: Highest 10 ratios of median earnings to overall median earnings

Former LEA	Female	Former LEA	Aged under 30	Former LEA	Mixed	Former LEA	South Asian	Former LEA	Black	Former LEA	Other	Former LEA	Disabled
City of London	101.6	Bracknell Forest	86.5	East Riding of Yorkshire	123.4	Kensington and Chelsea	116.8	Gateshead	168.7	Poole	205.5	Islington	176.8
Isles of Scilly	100.6	Hertfordshire	86.5	Sandwell	114.1	Blackpool	115.7	Herefordshire, County of	139.5	Cheshire East	141.1	Tameside	154.8
Islington	100.0	Gloucestershire	86.1	Portsmouth	113.2	Halton	114.8	Rutland	133.1	Bedford	139.5	Kingston upon Thames	148.0
Barking and Dagenham	100.0	Kingston upon Thames	85.0	Richmond upon Thames	112.3	Northumberland	114.6	Hartlepool	127.7	Windsor and Maidenhead	136.1	Southampton	138.7
Ealing	100.0	Westminster	84.9	Dorset	112.1	Bracknell Forest	111.6	Richmond upon Thames	126.6	West Berkshire	134.6	Hammer-smith and Fulham	135.4
Merton	100.0	Richmond upon Thames	84.9	Warwickshire	111.1	Rutland	110.3	Bracknell Forest	125.9	Westminster	130.2	Blackburn with Darwen	135.1
Walsall	100.0	Surrey	84.6	Northumberland	110.6	Hartlepool	109.0	Rotherham	123.2	Kingston Upon Hull, City of	127.7	Sutton	127.8
Bury	100.0	Reading	84.0	Medway	108.4	Warrington	109.0	Wandsworth	119.1	Northamptonshire	123.2	Westminster	125.9
North East Lincolnshire	100.0	Bath and North East Somerset	83.9	North East Lincolnshire	108.3	North Somerset	108.5	Cornwall	116.4	Wigan	122.5	South Tyneside	124.8
Hampshire	100.0	Kensington and Chelsea	83.9	Redcar and Cleveland	107.0	East Sussex	108.3	Derby	116.4	Leicester	121.7	Enfield	124.8

Table 14: Lowest 10 ratios of median earnings to overall median earnings

LEA	Female	LEA	Aged under 30	LEA	Mixed	LEA	South Asian	LEA	Black	LEA	Other	LEA	Disabled
Gloucestershire	87.9	Tameside	68.2	Rutland	40.0	Stockport	70.9	Barnsley	64.8	Isle of Wight	0.0	Trafford	43.7
Somerset	87.9	Bury	68.5	Sunderland	65.1	Liverpool	70.9	South Tyneside	67.4	Wokingham	22.7	North Lincolnshire	52.2
North Somerset	88.2	Darlington	68.7	York	66.4	Knowsley	71.0	Halton	68.2	Plymouth	25.4	Redcar and Cleveland	54.0
South Gloucestershire	88.4	Halton	68.8	Cumbria	67.0	York	71.1	North East Lincolnshire	71.1	Richmond upon Thames	34.1	Torbay	55.6
Devon	89.9	Liverpool	69.0	North Tyneside	69.6	Newcastle upon Tyne	74.9	Bolton	72.5	Walsall	46.3	Gateshead	62.4
Dorset	90.3	Isle of Wight	69.1	Wigan	70.3	Salford	77.1	Cheshire West and Chester	74.6	Leicestershire	50.4	Doncaster	63.2
Bath and North East Somerset	90.4	Wirral	69.2	Hartlepool	70.9	Darlington	77.3	Blackburn with Darwen	79.3	Sandwell	50.5	Dorset	66.7
Wiltshire	90.5	Wigan	70.3	Gateshead	72.7	Stoke-on-Trent	79.8	Portsmouth	79.9	Oldham	50.7	Wigan	67.0
Brighton and Hove	90.7	North Lincolnshire	70.4	Torbay	73.1	Stockton-on-Tees	79.8	Knowsley	82.5	Wiltshire	54.3	North Somerset	69.1
West Sussex	90.8	Sunderland	71.0	Herefordshire, County of	73.6	Telford and Wrekin	79.9	Plymouth	85.0	Medway	55.3	Bath and North East Somerset	72.0

5. MODELLING THE FACTORS UNDERLYING DIFFERENTIALS IN TEACHER PAY

Having presented information on differentials in teacher pay for individual sections of the teaching workforce, this section seeks to explore the factors underlying differentials. Using multiple regression models⁸, it is possible to identify the separate influence of each factor, holding others constant. This method therefore enables systematic advantage or disadvantage in pay levels affecting the protected characteristics with which this research is concerned which exist while controlling for their structural characteristics (e.g. age).

The influence of a range of factors upon teacher salaries was measured by estimating regression models using the data from the School Workforce Census (Table 15). The dependent variable was the logarithm of total salary, which has a broadly normal distribution. The independent variables measure teacher characteristics, job characteristics, geographical location, school characteristics and the nature of the neighbourhood in which the school is located. The teacher characteristics considered are those of interest to this project: gender, age, ethnicity and disability status. Job characteristics taken into account include the level of seniority and the type of school in which a teacher works: primary/nursery, special school, or centrally employed. The influence of working in an Academy is also taken into account. The geographical variables are location in Inner or Outer London, the fringe or the Rest of England and rural or urban location. School characteristics are measured by the pupil/teacher ratio, percentage of pupils entitled for free school meals and percentage of pupils for whom English is an additional language. The 2010 Index of Multiple Deprivation for the postcode in which the school is located is used as a measure of prosperity or deprivation for the locality in which the school is located.

The regression model is estimated using the Ordinary Least Squares technique, which seeks to fit a surface (minimising the distance from each point to the surface) through a cloud of data points in multiple dimensions. The surface is described by a set of regression coefficients. These coefficients measure the percentage change in the dependent variable for a 1 per cent change in each independent variable, having taken the influence of all other variables in the equation into account. One category of each independent variable is excluded, and its influence is represented in the constant term. The constant term encompasses men, people of White-British ethnicity, people aged 30 to 49, people working in Inner London, secondary school teachers, non-Academy schools and teachers not in senior posts and the mean values of the Index of Multiple Deprivation for 2010, the pupil/teacher ratio, the percentage of pupils with English as additional language and the percentage of pupils eligible for Free School Meals.

The statistical significance of the regression coefficients was assessed using the T statistic. Only coefficients statistically significant at the 5 per cent level (i.e. those for which the probability of occurring due to chance is less than 5 per cent) are reported. In addition to the regression coefficient, the Beta coefficient is also reported. The latter are comparable between independent variables which use different measurement ranges and hence identify the most influential variables in the model.

The regression model accounts for 22% of the variance in teacher salaries in 2011, 57% in 2012 and 18% in 2013. This is a relatively good performance for a simple model estimated using cross-sectional data, but the much higher level of explanation for 2012 is surprising. The pattern of regression coefficients is extremely similar in all three years.

The most important influence on salary is being in a senior post, for whom salaries are substantially higher than for classroom teachers. Teacher salaries are also lower in the “Fringe” and the “Rest of England” than in London, reflecting the existence of separate (higher) pay ranges for Inner and Outer London and the London Fringe. They were lower for teachers in primary schools and nurseries than for secondary school teachers and there was a small negative effect for centrally employed teachers and those working in Special Schools. Teacher salaries were slightly higher where the pupil/teacher ratio was higher, the percentage of pupils eligible for free school meals or with English as an Additional Language was higher and also slightly higher in areas of greater deprivation. However, these effects were relatively small.

Coefficients for protected characteristics. Having taken other factors into account, female teachers received slightly lower salaries. Age effects were slightly weaker, with teachers aged under 30 experiencing slightly lower salaries and those aged 50 to 64 experiencing marginally higher salaries. The effect of being disabled upon salary was very small – slightly negative in 2011 and 2012 and slightly positive in 2013.

Turning to ethnic group, most of the coefficients for individual ethnic groups were very small. Coefficients for people of mixed parentage and from the Indian ethnic group were not statistically significant. White-Irish and Black-Caribbean teachers had slightly higher salaries in 2011 and 2013 and slightly lower salaries in 2012. The largest effects were the slightly lower salaries for the White-Other, Pakistani, Bangladeshi, Chinese and Any Other ethnic groups.

The size of the beta coefficients indicates that the strongest effect across these equality dimensions is the lower salaries

⁸ The technique is quite well explained in this Wikipedia page: https://en.wikipedia.org/wiki/Regression_analysis

for people aged under 30, followed by the tendency for female salaries to be lower. Effects for ethnic groups are weaker and the

Independent variable	2011		2012		2013	
	Coefficient	Beta	Coefficient	Beta	Coefficient	Beta
(Constant)	4.533		4.62		4.557	
Outer London	-0.022	-0.03	-0.031	-0.073	-0.028	-0.031
Fringe	-0.085	-0.13	-0.074	-0.215	-0.092	-0.132
Rest of England	-0.069	-0.141	-0.074	-0.284	-0.068	-0.129
Female	-0.044	-0.085	-0.005	-0.018	-0.043	-0.076
Senior staff	0.222	0.378	0.158	0.485	0.228	0.345
Aged Under 30	-0.041	-0.076	-0.116	-0.397	-0.048	-0.082
Aged 50+	0.017	0.031	0.036	0.122	0.012	0.02
White Irish	0.006	0.006	-0.003	-0.006	0.004	0.004
Any Other White Background	-0.007	-0.016	-0.008	-0.034	-0.006	-0.013
White and Black Caribbean	<i>-0.001</i>	<i>-0.001</i>	-0.005	-0.008	-0.004	-0.003
White and Black African	-0.004	-0.003	-0.004	-0.006	<i>-0.002</i>	<i>-0.002</i>
White and Asian	<i>-0.001</i>	<i>-0.002</i>	-0.002	-0.005	<i>-0.001</i>	<i>-0.001</i>
Any Other Mixed Background	0	-0.001	-0.002	-0.007	<i>-0.002</i>	<i>-0.003</i>
Indian	0	0	-0.001	-0.007	0	0.001
Pakistani	-0.002	-0.007	-0.002	-0.014	-0.002	-0.006
Bangladeshi	-0.002	-0.006	-0.001	-0.007	-0.003	-0.007
Any Other Asian Background	0	0.001	-0.001	-0.009	<i>-8.57E-05</i>	0
Black African	0.001	0.003	-0.002	-0.019	0	0.001
Black Caribbean	0.002	0.009	-0.001	-0.01	0.002	0.01
Any Other Black Background	0.001	0.003	-0.001	-0.006	0.001	0.004
Chinese	-0.003	-0.009	-0.003	-0.013	-0.002	-0.006
Any Other Ethnic Group	-0.001	-0.007	-0.001	-0.014	-0.001	-0.006
Refused	<i>7.42E-05</i>	0	0	-0.005	0	<i>-0.002</i>
Disabled	<i>-0.002</i>	<i>-0.001</i>	<i>-0.001</i>	0	0.002	0.001
Index of Multiple Deprivation, 2010	0	0.022	<i>3.64E-06</i>	0	0	0.012
Pupils per teacher	0.001	0.02	0	0.012	0.001	0.02
% of pupils with English as additional language	0	0.018	<i>7.33E-05</i>	0.014	0	0.004
% pupils eligible for Free School Meals	0.001	0.049	<i>-8.52E-05</i>	-0.01	0	0.029
Special school	0	0	0.004	0.006	<i>0.004</i>	<i>0.003</i>
Centrally employed	-0.008	-0.002	-0.038	-0.013		
Primary or nursery	-0.055	-0.122	-0.023	-0.096	-0.061	-0.125
Rural area	-0.025	-0.03	-0.006	-0.014	-0.03	-0.034
Academy or Free School	-0.014	-0.012	-0.005	-0.015	-0.02	-0.035
R-squared	0.220		0.569		0.182	

weakest effects are for people with disabilities.

