

Example Day Boarding School – Senior School
Teacher and Senior Staff Salary and Benefits Survey 2020
Customised Benchmark Report

August 2019





Dear James

We are pleased to provide you with a custom benchmark report comparing your school's Teacher and Senior Staff salaries, allowances and benefits with those of similar schools. The peer group with which your school is being compared is set out on page 5 of this report. Note that under Office of Fair Trading Regulations we are not able to provide you with a named list of peer schools, but we are willing for you to provide us with a list of potential peer schools and for the search criteria we use to fit this group as closely as possible. This survey was conducted in Autumn 2019 with a data collection date of 1 September 2019.

Over the years we have been asked many times how best to use benchmark data as "every school is unique". This is self-evident and each school must interpret benchmark data in the light of its particular market, school site and competitive circumstances. However, benchmark data can be an invaluable tool with which to inform strategic and budget debates and as the leading benchmarking specialists in this sector we know that large numbers of schools use the data we provide in order to do this.

This is the fourth Teacher Salary and Benefits Survey and this time the survey has been extended to the major non-teaching roles. It also covers the "hot topics" of pensions, pay scale progression and the provision of wider benefits, including fee remission and accommodation.

Thank you for the support you have given to our benchmarking work. We would also draw your attention to our other surveys. The main financial benchmarking survey, now in its 24th year, is published at the ISBA Conference each May and custom benchmarks are available from April 2020. Details of our "Fee affordability and Parental time" surveys can be found on our website, and are available for any school to commission from us to help them understand better their parental body and to assist them in developing their school's fees and bursary strategy. This year we have also launched our detailed teacher workload modelling system, which allows schools to map and cost in detail their use of teacher time, including not only academic subjects, but pastoral, co-curricular and boarding aspects. If you are interested, please contact us.

Yours sincerely

Rhiannon Cutler
Baines Cutler Solutions Ltd
August 2019

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YOUR SELECTED PEER GROUP

How we establish a suitable peer group

Our aim is to provide you with a report of real value. To do so we need to establish which schools would be most like yours, so that the comparison of the data from this peer group and your own school is as useful as possible. There are certain criteria which we look at in determining a school's peer group. These include UK region, the type of school i.e. boarding, day/boarding or day, the number of pupils, the percentage who are senior/junior and the gender of those pupils. Other criteria could be the nature of the school (e.g. international). We have discussed and agreed with you an appropriate peer group and this is identified below.

As far as this survey is concerned it is important to note that we are considering comparative salaries and the pay market you are recruiting from. This is important as it means that you should expect the peer group to be larger than and NOT simply reflect your school's pupil catchment area.

Clearly every school is unique in its history, culture and location, but our experience of conducting benchmarking surveys has shown us that schools have more in common than might be expected. This means that, as long as comparative data is interpreted with the understanding that it can never give the whole picture, it can provide a true external view which is difficult for school bursars, heads and governors to obtain in any other way.

Your peer group

We have established the following peer criteria for you. If you wish to discuss any aspects of this selection, please let us know. As noted in the introduction we cannot benchmark against a named list of schools but if you do have benchmark schools in mind and can provide us with a list, we are always happy to seek to match the benchmark criteria against that list as closely as possible.

Key Indicator	Number or range
Number of pupils in the school as a whole	Not Selected
Number of pupils in the senior school	Greater or equal to 250 AND Less or equal to 575
Number of pupils in the Sixth Form	Not Selected
Number of pupils in the junior and pre-prep combined	Not Selected
Junior/prep and pre-prep combined percentage of school as a whole	Not Selected
Pre-prep as a percentage of the junior school	Not Selected
Girls percentage	Not Selected
Boarding percentage (senior school)	Greater or equal to 25 AND Less or equal to 80
UK Region	Not Selected
Other criteria 1	Not Selected
Other criteria 2	Not Selected

HIGH LEVEL DATA ON THE SENIOR SCHOOL AND ITS PEER GROUP

The table below shows key data and ratios about Example Day Boarding School and your peer group. The number of schools in your peer group is 25. The data we provide is both the mean