Table 15: Regression coefficients compared for 2011 to 201

Note: italics denote coefficients not statistically significant at the 5 per cent level.

6. INDIVIDUAL PROGRESSION ACROSS THE YEARS OF THE SCHOOL WORKFORCE CENSUS

Having compared differentials between types of teacher for each year of the School Workforce Census (SWF), the next step was to examine the changing situation of individuals over time with the aim of identifying whether there is a systematic pattern of disadvantage experienced by teachers with protected characteristics. This involves matching individual records in each data set, using the teacher reference number. Three problems were encountered which complicated this. First, the teacher reference number was not recorded in 2010, meaning that individuals could only be traced across the other three years. Secondly, even in the data sets available from 2011 onwards, not all individuals had a teacher reference number recorded. It is not possible to match records where the teacher reference number is not present. Third, duplicate teacher reference numbers were encountered in the data set. There was no clear reason evident from the data why an individual appeared more than once, and hence no indication of which of the duplicate records for an individual should be included in the matching process.

The number of blanks and zeroes in the teacher reference number in each year is presented in Table 16. The pattern of blanks was examined by type of school and grade of teacher. For schools, the pattern is fairly random, but blanks were most likely to occur for teachers in special academies and in London. There is little systematic variation in the percentage of blanks for most grades of teacher. However, individuals on the unqualified teacher salary range accounted for over 60% of the cases in which blanks were recorded in 2011 and 2012, and nearly half in 2013. Teacher numbers are only allocated when a teacher becomes qualified, and hence it would be expected that any unqualified teachers in the data should not have a teacher number. On the other hand, less than half of teachers on this salary range have a blank teacher number. Thus, it seems that some qualified teachers do not have teacher numbers, while some unqualified teachers do. The causes of this pattern may be three-fold: there may be a delay in teachers obtaining teacher numbers upon qualification; qualified teachers remaining on the unqualified salary range and academies being less likely to record teacher numbers.

Having removed cases with blanks/zeroes/invalid codes in the teacher reference number field, cases with duplicate teacher reference numbers were identified. The number of duplicates was around six thousand in each of the three years, or just over one per cent of all cases in the data set (Table 16). Having excluded duplicates, the sample sizes for each year were close to the number of teachers in publicly-funded schools in England in 2011 and 2013, but about five thousand higher in 2012 (Table 16).

Table 16: Blank, duplicate and unique cases, 2011 to 2013

Year of survey	2011	2012	2013
Number of cases	466312	478899	480299
Number blank	11141	11671	14500
Number starting "00/"	1	13	8
No of duplicates	6208	6520	5737
Percent duplicated	1.3	1.4	1.2
unique cases	448766	459834	464144
Teachers (000s) in publicly-funded schools (from SFR11_2014)	449.5	454.9	464.6

Duplicate cases may occur when a teacher has two part-time contracts. Ideally, these would be aggregated to give the total earnings of the teacher. Unfortunately, the datasets provided by the DfE gave no indication of whether a duplicate case was a part-time post or the number of hours worked, which would allow the larger of the duplicates to be retained as an alternative to aggregation. The approach taken was thus to arbitrarily keep only one of the duplicates for matching. This procedure was applied to each of the files being matched.

Table 17 presents the results of matching individuals across the three years 2011, 2012 and 2013. Nearly 80 per cent of individuals present in the 2011 Census were found in the 2013 data set, and these formed nearly two-thirds of all individuals across all three years. This indicates that about a tenth of teachers move into and out of teaching from one year to the next (consistent with the results obtained by DfE researchers).

Table 17: Individuals traced across years using only teacher number

Individual found in data set	Frequency	Percentage of those in 2011 dataset	Percentage of those in 2012 dataset	Percentage of those in 2013 dataset	Percentage of all 3 years
2011, 2012 and 2013	358368	79.9	77.9	77.2	64.3
2011 and 2012	41711	9.3	9.1		7.5
2011 and 2013	9322	2.1		2.0	1.7
2011 only	39365	8.8			7.1
2012 and 2013	47604		10.4	10.3	8.5
2012 only	12151		2.6		2.2
2013 only	48850			10.5	8.8
Total	557371	448766	459834	464144	100.0

The reliability of matching was assessed by comparing the age and ethnic group of matched teachers in 2011 and 2013. The percentage of individuals present in 2011 coded to the same age in 2013 (Figure 24) was close to 100 per cent, but was nearer 90 per cent for teachers in their mid-sixties in 2011. The percentage not found in 2013 ranged from 10 to 20 per cent, increasing for older teachers (reflecting the increasing percentage retiring as age increased). The stability of coding by ethnic group was slightly poorer for this less conservative method of matching teachers (Figure 25). Consistency of coding was best for the main ethnic groups and poorest for those of mixed parentage or from one of the “Other” ethnic groups.

Figure 26 presents geographical mobility over the period 2011 to 2013 by region of England. Around 70 per cent of teachers present in 2011 were traced to the same region in 2013. The percentage who had not moved was smallest in Inner London (which might be expected to experience the highest rate of teacher mobility, since London experiences high rates of migration). The percentage not found was also highest in Inner London.

Figure 24: Tracing teachers by age between 2011 and 2013

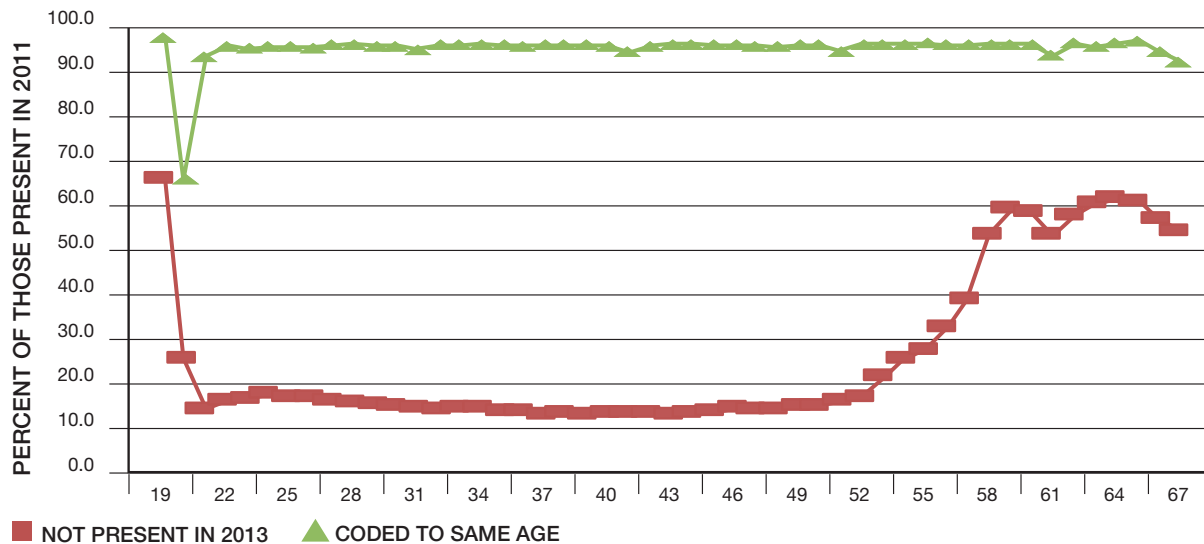


Figure 25: Tracing teachers by ethnic group between 2011 and 2013

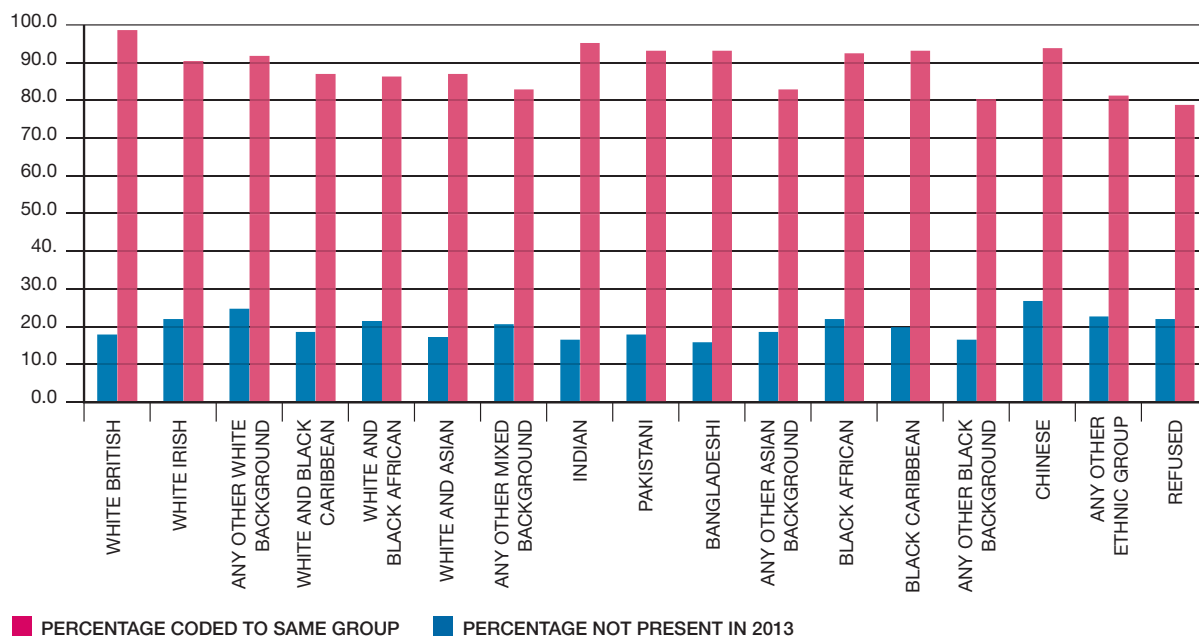
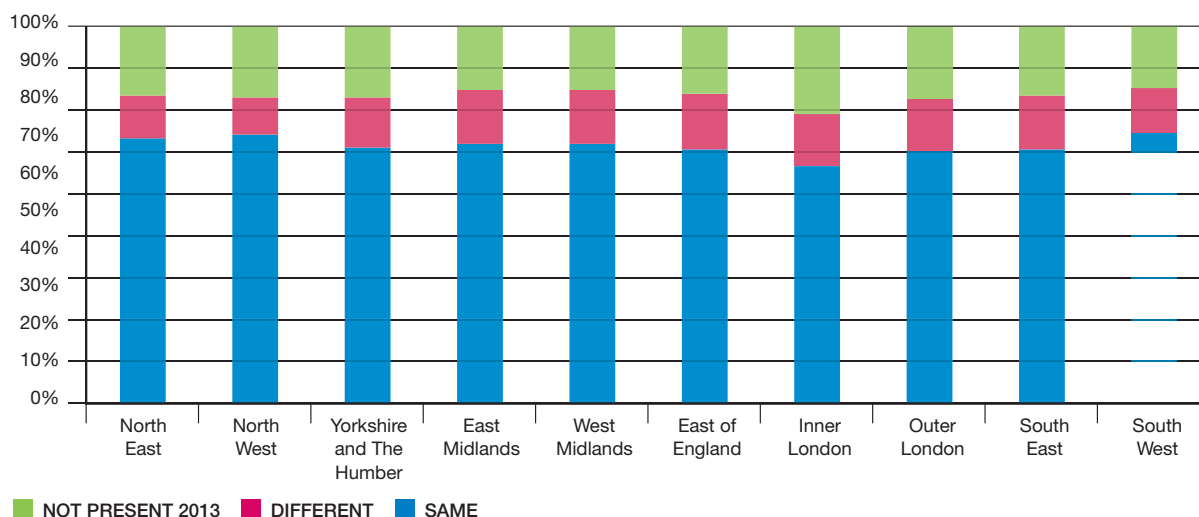


Figure 26: Percentage of 2011 teachers in same region or different region in 2013 and not traced in 2013 by region of England.



A series of tables (Tables 18 to 22) follow which examine progression in pay and salary ranges for teachers present in the 2011 Census and traced in the 2012 and 2013 Censuses. Average pay increased, most rapidly for younger teachers, while the pay of older teachers declined over the period (Table 18). Differentials between types of teachers generally narrowed (Table 19). It is notable that female Black teachers had high mean pay relative to the average, while male Black teachers' pay was below average. The relative pay of disabled teachers declined slightly.

The male/female pay differential increased slightly among teachers traced through all three Censuses (Table 20). The differential widened most for teachers aged under 30, while the differential narrowed for teachers aged from 40 to 59. The relative pay of women declined most for the Pakistani, Bangladeshi and Black-Caribbean ethnic groups. The deterioration of relative pay for younger women was a result of pay increases not keeping pace with those for men, while the pay of women over 60 fell faster than that of men.

Mobility between grades falls as age increases, with upward mobility greatest for youngest teachers and downward mobility most common in the middle age range (Table 21). Pay differentials between men and women increased slightly. Some ethnic groups (e.g. South Asians) experienced higher than average rates of upward movement in the pay range, but South Asian and Black teachers were more likely than white teachers to experience downward mobility. The situation of disabled teachers improved slightly more for women than for men.

Table 18: Mean pay for teachers traced in each Census from 2011 to 2013 (£)

Age group, ethnic group and disability	Male			Female			Total		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Age group									
under 30	27445	29683	32465	27038	28742	30586	27125	28940	30978
30-39	37781	39099	40922	31845	32344	33456	33339	34052	35346
40-49	42382	43321	44589	33707	34792	36279	36021	37066	38492
50-59	44236	44502	44993	37270	37571	38217	39066	39324	39914
60-64	34034	33326	33218	30591	29969	29487	31630	31012	30688
All ages	38319	39432	40948	32272	33081	34281	33781	34658	35928
Ethnic group									
White British	38529	39521	41043	32161	32878	34057	33738	34513	35768
White Irish	39451	41163	42909	34801	36195	37528	36143	37614	39073
Any Other White Background	36958	38908	40661	32168	33562	35172	33246	34763	36400
White and Black Caribbean	35564	36726	39052	33617	34874	36249	34042	35266	36848
White and Black African	35704	36425	37353	32469	33590	35508	33415	34442	36064
White and Asian	35688	36553	38128	31672	32623	34209	32801	33751	35328
Any Other Mixed Background	36878	38511	39347	33016	33964	34929	33885	34996	35911
Indian	37767	38914	41158	32904	34224	35378	33959	35226	36614
Pakistani	34835	36437	38128	30940	31941	32867	31950	33082	34215
Bangladeshi	35157	37502	38075	31888	32784	33567	32879	34204	34909
Any Other Asian Background	36320	38031	39231	33540	34783	36350	34300	35639	37109
Black African	36514	37934	39095	35788	37524	38826	36086	37691	38936
Black Caribbean	39382	40379	42752	38225	39316	40626	38472	39543	41071
Any Other Black Background	37874	38677	40101	36108	37804	38674	36631	38065	39112
Chinese	34658	35757	38027	31034	32999	34103	31797	33575	34963
Any Other Ethnic Group	36827	38368	39748	32993	34073	35142	34118	35325	36489
Refused	35648	39380	39908	31030	33321	33558	32571	35317	35639
All ethnic groups	38360	39444	40972	32291	33074	34262	33802	34650	35915
Disabled	38262	39270	39848	33388	33816	35234	34564	35108	36311

Table 19: Relative mean pay for teachers traced in each Census from 2011 to 2013

Age group, ethnic group and disability	Male			Female			Total		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Age group									
under 30	71.6	75.3	79.3	83.8	86.9	89.2	80.3	83.5	86.2
30-39	98.6	99.2	99.9	98.7	97.8	97.6	98.7	98.3	98.4
40-49	110.6	109.9	108.9	104.4	105.2	105.8	106.6	106.9	107.1
50-59	115.4	112.9	109.9	115.5	113.6	111.5	115.6	113.5	111.1
60-64	88.8	84.5	81.1	94.8	90.6	86.0	93.6	89.5	85.4
All ages	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Ethnic group									
White British	100.4	100.2	100.2	99.6	99.4	99.4	99.8	99.6	99.6
White Irish	102.8	104.4	104.7	107.8	109.4	109.5	106.9	108.6	108.8
Any Other White Background	96.3	98.6	99.2	99.6	101.5	102.7	98.4	100.3	101.3
White and Black Caribbean	92.7	93.1	95.3	104.1	105.4	105.8	100.7	101.8	102.6
White and Black African	93.1	92.3	91.2	100.6	101.6	103.6	98.9	99.4	100.4
White and Asian	93.0	92.7	93.1	98.1	98.6	99.8	97.0	97.4	98.4
Any Other Mixed Background	96.1	97.6	96.0	102.2	102.7	101.9	100.2	101.0	100.0
Indian	98.5	98.7	100.5	101.9	103.5	103.3	100.5	101.7	101.9
Pakistani	90.8	92.4	93.1	95.8	96.6	95.9	94.5	95.5	95.3
Bangladeshi	91.7	95.1	92.9	98.8	99.1	98.0	97.3	98.7	97.2
Any Other Asian Background	94.7	96.4	95.8	103.9	105.2	106.1	101.5	102.9	103.3
Black African	95.2	96.2	95.4	110.8	113.5	113.3	106.8	108.8	108.4
Black Caribbean	102.7	102.4	104.3	118.4	118.9	118.6	113.8	114.1	114.4
Any Other Black Background	98.7	98.1	97.9	111.8	114.3	112.9	108.4	109.9	108.9
Chinese	90.3	90.7	92.8	96.1	99.8	99.5	94.1	96.9	97.4
Any Other Ethnic Group	96.0	97.3	97.0	102.2	103.0	102.6	100.9	101.9	101.6
Refused	92.9	99.8	97.4	96.1	100.7	97.9	96.4	101.9	99.2
All ethnic groups	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Disabled	99.8	99.6	97.3	103.5	102.2	102.8	102.3	101.3	101.1

Table 20: Pay differentials by gender, 2011-2013. Percentage of those in 2011 SWF

Age group, ethnic group and disability	Percent pay change 2011-13			Female pay as % of male		
	Male	Female	Total	2011	2013	Change
Age group						
under 30	18.3	13.1	14.2	98.5	94.2	-4.3
30-39	8.3	5.1	6.0	84.3	81.8	-2.5
40-49	5.2	7.6	6.9	79.5	81.4	1.8
50-59	1.7	2.5	2.2	84.3	84.9	0.7
60-64	-2.4	-3.6	-3.0	89.9	88.8	-1.1
All ages	6.9	6.2	6.4	84.2	83.7	-0.5
Ethnic group						
White British	6.5	5.9	6.0	83.5	83.0	-0.5
White Irish	8.8	7.8	8.1	88.2	87.5	-0.8
Any Other White Background	10.0	9.3	9.5	87.0	86.5	-0.5
White and Black Caribbean	9.8	7.8	8.2	94.5	92.8	-1.7
White and Black African	4.6	9.4	7.9	90.9	95.1	4.1
White and Asian	6.8	8.0	7.7	88.7	89.7	1.0
Any Other Mixed Background	6.7	5.8	6.0	89.5	88.8	-0.8
Indian	9.0	7.5	7.8	87.1	86.0	-1.2
Pakistani	9.5	6.2	7.1	88.8	86.2	-2.6
Bangladeshi	8.3	5.3	6.2	90.7	88.2	-2.5
Any Other Asian Background	8.0	8.4	8.2	92.3	92.7	0.3
Black African	7.1	8.5	7.9	98.0	99.3	1.3
Black Caribbean	8.6	6.3	6.8	97.1	95.0	-2.0
Any Other Black Background	5.9	7.1	6.8	95.3	96.4	1.1
Chinese	9.7	9.9	10.0	89.5	89.7	0.1
Any Other Ethnic Group	7.9	6.5	7.0	89.6	88.4	-1.2
Refused	11.9	8.1	9.4	87.0	84.1	-3.0
All ethnic groups	6.8	6.1	6.3	84.2	83.6	-0.6
Disabled	4.1	5.5	5.1	87.3	88.4	1.2

Table 21: Progression in salary ranges 2011-2013. Percentage of those in 2011 SWF

Age group, ethnic group and disability	Male			Female			Total		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Age group									
under 30	10.5	26.7	62.7	8.8	26.8	64.4	9.2	26.7	64.1
30-39	11.3	38.8	49.9	9.6	48.9	41.4	10.1	46.4	43.6
40-49	11.8	56.4	31.8	9.5	58.0	32.5	10.1	57.6	32.3
50-59	9.7	74.5	15.8	8.1	73.9	18.0	8.5	74.1	17.4
60-64	6.5	87.1	6.4	4.5	90.0	5.5	5.1	89.1	5.8
All ages	10.8	50.2	39.0	9.0	52.2	38.8	9.4	51.7	38.9
Ethnic group									
White British	10.7	50.3	39.0	8.9	52.5	38.6	9.3	52.0	38.7
White Irish	9.8	48.5	41.7	8.0	50.8	41.2	8.6	50.1	41.3
Any Other White Background	10.7	53.0	36.3	9.1	53.9	37.0	9.4	53.7	36.9
White and Black Caribbean	12.6	46.4	41.0	9.1	43.6	47.3	9.9	44.2	45.9
White and Black African	12.7	50.0	37.3	11.1	47.9	41.0	11.6	48.5	39.9
White and Asian	11.4	42.8	45.8	9.3	45.6	45.1	9.9	44.8	45.3
Any Other Mixed Background	9.4	48.1	42.5	9.1	46.0	44.9	9.2	46.5	44.3
Indian	12.5	45.7	41.8	9.8	45.2	44.9	10.4	45.3	44.3
Pakistani	17.0	42.4	40.6	11.3	43.4	45.2	12.8	43.2	44.0
Bangladeshi	16.2	41.6	42.1	9.3	42.4	48.3	11.4	42.2	46.4
Any Other Asian Background	13.2	50.4	36.4	9.8	45.2	45.0	10.8	46.6	42.6
Black African	10.7	54.3	35.0	10.5	50.8	38.7	10.6	52.2	37.2
Black Caribbean	14.0	52.2	33.8	10.5	54.3	35.2	11.2	53.8	34.9
Any Other Black Background	14.3	46.6	39.1	10.6	52.1	37.3	11.7	50.5	37.8
Chinese	13.7	44.3	42.0	8.1	54.2	37.7	9.3	52.1	38.6
Any Other Ethnic Group	9.8	55.9	34.3	8.6	52.1	39.3	8.9	53.2	37.9
Refused	14.0	58.5	27.5	12.0	57.2	30.8	12.7	57.6	29.7
All ethnic groups	10.9	50.3	38.8	9.0	52.3	38.7	9.4	51.8	38.8
Disabled	12.3	60.1	27.6	9.1	60.0	30.9	9.9	60.0	30.1

7. CONCLUSIONS

This report has brought together quantitative evidence on teacher pay differentials from statistical surveys and the Department for Education School Workforce Census. The aim was to identify whether teachers with protected characteristics are disadvantaged in terms of pay and career progression. The protected characteristics being considered are gender, age, ethnicity and disability.

The published DfE reports provide limited information about these dimensions, while the ASHE only provides information on gender and analysis of the LFS is hampered by small numbers of observations. Nevertheless, these sources reveal that women are disadvantaged relative to men in terms of pay. Whilst they reveal that the differential between men and women has narrowed and that the median pay for younger women teachers (aged under 30) is higher than that for younger men, the gender pay gap remains.

Pay differentials are affected by structural differences and the differential representation of teachers with protected characteristics. For example, a major factor underlying the gender pay differential is higher pay for teachers in secondary schools compared with primary schools. Female teachers are much more likely than men to work in primary schools. The number of male primary school teachers has been declining. On the other hand, male teachers are more likely to work in academies and so be affected by the increasing trend for schools to switch status from local authority to academy control. Male teachers (especially older males) are also more likely to be in senior posts.

Turning to age, there is evidence of disadvantage for both younger and older teachers. Younger teachers are concentrated in more junior posts and experience lower rates of pay. However, younger teachers have the opportunity to progress in their careers. Indeed, the analysis of the experience of teachers present in the 2011, 2012 and 2013 censuses found that there was substantial career and pay progression for teachers aged under 30. On the other hand, while teachers aged 50 to 59 enjoyed the highest levels of pay on average, the number of teachers in this age range declined between 2010 and 2013. Pay levels were lower for teachers aged 60 to 64, and the percentage of teachers aged over 60 receiving very low levels of pay increased over the period 2011 to 2013.

The percentage of teachers from an ethnic minority group is still relatively small, and hence small numbers are available for analysis in official sample surveys. This means that the problems of potential bias and statistical uncertainty are more serious than for the white majority population. This can be seen in the inconsistency between the LFS finding that earnings for ethnic minorities were above average and the lower earnings identified for most minority ethnic groups in School Workforce Census data. Small sample size meant that the ethnic minority category could not be further broken down using the LFS, but on the whole, the findings from the analysis of the LFS were consistent with the SWF analysis.

The School Workforce Census revealed differences between minority ethnic groups, showing that Black teachers were more likely to be in senior roles and to have higher levels of pay. Chinese, Bangladeshi and Pakistani teachers emerged as the most disadvantaged. Teachers of mixed parentage and from Chinese and Other ethnic groups tended to be disadvantaged.

Interaction between types of protected characteristic was also revealed in this analysis. Women teachers from minority ethnic groups tended to be disadvantaged relative to male teachers from the same ethnic group. Additionally, the disadvantage experienced by teachers of mixed parentage and from Chinese and other ethnic groups may have been partly a result of their relatively youth.

The aim of the regression analysis was to identify whether there was evidence of disadvantage in earnings experienced by teachers with protected characteristics, once structural factors were taken into account. The disadvantage of women teachers, a number of minority ethnic groups and young people was confirmed by this analysis. The evidence for disadvantage of teachers with disability in earnings was weak, and older teachers were found to have higher earnings. Analysis of the geographical pattern of earnings revealed no strong spatial trends, apart from the higher earnings for all teachers in London and neighbouring areas (where separate, higher, pay ranges apply).

The pay and progression of individual teachers was examined for a two year period by analysing data for those teachers who remained in each of the School Workforce Censuses for 2011, 2012 and 2013. This revealed a higher rate of pay increase than for all teachers, but marked differentials in experience between different types of teacher. Younger teachers experienced more rapid pay increases, while the oldest teachers experienced decreases in mean pay. Male pay increased faster than female pay, but decreases in female pay were greater than those in male pay. This meant that the gender pay gap widened for younger and older teachers. It narrowed for teachers aged 40 to 59, in which age group pay increased faster for female than for male teachers. The gender pay gap also increased for the Pakistani, Bangladeshi and Black-African ethnic groups. Around half of teachers did not experience movement between levels of the pay range, with the likelihood of stability increasing with increasing age. The rate of progression up the salary scale over this two-year period was faster for younger teachers and for South Asian ethnic groups. However, the latter also experienced a higher probability than average of downward mobility. Men were more likely than women to be in a lower position in the salary range in 2013 than in 2011.

The analysis presented in this report covers a period in which pay determination in schools was moving from teacher pay progressing within a national pay framework to one where schools have much greater autonomy over decisions about pay and pay progression. The data covers the very beginning of the new pay determination system and no information is recorded on the decisions affecting individual teachers. Nevertheless, the aggregate analysis of the experience of large numbers of teachers can reveal if there are systematic tendencies for particular types of teacher to experience disadvantage. The analysis is more powerful where it can trace individual teachers over a number of years, which removes the 'noise' produced by individuals entering and leaving teaching.

APPENDICES

Tables of data from the School Workforce Census

Appendix 1: Profile of the teacher workforce

Table A1.1: Gender and disability status of teachers in 2010

	Total	Percentage of teachers of each type			
		Total	Disabled	Male	Female
Sector and phase of school					
LA Maintained Nursery	1626	0.3	0.6	0.0	0.4
LA Maintained Primary	196206	45.8	41.4	23.1	53.5
Primary Academies	430	0.1	0.0	0.1	0.1
LA Maintained Secondary	131225	42.7	38.4	63.0	35.8
Secondary Academies	13708	4.6	5.0	7.1	3.7
LA maintained Special	12298	3.3	5.0	3.3	3.4
Special Academies	221	0.1	0.1	0.1	0.1
Centrally Employed	11309	3.1	9.6	3.3	3.1
Total	367023	100.0	100.0	100.0	100.0
Job level					
Assistant Head	13038	4.2	3.2	6.0	3.6
Advanced Skills Teacher	2732	0.8	0.7	0.9	0.7
Advisory Teacher	0	0.0	0.0	0.0	0.0
Deputy Head	13214	3.9	3.3	4.9	3.6
Executive Head Teacher	152	0.1	0.0	0.1	0.0
Excellent Teacher	122	0.0	0.0	0.0	0.0
Headteacher	14189	4.4	4.3	6.0	3.9
Classroom Teacher	323540	86.6	88.5	82.0	88.2
Total	367023	100.0	100.0	100.0	100.0

Table A1.2: Ethnicity of teachers in 2010

	Percentage of each ethnic group					
	White	Mixed	South Asian	Black	Other	All
Sector and phase of school						
LA Maintained Nursery	0.3	0.4	0.4	0.3	0.4	0.3
LA Maintained Primary	46.9	42.6	40.3	31.5	28.7	45.8
Primary Academies	0.1	0.1	0.1	0.1	0.1	0.1
LA Maintained Secondary	42.1	44.1	49.5	51.9	57.1	42.7
Secondary Academies	4.3	7.3	6.5	11.4	10.2	4.6
LA maintained Special	3.5	2.9	1.4	2.4	0.8	3.3
Special Academies	0.1	0.0	0.0	0.0	0.0	0.1
Centrally Employed	2.7	2.6	1.8	2.4	2.7	3.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Job level						
Assistant Head	4.3	2.8	3.1	3.4	1.6	4.2
Advanced Skills Teacher	0.8	0.8	0.9	0.8	0.8	0.8
Advisory Teacher	0.0	0.0	0.0	0.0	0.0	0.0
Deputy Head	4.1	2.5	1.7	2.3	1.3	3.9
Executive Head Teacher	0.1	0.0	0.0	0.0	0.0	0.1
Excellent Teacher	0.0	0.0	0.0	0.0	0.3	0.0
Headteacher	4.7	2.8	1.4	1.9	0.8	4.4
Classroom Teacher	86.0	91.0	92.8	91.5	95.2	86.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A1.3: Age group of teachers in 2010

	Percentage of each age group					
	under 30	30-39	40-49	50-59	60-64	All
Sector and phase of school						
LA Maintained Nursery	0.1	0.2	0.4	0.6	0.6	0.3
LA Maintained Primary	47.2	46.1	46.8	43.6	40.4	45.8
Primary Academies	0.2	0.1	0.1	0.1	0.1	0.1
LA Maintained Secondary	43.8	44.3	41.3	41.3	39.7	42.7
Secondary Academies	6.0	4.8	4.1	3.6	3.6	4.6
LA maintained Special	1.7	2.6	3.7	5.3	5.2	3.3
Special Academies	0.0	0.1	0.1	0.1	0.1	0.1
Centrally Employed	0.9	1.8	3.6	5.3	10.3	3.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Job level						
Assistant Head	0.6	4.6	5.5	5.8	3.7	4.2
Advanced Skills Teacher	0.3	1.1	0.8	0.8	0.6	0.8
Advisory Teacher	0.0	0.0	0.0	0.0	0.0	0.0
Deputy Head	0.3	4.0	5.6	5.6	3.7	3.9
Executive Head Teacher	0.0	0.0	0.1	0.1	0.1	0.1
Excellent Teacher	0.0	0.0	0.0	0.0	0.0	0.0
Headteacher	0.0	1.7	6.4	9.9	7.9	4.4
Classroom Teacher	98.7	88.6	81.6	77.7	83.9	86.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A1.4: Gender and disability status of teachers in 2011

	Total	Percentage of teachers of each type			
		Total	Disabled	Male	Female
Phase and sector					
LA Maintained Nursery	2383	0.5	0.9	0.2	0.6
LA Maintained Primary	217493	45.7	41.1	23.7	53.1
Primary Academies	5002	1.1	0.7	0.6	1.2
LA Maintained Secondary	144182	30.3	31.4	45.0	25.5
Secondary Academies	78494	16.5	15.1	24.8	13.7
LA maintained Special	16207	3.4	5.4	3.4	3.4
Special Academies	302	0.1	0.0	0.1	0.1
Centrally Employed	11384	2.4	5.4	2.1	2.5
Total	475447	100.0	100.0	100.0	100.0
Type of school					
Centrally employed/Other	270	0.1	0.1	0.1	0.0
Community School	220721	47.4	47.8	40.3	49.8
Voluntary Aided School	69912	15.0	14.1	13.2	15.6
Voluntary Controlled School	29653	6.4	6.3	4.4	7.0
Foundation School	42693	9.2	8.8	12.3	8.2
Community Special School	15481	3.3	5.5	3.3	3.3
Foundation Special School	783	0.2	0.3	0.2	0.2
LA Nursery School	1576	0.3	0.5	0.0	0.4
Academy Sponsor Led	19452	4.2	4.9	6.4	3.4
Academy Converters	64675	13.9	11.5	19.8	11.9
Academy Free Schools	209	0.0	0.2	0.1	0.0
Total	465425	100.0	100.0	100.0	100.0
Job level					
Assistant Head	20735	4.4	3.3	6.2	3.7
Advanced Skills Teacher	3559	0.7	0.7	0.9	0.7
Deputy Head	18833	4.0	3.5	5.0	3.6
Executive Head Teacher	374	0.1	0.0	0.1	0.1
Excellent Teacher	116	0.0	0.0	0.0	0.0
Headteacher	21122	4.4	4.5	6.1	3.9
Classroom Teacher	410708	86.4	88.0	81.7	87.9
Total	475447	100.0	100.0	100.0	100.0

Table A1.5: Ethnicity of teachers in 2011

	Percentage of each ethnic group					
	White	Mixed	South Asian	Black	Other	All
Phase and sector						
LA Maintained Nursery	0.5	0.6	0.5	0.4	0.3	0.5
LA Maintained Primary	47.2	42.4	39.7	31.9	27.7	45.7
Primary Academies	1.1	0.8	0.5	0.5	1.0	1.1
LA Maintained Secondary	29.7	33.1	39.5	41.4	42.0	30.3
Secondary Academies	16.2	18.4	17.2	21.0	26.5	16.5
LA maintained Special	3.5	2.9	1.4	2.4	1.0	3.4
Special Academies	0.1	0.0	0.0	0.0	0.0	0.1
Centrally Employed	1.7	1.7	1.1	2.2	1.5	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Type of school						
Centrally employed/Other	0.1	0.0	0.0	0.1	0.0	0.1
Community School	47.4	49.7	56.1	46.7	42.4	47.4
Voluntary Aided School	15.2	14.2	10.1	14.1	14.4	15.0
Voluntary Controlled School	6.7	3.7	2.4	2.2	2.4	6.4
Foundation School	9.0	9.3	11.6	12.1	11.6	9.2
Community Special School	3.4	2.9	1.4	2.4	1.0	3.3
Foundation Special School	0.2	0.1	0.1	0.1	0.0	0.2
LA Nursery School	0.3	0.4	0.4	0.3	0.1	0.3
Academy Sponsor Led	3.9	6.4	5.6	9.5	7.9	4.2
Academy Converters	13.8	13.1	12.2	12.6	19.9	13.9
Academy Free Schools	0.0	0.1	0.1	0.0	0.1	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Job level						
Assistant Head	4.5	3.0	3.4	3.8	1.8	4.4
Advanced Skills Teacher	0.8	0.8	0.9	0.7	0.7	0.7
Deputy Head	4.2	2.5	1.8	2.6	1.5	4.0
Executive Head Teacher	0.1	0.0	0.0	0.0	0.0	0.1
Excellent Teacher	0.0	0.0	0.0	0.0	0.3	0.0
Headteacher	4.7	2.7	1.5	2.0	0.9	4.4
Classroom Teacher	85.8	91.0	92.4	90.9	94.8	86.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A1.6: Age group of teachers in 2011

	Percentage of each age group					
	60-64	All ages	South Asian	Black	Other	All
Phase and sector						
LA Maintained Nursery	0.3	0.4	0.6	0.8	0.8	0.5
LA Maintained Primary	47.2	45.6	47.1	43.6	40.5	45.7
Primary Academies	1.3	1.1	1.0	0.9	1.0	1.1
LA Maintained Secondary	30.3	31.8	29.4	29.7	27.3	30.3
Secondary Academies	18.3	17.0	15.6	15.3	15.3	16.5
LA maintained Special	1.8	2.7	3.7	5.5	5.8	3.4
Special Academies	0.0	0.1	0.1	0.1	0.1	0.1
Centrally Employed	0.8	1.4	2.7	4.2	9.0	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Type of school						
Centrally employed/Other	0.1	0.1	0.1	0.0	0.1	0.1
Community School	49.0	48.3	47.3	45.0	43.4	47.4
Voluntary Aided School	14.5	14.6	15.3	15.7	16.3	15.0
Voluntary Controlled School	5.3	6.1	7.3	6.9	6.3	6.4
Foundation School	9.3	9.6	8.8	8.9	8.7	9.2
Community Special School	1.8	2.6	3.6	5.4	6.1	3.3
Foundation Special School	0.1	0.1	0.2	0.3	0.3	0.2
LA Nursery School	0.1	0.2	0.4	0.7	0.6	0.3
Academy Sponsor Led	5.5	4.4	3.6	3.2	3.2	4.2
Academy Converters	14.2	14.0	13.5	13.8	14.9	13.9
Academy Free Schools	0.1	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Job level						
Assistant Head	0.6	4.7	5.8	6.1	3.9	4.4
Advanced Skills Teacher	0.2	1.0	0.9	0.8	0.5	0.7
Deputy Head	0.3	4.0	5.8	5.7	3.8	4.0
Executive Head Teacher	0.0	0.0	0.1	0.2	0.2	0.1
Excellent Teacher	0.0	0.0	0.0	0.0	0.0	0.0
Headteacher	0.0	1.6	6.6	10.3	8.4	4.4
Classroom Teacher	98.9	88.7	80.8	76.9	83.2	86.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A1.7: Gender and disability status of teachers in 2012

	Total	Percentage of teachers of each type			
		Total	Disabled	Male	Female
Phase and sector					
LA Maintained Nursery	1568	0.3	0.4	0.1	0.4
LA Maintained Primary	217584	44.6	40.5	23.5	51.5
Primary Academies	14115	2.9	1.8	1.7	3.3
LA Maintained Secondary	112380	23.0	24.4	34.0	19.4
Secondary Academies	115137	23.6	21.5	35.1	19.8
LA maintained Special	15905	3.3	6.1	3.3	3.3
Special Academies	1090	0.2	0.1	0.2	0.2
Centrally Employed	10458	2.1	5.3	2.1	2.2
Total	488237	100.0	100.0	100.0	100.0
Type of school					
Community School	203413	42.4	43.1	34.5	45.1
Voluntary Aided School	65594	13.7	12.9	11.6	14.4
Voluntary Controlled School	28179	5.9	5.6	3.7	6.6
Foundation School	33152	6.9	6.8	8.8	6.3
City Technical College	262	0.1	0.1	0.1	0.0
Community Special School	14860	3.1	6.3	3.1	3.1
Foundation Special School	1101	0.2	0.2	0.3	0.2
LA Nursery School	1600	0.3	0.4	0.1	0.4
Academy Sponsor Led	27812	5.8	6.4	8.4	4.9
Sixth Form Centres	4	0.0	0.0	0.0	0.0
Academy Special Sponsor Led	36	0.0	0.0	0.0	0.0
Academy Converters	102563	21.4	17.9	29.3	18.8
Free Schools	685	0.1	0.3	0.2	0.1
Free Schools Special	20	0.0	0.0	0.0	0.0
Total	479281	100.0	100.0	100.0	100.0
Job level					
Assistant Head	22189	4.5	3.9	6.4	3.9
Advanced Skills Teacher	3080	0.6	0.5	0.7	0.6
Deputy Head	19156	3.9	3.5	4.8	3.6
Executive Head Teacher	492	0.1	0.0	0.2	0.1
Excellent Teacher	101	0.0	0.0	0.0	0.0
Headteacher	21228	4.3	4.6	6.0	3.8
Classroom Teacher	421990	86.4	87.6	81.8	88.0
Total	488237	100.0	100.0	100	100

Table A1.8: Ethnicity of teachers in 2012

	Percentage of each ethnic group					
	White	Mixed	South Asian	Black	Other	All
Phase and sector						
LA Maintained Nursery	0.3	0.4	0.5	0.2	0.6	0.3
LA Maintained Primary	46.0	40.7	38.7	31.2	27.6	44.6
Primary Academies	2.9	2.5	2.2	1.8	2.6	2.9
LA Maintained Secondary	22.4	24.7	31.0	32.4	29.6	23.0
Secondary Academies	23.1	26.7	25.1	29.6	37.3	23.6
LA maintained Special	3.4	2.9	1.4	2.6	1.4	3.3
Special Academies	0.2	0.2	0.1	0.1	0.0	0.2
Centrally Employed	1.7	2.0	1.1	2.1	1.0	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Type of school						
Community School	42.4	43.8	51.0	41.3	36.9	42.4
Voluntary Aided School	14.0	13.1	9.1	13.4	10.8	13.7
Voluntary Controlled School	6.2	3.3	2.1	1.9	2.2	5.9
Foundation School	6.8	6.3	8.2	8.3	7.8	6.9
City Technical College	0.1	0.1	0.0	0.1	0.0	0.1
Community Special School	3.2	2.9	1.3	2.4	1.4	3.1
Foundation Special School	0.2	0.1	0.1	0.2	0.0	0.2
LA Nursery School	0.3	0.4	0.5	0.3	0.6	0.3
Academy Sponsor Led	5.3	8.3	7.6	12.1	9.1	5.8
Sixth Form Centres	0.0	0.0	0.0	0.0	0.0	0.0
Academy Special Sponsor Led	0.0	0.0	0.0	0.0	0.0	0.0
Academy Converters	21.3	21.3	19.7	19.8	30.7	21.4
Free Schools	0.1	0.3	0.4	0.2	0.4	0.1
Free Schools Special	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Job level						
Assistant Head	4.7	3.3	3.5	4.2	2.1	4.5
Advanced Skills Teacher	0.6	0.7	0.8	0.7	0.4	0.6
Deputy Head	4.1	2.6	1.9	2.6	1.1	3.9
Executive Head Teacher	0.1	0.0	0.0	0.0	0.0	0.1
Excellent Teacher	0.0	0.0	0.0	0.0	0.3	0.0
Headteacher	4.6	2.4	1.4	2.1	1.0	4.3
Classroom Teacher	85.8	90.9	92.3	90.4	95.0	86.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A1.9: Age group of teachers in 2012

	Percentage of each age group					
	under 30	30-39	40-49	50-59	60-64	All ages
Phase and sector						
LA Maintained Nursery	0.1	0.2	0.4	0.6	0.6	0.3
LA Maintained Primary	46.4	43.9	45.9	42.3	41.3	44.6
Primary Academies	3.4	3.0	2.8	2.4	2.4	2.9
LA Maintained Secondary	21.8	24.5	22.6	22.9	20.5	23.0
Secondary Academies	25.4	24.4	22.2	22.4	21.4	23.6
LA maintained Special	1.9	2.6	3.5	5.2	5.7	3.3
Special Academies	0.1	0.2	0.2	0.3	0.3	0.2
Centrally Employed	0.8	1.3	2.5	3.9	7.7	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Type of school						
Community School	44.0	43.0	42.5	39.9	39.7	42.4
Voluntary Aided School	13.1	13.3	13.9	14.6	14.9	13.7
Voluntary Controlled School	4.9	5.6	6.8	6.4	5.9	5.9
Foundation School	6.7	7.3	6.9	6.7	6.4	6.9
City Technical College	0.1	0.1	0.0	0.0	0.1	0.1
Community Special School	1.8	2.5	3.4	5.0	5.8	3.1
Foundation Special School	0.1	0.2	0.3	0.4	0.4	0.2
LA Nursery School	0.1	0.2	0.4	0.7	0.7	0.3
Academy Sponsor Led	7.6	6.1	4.9	4.5	4.0	5.8
Sixth Form Centres	0.0	0.0	0.0	0.0	0.0	0.0
Academy Special Sponsor Led	0.0	0.0	0.0	0.0	0.0	0.0
Academy Converters	21.6	21.6	20.8	21.5	22.0	21.4
Free Schools	0.2	0.1	0.1	0.1	0.2	0.1
Free Schools Special	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Job level						
Assistant Head	0.6	5.0	6.2	6.3	4.0	4.5
Advanced Skills Teacher	0.2	0.8	0.8	0.7	0.5	0.6
Deputy Head	0.3	3.8	6.1	5.6	3.7	3.9
Executive Head Teacher	0.0	0.0	0.1	0.3	0.3	0.1
Excellent Teacher	0.0	0.0	0.0	0.0	0.0	0.0
Headteacher	0.0	1.5	6.6	10.4	9.1	4.3
Classroom Teacher	98.9	88.8	80.2	76.7	82.5	86.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A1.10: Gender and disability status of teachers in 2013

	Total	Percentage of teachers of each type			
		Total	Disabled	Male	Female
Phase and sector					
LA Maintained Nursery	1571	0.3	0.7	0.1	0.4
LA Maintained Primary	210910	42.8	38.5	23.1	49.3
Primary Academies	25913	5.3	3.0	3.0	6.0
LA Maintained Secondary	95678	19.4	21.5	28.5	16.5
Secondary Academies	130593	26.5	24.3	39.4	22.3
LA maintained Special	19621	4.0	7.0	4.2	3.9
Special Academies incl AP	2502	0.5	1.0	0.6	0.5
Centrally Employed	5673	1.2	4.1	1.0	1.2
Total	492461	100.0	100.0	100.0	100.0
Type of school					
Centrally Employed/Other	5673	1.2	4.1	1.0	1.2
Community Schools	186943	38.0	37.1	30.1	40.6
Voluntary Aided Schools	62595	12.7	11.7	10.6	13.4
Voluntary Controlled Schools	26739	5.4	5.3	3.5	6.1
Foundation Schools	30311	6.2	6.0	7.5	5.7
City Technology Colleges	175	0.0	0.0	0.1	0.0
Community Special Schools	14111	2.9	4.7	2.8	2.9
Foundation Special Schools	1343	0.3	0.5	0.3	0.3
Pupil Referral Units	4167	0.8	1.8	1.1	0.8
LA Nursery Schools	1571	0.3	0.7	0.1	0.4
Academy Sponsor Led	36817	7.5	8.6	10.0	6.6
Academy Special Sponsor Led	92	0.0	0.0	0.0	0.0
Academy Converter	117438	23.8s	18.1	31.8	21.2
Free Schools	1471	0.3	0.3	0.4	0.3
Free Schools Special	42	0.0	0.0	0.0	0.0
Free Schools Alternative Provision	155	0.0	0.3	0.1	0.0
Free Schools 16-19	56	0.0	0.0	0.0	0.0
University Technical Colleges	224	0.0	0.1	0.1	0.0
Studio Schools	159	0.0	0.0	0.1	0.0
Academy Alternative Provision Converters	291	0.1	0.0	0.1	0.0
Academy Special Converters	1922	0.4	0.6	0.4	0.4
Academy 16-19 Converters	166	0.0	0.2	0.1	0.0
Total	492461	100.0	100.0	100.0	100.0
Job level					
Assistant Head	23669	4.8	3.4	6.6	4.2
Advanced Skills Teacher	1997	0.4	0.2	0.5	0.4
Advisory Teacher	1375	0.3	1.2	0.2	0.3
Deputy Head	19386	3.9	3.3	4.8	3.6
Executive Head Teacher	649	0.1	0.1	0.2	0.1
Excellent Teacher	323	0.1	0.0	0.1	0.1
Headteacher	21364	4.3	4.9	6.0	3.8
Classroom Teacher	423695	86.0	86.8	81.5	87.5
Total	492461	100.0	100.0	100.0	100.0

Table A1.11: Ethnicity of teachers in 2013

	Percentage of each ethnic group					
	White	Mixed	South Asian	Black	Other	All
Phase and sector						
LA Maintained Nursery	0.3	0.5	0.4	0.3	0.3	0.3
LA Maintained Primary	44.0	40.2	37.0	30.0	26.6	42.8
Primary Academies	5.3	4.6	4.2	3.4	3.9	5.3
LA Maintained Secondary	18.8	20.3	26.8	28.5	25.4	19.4
Secondary Academies	26.1	29.2	28.9	32.2	40.9	26.5
LA maintained Special	4.0	3.9	1.9	4.2	2.4	4.0
Special Academies incl AP	0.5	0.5	0.3	0.7	0.1	0.5
Centrally Employed	1.0	0.7	0.6	0.7	0.4	1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Type of school						
Centrally Employed/Other	1.0	0.7	0.6	0.7	0.4	1.2
Community Schools	37.9	40.2	46.4	37.6	32.5	38.0
Voluntary Aided Schools	12.9	12.6	8.4	12.3	9.9	12.7
Voluntary Controlled Schools	5.8	2.8	1.8	2.0	2.7	5.4
Foundation Schools	6.2	4.9	7.1	6.6	6.9	6.2
City Technology Colleges	0.0	0.0	0.0	0.1	0.0	0.0
Community Special Schools	3.0	2.6	1.2	2.2	2.1	2.9
Foundation Special Schools	0.3	0.2	0.1	0.3	0.0	0.3
Pupil Referral Units	0.8	1.1	0.6	1.7	0.3	0.8
LA Nursery Schools	0.3	0.5	0.4	0.3	0.3	0.3
Academy Sponsor Led	7.1	10.1	9.3	13.3	9.9	7.5
Academy Special Sponsor Led	0.0	0.0	0.0	0.0	0.1	0.0
Academy Converter	24.0	22.8	22.6	21.5	33.8	23.8
Free Schools	0.2	0.6	0.8	0.3	0.7	0.3
Free Schools Special	0.0	0.0	0.0	0.0	0.0	0.0
Free Schools Alternative Provision	0.0	0.1	0.0	0.2	0.0	0.0
Free Schools 16-19	0.0	0.1	0.0	0.0	0.0	0.0
University Technical Colleges	0.0	0.1	0.1	0.1	0.1	0.0
Studio Schools	0.0	0.0	0.1	0.1	0.1	0.0
Academy Alternative Provision Converters	0.1	0.1	0.0	0.2	0.0	0.1
Academy Special Converters	0.4	0.3	0.1	0.3	0.0	0.4
Academy 16-19 Converters	0.0	0.1	0.1	0.4	0.1	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Job level						
Assistant Head	4.9	3.7	3.7	4.4	2.1	4.8
Advanced Skills Teacher	0.4	0.6	0.6	0.5	0.6	0.4
Advisory Teacher	0.3	0.2	0.1	0.2	0.0	0.3
Deputy Head	4.1	2.7	1.8	2.6	1.3	3.9
Executive Head Teacher	0.1	0.1	0.1	0.0	0.0	0.1
Excellent Teacher	0.1	0.1	0.1	0.0	0.0	0.1
Headteacher	4.6	2.3	1.5	2.1	1.0	4.3
Classroom Teacher	85.4	90.4	92.2	90.1	95.1	86.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A1.12: Age group of teachers in 2013

	Percentage of teachers of each age group					
	under 30	30-39	40-49	50-59	60-64	All ages
Phase and sector						
LA Maintained Nursery	0.1	0.2	0.4	0.7	0.5	0.3
LA Maintained Primary	45.4	41.7	43.9	40.5	39.6	42.8
Primary Academies	6.4	5.3	5.0	4.2	4.6	5.3
LA Maintained Secondary	17.8	20.9	19.1	19.5	17.2	19.4
Secondary Academies	27.7	27.8	25.2	25.2	24.1	26.5
LA maintained Special	2.1	3.1	4.5	6.5	8.9	4.0
Special Academies incl AP	0.3	0.4	0.6	0.7	1.0	0.5
Centrally Employed	0.2	0.6	1.4	2.6	4.2	1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Type of school						
Centrally Employed/Other	0.2	0.6	1.4	2.6	4.2	1.2
Community Schools	40.2	38.7	37.8	34.9	33.0	38.0
Voluntary Aided Schools	12.4	12.3	12.9	13.5	13.3	12.7
Voluntary Controlled Schools	4.7	5.1	6.3	5.8	5.2	5.4
Foundation Schools	6.0	6.5	6.1	5.8	5.2	6.2
City Technology Colleges	0.0	0.0	0.0	0.0	0.1	0.0
Community Special Schools	1.7	2.4	3.1	4.4	5.3	2.9
Foundation Special Schools	0.1	0.2	0.3	0.4	0.6	0.3
Pupil Referral Units	0.2	0.5	1.0	1.7	3.0	0.8
LA Nursery Schools	0.1	0.2	0.4	0.7	0.5	0.3
Academy Sponsor Led	9.4	8.1	6.6	5.7	4.7	7.5
Academy Special Sponsor Led	0.0	0.0	0.0	0.0	0.0	0.0
Academy Converter	24.1	24.5	23.1	23.3	23.5	23.8
Free Schools	0.5	0.3	0.2	0.2	0.2	0.3
Free Schools Special	0.0	0.0	0.0	0.0	0.0	0.0
Free Schools Alternative Provision	0.0	0.0	0.0	0.0	0.0	0.0
Free Schools 16-19	0.0	0.0	0.0	0.0	0.0	0.0
University Technical Colleges	0.0	0.0	0.0	0.0	0.0	0.0
Studio Schools	0.0	0.0	0.0	0.0	0.0	0.0
Academy Alternative Provision Converters	0.0	0.0	0.1	0.1	0.2	0.1
Academy Special Converters	0.3	0.3	0.4	0.6	0.7	0.4
Academy 16-19 Converters	0.0	0.0	0.0	0.1	0.1	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Job level						
Assistant Head	0.7	5.4	6.6	6.4	4.4	4.8
Advanced Skills Teacher	0.1	0.5	0.5	0.5	0.4	0.4
Advisory Teacher	0.0	0.1	0.3	0.7	1.1	0.3
Deputy Head	0.3	3.8	6.1	5.6	4.1	3.9
Executive Head Teacher	0.0	0.0	0.2	0.3	0.4	0.1
Excellent Teacher	0.0	0.1	0.1	0.1	0.1	0.1
Headteacher	0.0	1.5	6.8	10.4	9.8	4.3
Classroom Teacher	98.9	88.6	79.4	76.0	79.7	86.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Appendix 2: Earnings and pay range differentials

Table A2.1: Pay range and earnings differentials by gender and disability, 2010

Pay pay range (£1000s)	Total	Percentage of category			
		Total	Disabled	Male	Female
Pay range					
Not specified/NO	61190	12.5	18.0	14.6	11.7
Advanced Skills Teachers	3812	0.8	0.7	0.8	0.8
Excellent Teacher	88	0.0	0.0	0.0	0.0
Leadership	57661	11.8	10.0	15.7	10.5
National Joint Council (Local Government Services)	987	0.2	0.3	0.2	0.2
Other	30678	6.3	3.0	6.4	6.2
Soulbury	89	0.0	0.0	0.0	0.0
Teachers	151239	30.9	27.7	26.6	32.3
Teachers Upper	171036	34.9	36.8	32.3	35.8
Unqualified Teachers from September 2008	45408	9.3	6.8	9.4	9.2
Total	489969	100.0	100.0	100.0	100.0
Pay level (£000s)					
<15K	23738	4.8	4.6	5.5	4.6
15-22.49	21670	4.4	2.2	3.9	4.6
22.5-24.99	21954	4.5	3.2	3.9	4.7
25-27.49	42270	8.6	7.4	7.7	8.9
27.5-29.99	24734	5.0	4.8	4.6	5.2
30-32.49	42351	8.6	8.5	6.8	9.3
32.5-34.99	41483	8.5	7.8	6.4	9.2
35-37.49	88073	18.0	20.9	14.1	19.3
37.5-39.99	42050	8.6	9.8	7.7	8.9
40-44.99	61261	12.5	13.1	14.6	11.8
45-49.99	34887	7.1	8.3	9.7	6.2
50-59.99	30589	6.2	6.5	9.4	5.2
60-74.99	10859	2.2	2.2	3.9	1.7
75-99.99	3267	0.7	0.7	1.4	0.4
over 100k	782	0.2	0.1	0.4	0.1
Total	489968	100.0	100.0	100.0	100.0

Table A2.2: Pay range and earnings differentials by ethnic group, 2010

	Percentage of ethnic group					
	White	Mixed	South Asian	Black	Other	Total
Pay range						
Not specified/NO	11.6	13.8	16.9	15.9	15.2	12.5
Advanced Skills Teachers	0.8	0.8	0.7	0.7	0.6	0.8
Excellent Teacher	0.0	0.0	0.0	0.0	0.1	0.0
Leadership	12.3	7.8	5.6	7.4	3.5	11.8
National Joint Council (Local Government Services)	0.2	0.2	0.2	0.4	0.4	0.2
Other	6.2	6.3	6.4	7.7	7.8	6.3
Soulbury	0.0	0.0	0.0	0.0	0.0	0.0
Teachers	30.5	41.9	41.4	34.4	42.8	30.9
Teachers Upper	35.8	24.8	25.0	29.0	20.4	34.9
Unqualified Teachers from September 2008	8.7	9.7	9.8	8.2	17.4	9.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	4.2	5.4	5.6	6.1	10.8	4.8
15-22.49	4.4	4.3	4.2	2.1	6.7	4.4
22.5-24.99	4.5	5.5	5.2	2.3	5.4	4.5
25-27.49	8.4	12.3	12.6	9.0	14.3	8.6
27.5-29.99	4.8	9.3	8.5	7.9	8.1	5.0
30-32.49	8.6	8.6	10.1	8.5	9.9	8.6
32.5-34.99	8.5	9.6	8.5	7.9	7.4	8.5
35-37.49	18.4	11.8	13.6	12.6	11.1	18.0
37.5-39.99	8.7	6.9	7.2	7.3	7.4	8.6
40-44.99	12.6	11.0	11.1	14.4	8.5	12.5
45-49.99	7.1	7.3	6.9	11.0	6.4	7.1
50-59.99	6.4	5.2	4.8	7.8	3.5	6.2
60-74.99	2.3	1.9	1.4	2.2	0.4	2.2
75-99.99	0.7	0.7	0.3	0.7	0.1	0.7
over 100k	0.2	0.2	0.1	0.1	0.0	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A2.3: Pay range and earnings differentials by age group, 2010

	Percentage of age group					
	under 30	30-39	40-49	50-59	60-64	All ages
Pay range						
Not specified	13.1	12.7	12.0	12.2	14.3	12.5
Advanced Skills Teachers	0.3	1.1	0.8	0.8	0.6	0.8
Excellent Teacher	0.0	0.0	0.0	0.0	0.0	0.0
Leadership	1.2	9.7	16.2	19.8	14.2	11.8
National Joint Council (Local Government Services)	0.2	0.2	0.2	0.2	0.4	0.2
Other	6.9	6.4	6.0	5.7	6.4	6.3
Soulbury	0.0	0.0	0.0	0.0	0.0	0.0
Teachers	69.6	28.6	20.2	10.3	12.7	30.9
Teachers Upper	4.5	39.6	41.4	49.0	48.9	34.9
Unqualified Teachers from September 2008	20.8	6.7	6.5	4.6	9.8	9.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	6.5	4.3	4.5	3.9	8.9	4.8
15-22.49	14.3	2.4	2.0	0.8	0.9	4.4
22.5-24.99	14.4	2.5	2.1	0.7	0.6	4.5
25-27.49	23.0	6.3	5.3	2.3	2.6	8.6
27.5-29.99	12.4	4.6	3.0	1.3	1.0	5.0
30-32.49	10.4	10.2	8.3	5.4	7.3	8.6
32.5-34.99	7.3	12.5	7.9	5.0	5.7	8.5
35-37.49	5.0	18.6	20.8	25.1	29.7	18.0
37.5-39.99	2.9	11.0	9.2	9.9	9.1	8.6
40-44.99	2.7	14.5	14.4	17.1	12.7	12.5
45-49.99	0.7	7.3	9.3	10.6	7.7	7.1
50-59.99	0.3	4.9	9.1	10.7	7.4	6.2
60-74.99	0.0	0.8	3.1	5.1	4.1	2.2
75-99.99	0.0	0.1	0.9	1.8	1.7	0.7
over 100k	0.0	0.0	0.1	0.4	0.7	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A2.4: Pay range and earnings differentials by gender and disability, 2011

	Total	Percentage of category			
		Total	Disabled	Male	Female
Pay range					
Not specified	50560	10.6	15.4	12.6	9.9
Advanced Skills Teachers	3480	0.7	0.6	0.8	0.7
Excellent Teacher	137	0.0	0.0	0.0	0.0
Leadership	57358	12.1	10.5	16.1	10.7
National Joint Council (Local Government Services)	578	0.1	0.1	0.1	0.1
Other	26465	5.6	2.6	5.8	5.5
Soulbury	55	0.0	0.0	0.0	0.0
Teachers	149303	31.4	27.7	27.3	32.8
Teachers Upper	176681	37.2	39.9	34.6	38.1
Unqualified Teachers from September 2008	10830	2.3	3.0	2.6	2.2
Total	475447	100.0	100.0	100.0	100.0
Pay level (£000s)					
<15K	38701	8.1	7.0	4.5	9.3
15-22.49	59950	12.6	12.4	7.4	14.3
22.5-24.99	27426	5.8	4.8	4.4	6.2
25-27.49	41317	8.7	8.1	7.4	9.1
27.5-29.99	28221	5.9	5.7	5.0	6.3
30-32.49	31193	6.6	6.4	6.1	6.7
32.5-34.99	31315	6.6	7.1	6.1	6.7
35-37.49	54757	11.5	12.7	11.9	11.4
37.5-39.99	34734	7.3	8.3	7.9	7.1
40-44.99	54445	11.5	11.7	15.0	10.3
45-49.99	31403	6.6	6.5	9.7	5.6
50-59.99	27458	5.8	6.1	8.9	4.7
60-74.99	10350	2.2	2.0	3.8	1.6
75-99.99	3337	0.7	0.9	1.5	0.4
over 100k	840	0.2	0.1	0.4	0.1
Total	475447	100.0	100.0	100.0	100.0

Table A2.5: Pay range and earnings differentials by ethnic group, 2011

	Percentage of ethnic group					
	White	Mixed	South Asian	Black	Other	All
Pay range						
Not specified/NO	10.0	12.6	15.9	15.1	13.3	10.6
Advanced Skills Teachers	0.7	0.7	0.8	0.7	0.9	0.7
Excellent Teacher	0.0	0.0	0.0	0.0	0.1	0.0
Leadership	12.7	7.9	6.0	7.8	3.5	12.1
National Joint Council (Local Government Services)	0.1	0.2	0.1	0.1	0.3	0.1
Other	5.4	5.6	5.6	6.9	8.7	5.6
Soulbury	0.0	0.0	0.0	0.0	0.0	0.0
Teachers	30.9	42.8	40.9	33.6	41.5	31.4
Teachers Upper	37.9	26.3	27.8	32.1	24.7	37.2
Unqualified Teachers from September 2008	2.2	3.9	2.8	3.7	6.9	2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	7.9	6.0	5.5	3.7	10.5	8.1
15-22.49	12.9	10.5	10.6	5.3	11.9	12.6
22.5-24.99	5.8	6.4	5.7	3.2	6.3	5.8
25-27.49	8.6	12.2	11.5	8.1	11.0	8.7
27.5-29.99	5.8	8.7	8.4	7.5	9.0	5.9
30-32.49	6.5	7.8	8.6	7.7	8.1	6.6
32.5-34.99	6.6	7.5	7.4	7.6	7.2	6.6
35-37.49	11.5	10.3	11.1	12.2	9.6	11.5
37.5-39.99	7.4	5.8	7.2	7.5	6.5	7.3
40-44.99	11.5	11.1	10.4	14.7	9.6	11.5
45-49.99	6.5	6.3	7.0	11.3	5.4	6.6
50-59.99	5.8	5.1	4.9	8.1	3.8	5.8
60-74.99	2.2	1.4	1.4	2.4	0.7	2.2
75-99.99	0.7	0.7	0.3	0.6	0.3	0.7
over 100k	0.2	0.2	0.1	0.2	0.0	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A2.6: Pay range and earnings differentials by age group, 2011

	Percentage of age group					
	under 30	30-39	40-49	50-59	60-64	All ages
Pay range						
Not specified/NO	11.4	10.6	10.3	10.1	11.2	10.6
Advanced Skills Teachers	0.2	1.0	0.8	0.8	0.5	0.7
Excellent Teacher	0.0	0.0	0.0	0.0	0.0	0.0
Leadership	1.1	9.8	17.0	20.7	15.0	12.1
National Joint Council (Local Government Services)	0.2	0.1	0.1	0.1	0.1	0.1
Other	6.3	5.6	5.2	5.1	6.4	5.6
Soulbury	0.0	0.0	0.0	0.0	0.0	0.0
Teachers	72.3	28.5	19.5	10.2	10.8	31.4
Teachers Upper	4.7	42.7	44.7	51.3	53.7	37.2
Unqualified Teachers from September 2008	3.8	1.6	2.4	1.7	2.2	2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	4.4	7.8	9.4	8.8	24.5	8.1
15-22.49	18.6	12.1	11.3	8.6	13.5	12.6
22.5-24.99	14.4	4.1	3.4	2.4	3.6	5.8
25-27.49	22.6	6.4	4.9	2.9	3.4	8.7
27.5-29.99	12.7	5.2	3.9	3.0	3.0	5.9
30-32.49	9.7	7.4	5.4	3.9	3.4	6.6
32.5-34.99	6.9	9.2	5.6	4.1	3.2	6.6
35-37.49	4.7	12.5	13.0	15.3	11.3	11.5
37.5-39.99	2.8	9.8	7.7	8.1	5.2	7.3
40-44.99	2.4	13.6	13.5	15.4	9.7	11.5
45-49.99	0.6	6.9	8.7	10.0	6.4	6.6
50-59.99	0.2	4.3	8.8	10.1	6.4	5.8
60-74.99	0.0	0.8	3.1	5.1	4.2	2.2
75-99.99	0.0	0.1	0.9	1.9	1.6	0.7
over 100k	0.0	0.0	0.1	0.5	0.7	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A2.7: Pay range and earnings differentials by gender and disability, 2012

Pay range and pay range (£1000s)	Total	Percentage of category			
		Total	Disabled	Male	Female
Pay range					
Not specified	11517	2.4	5.6	2.6	2.3
Advanced	3313	0.7	0.6	0.8	0.6
Excellent Teacher	156	0.0	0.0	0.0	0.0
Leadership	64322	13.2	12.2	17.8	11.6
National Joint Council (Local Government Services)	594	0.1	0.3	0.1	0.1
Other	26371	5.4	3.7	5.8	5.3
Soulbury	58	0.0	0.0	0.0	0.0
Teachers	171048	35.0	28.8	31.4	36.2
Teachers Upper	198955	40.7	45.5	38.6	41.5
Unqualified Teachers from September 2008	11903	2.4	3.3	2.9	2.3
Total	488237	100.0	100.0	100.0	100.0
Pay level (£000s)					
<15K	36442	7.5	7.0	4.2	8.6
15-22.49	65780	13.6	12.4	8.0	15.4
22.5-24.99	28334	5.9	5.6	4.6	6.3
25-27.49	43382	9.0	8.2	7.8	9.3
27.5-29.99	29641	6.1	5.8	5.1	6.4
30-32.49	33569	6.9	6.4	6.4	7.1
32.5-34.99	33619	6.9	7.5	6.6	7.1
35-37.49	58088	12.0	13.6	12.5	11.8
37.5-39.99	34310	7.1	7.4	8.1	6.8
40-44.99	50751	10.5	10.6	13.7	9.4
45-49.99	28478	5.9	6.7	8.5	5.0
50-59.99	26873	5.6	5.8	8.5	4.6
60-74.99	10747	2.2	2.1	3.9	1.7
75-99.99	3326	0.7	0.8	1.5	0.4
over 100k	852	0.2	0.1	0.4	0.1
Total	484192	100.0	100.0	100.0	100.0

Table A2.8: Pay range and earnings differentials by ethnicity, 2012

	Percentage of ethnic group					
	White	Mixed	South Asian	Black	Other	All
Pay range						
Not specified	2.1	2.8	4.3	3.7	2.6	2.4
Advanced	0.7	0.7	0.8	0.7	0.7	0.7
Excellent Teacher	0.0	0.0	0.0	0.0	0.1	0.0
Leadership	13.8	9.1	7.1	9.0	4.6	13.2
National Joint Council (Local Government Services)	0.1	0.2	0.1	0.1	0.0	0.1
Other	5.3	6.2	5.7	7.8	7.7	5.4
Soulbury	0.0	0.0	0.0	0.0	0.0	0.0
Teachers	34.1	48.3	46.1	38.0	48.4	35.0
Teachers Upper	41.6	28.6	33.0	36.7	27.7	40.7
Unqualified Teachers from September 2008	2.3	4.1	2.9	4.0	8.1	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	7.5	6.5	5.4	3.6	10.3	7.5
15-22.49	13.7	11.9	11.7	5.7	12.3	13.6
22.5-24.99	5.9	6.5	5.3	3.1	5.2	5.9
25-27.49	8.8	11.5	11.9	8.8	12.9	9.0
27.5-29.99	6.0	9.6	8.1	7.4	7.6	6.1
30-32.49	6.8	8.1	8.5	7.6	9.6	6.9
32.5-34.99	7.0	7.0	7.8	7.0	7.2	6.9
35-37.49	12.1	10.0	11.4	13.2	9.3	12.0
37.5-39.99	7.2	6.5	7.1	7.3	6.5	7.1
40-44.99	10.5	9.5	9.8	14.3	9.2	10.5
45-49.99	5.8	5.7	6.5	11.0	5.3	5.9
50-59.99	5.6	4.9	4.5	7.5	3.2	5.6
60-74.99	2.3	1.5	1.5	2.6	1.1	2.2
75-99.99	0.7	0.5	0.3	0.7	0.3	0.7
over 100k	0.2	0.2	0.1	0.2	0.0	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A2.9: Pay range and earnings differentials by age group, 2012

	Percentage of age group					
	under 30	30-39	40-49	50-59	60-64	All ages
Pay range						
Not specified	2.6	2.2	2.2	2.4	3.6	2.4
Advanced	0.2	0.9	0.8	0.8	0.6	0.7
Excellent Teacher	0.0	0.0	0.1	0.0	0.1	0.0
Leadership	1.2	10.8	19.1	22.7	17.0	13.2
National Joint Council (Local Government Services)	0.1	0.1	0.1	0.1	0.1	0.1
Other	6.5	5.4	5.0	4.7	4.7	5.4
Soulbury	0.0	0.0	0.0	0.0	0.0	0.0
Teachers	80.5	31.5	20.2	11.5	11.3	35.0
Teachers Upper	4.8	47.5	50.2	55.7	60.2	40.7
Unqualified Teachers from September 2008	4.1	1.6	2.3	2.1	2.4	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	4.3	7.3	8.8	8.3	19.8	7.5
15-22.49	20.7	12.7	11.8	9.0	14.6	13.6
22.5-24.99	14.2	4.1	3.5	2.5	3.9	5.9
25-27.49	23.2	6.4	4.8	3.1	3.4	9.0
27.5-29.99	12.4	5.4	4.0	3.3	2.8	6.1
30-32.49	9.9	7.9	5.5	4.2	3.9	6.9
32.5-34.99	6.7	9.8	5.9	4.3	3.8	6.9
35-37.49	4.1	13.6	14.0	15.7	13.3	12.0
37.5-39.99	2.1	9.3	7.9	8.3	5.6	7.1
40-44.99	1.7	12.3	12.7	14.7	9.6	10.5
45-49.99	0.5	6.0	8.1	9.0	6.1	5.9
50-59.99	0.2	4.1	8.7	9.9	6.2	5.6
60-74.99	0.0	0.8	3.3	5.3	4.5	2.2
75-99.99	0.0	0.1	0.9	2.0	1.7	0.7
over 100k	0.0	0.0	0.2	0.6	0.8	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A2.10: Pay range and earnings differentials by gender and disability, 2013

	Total	Percentage of category			
		Total	Disabled	Male	Female
Pay range					
Not specified	33585	6.8	12.0	8.8	6.1
Advanced Skills Teachers	1965	0.4	0.3	0.4	0.4
Excellent Teacher	271	0.1	0.0	0.1	0.1
Leadership	63543	12.9	11.7	17.0	11.6
National Joint Council (Local Government Services)	707	0.1	0.5	0.1	0.1
Other	29437	6.0	3.7	6.4	5.9
Soulbury	547	0.1	0.6	0.1	0.1
Teachers	164282	33.4	26.6	29.4	34.7
Teachers Upper	187397	38.1	41.8	35.1	39.0
Unqualified Teachers from September 2008	10727	2.2	2.9	2.7	2.0
Total	492461	100.0	100.0	100.0	100.0
Pay level (£000s)					
<15K	38244	7.8	7.4	4.7	8.8
15-22.49	64474	13.1	13.4	7.8	14.8
22.5-24.99	30742	6.2	5.1	5.0	6.7
25-27.49	42244	8.6	8.0	7.7	8.9
27.5-29.99	29675	6.0	5.9	5.1	6.3
30-32.49	35555	7.2	6.1	6.5	7.5
32.5-34.99	33891	6.9	6.6	6.2	7.1
35-37.49	55584	11.3	12.9	11.8	11.1
37.5-39.99	35956	7.3	8.0	8.2	7.0
40-44.99	52676	10.7	10.4	14.2	9.6
45-49.99	28303	5.7	6.6	7.9	5.0
50-59.99	26905	5.5	5.7	8.3	4.6
60-74.99	12830	2.6	2.7	4.4	2.0
75-99.99	4239	0.9	1.0	1.8	0.5
over 100k	1143	0.2	0.3	0.5	0.1
Total	492461	100.0	100.0	100.0	100.0

Table A2.11: Pay range and earnings differentials by ethnicity, 2013

	Percentage of ethnic group					
	White	Mixed	South Asian	Black	Other	All
Pay range						
Not specified	6.4	8.3	11.1	11.6	8.7	6.8
Advanced Skills Teachers	0.4	0.5	0.5	0.5	0.6	0.4
Excellent Teacher	0.1	0.0	0.0	0.0	0.1	0.1
Leadership	13.5	9.1	7.0	9.1	4.6	12.9
National Joint Council (Local Government Services)	0.1	0.2	0.1	0.1	0.1	0.1
Other	6.0	6.8	5.7	7.3	7.8	6.0
Soulbury	0.1	0.1	0.0	0.0	0.0	0.1
Teachers	32.6	45.2	41.6	34.4	46.2	33.4
Teachers Upper	38.8	25.9	31.2	33.0	25.4	38.1
Unqualified Teachers from September 2008	2.0	4.0	2.7	4.0	6.4	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	7.8	6.3	5.7	5.3	10.4	7.8
15-22.49	13.3	12.2	11.2	5.8	13.3	13.1
22.5-24.99	6.2	6.8	6.1	3.0	5.5	6.2
25-27.49	8.3	12.5	11.5	8.8	12.9	8.6
27.5-29.99	6.0	7.4	7.6	6.2	7.1	6.0
30-32.49	7.1	8.8	8.9	8.2	8.3	7.2
32.5-34.99	6.9	7.3	7.6	6.6	6.0	6.9
35-37.49	11.3	10.1	10.8	12.3	9.8	11.3
37.5-39.99	7.4	6.4	7.6	7.6	6.4	7.3
40-44.99	10.7	9.1	10.2	14.3	9.1	10.7
45-49.99	5.6	5.7	5.8	10.4	5.9	5.7
50-59.99	5.5	4.7	4.6	7.7	3.4	5.5
60-74.99	2.7	1.9	1.8	2.8	1.4	2.6
75-99.99	0.9	0.5	0.4	0.8	0.3	0.9
over 100k	0.2	0.3	0.2	0.2	0.3	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table A2.12: Pay range and earnings differentials by age group, 2013

	Percentage of age group					
	under 30	30-39	40-49	50-59	60-64	All ages
Pay range						
Not specified	7.5	6.8	6.5	6.5	7.3	6.8
Advanced Skills Teachers	0.1	0.5	0.5	0.5	0.4	0.4
Excellent Teacher	0.0	0.1	0.1	0.1	0.1	0.1
Leadership	1.2	10.8	18.9	21.8	17.8	12.9
National Joint Council (Local Government Services)	0.2	0.1	0.1	0.1	0.2	0.1
Other	6.9	6.0	5.6	5.5	5.3	6.0
Soulbury	0.0	0.0	0.1	0.3	0.5	0.1
Teachers	76.6	29.6	18.5	11.2	9.7	33.4
Teachers Upper	4.2	44.7	47.6	51.9	56.3	38.1
Unqualified Teachers from September 2008	3.3	1.5	2.0	2.2	2.5	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pay level (£000s)						
<15K	4.4	7.3	8.9	9.1	21.1	7.8
15-22.49	20.4	12.1	10.9	8.7	14.0	13.1
22.5-24.99	15.4	4.3	3.5	2.6	3.9	6.2
25-27.49	22.0	6.2	4.4	3.0	3.1	8.6
27.5-29.99	11.9	5.4	4.0	3.3	3.2	6.0
30-32.49	10.6	8.2	5.6	4.3	3.4	7.2
32.5-34.99	6.6	9.6	5.9	4.4	3.4	6.9
35-37.49	4.0	13.0	13.4	14.4	11.0	11.3
37.5-39.99	2.1	9.5	8.4	8.6	6.2	7.3
40-44.99	1.7	12.7	13.2	14.8	10.1	10.7
45-49.99	0.6	6.0	7.9	8.5	5.9	5.7
50-59.99	0.3	4.4	8.4	9.4	6.5	5.5
60-74.99	0.1	1.1	4.1	6.0	5.1	2.6
75-99.99	0.0	0.3	1.2	2.4	2.1	0.9
over 100k	0.0	0.1	0.2	0.7	0.9	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

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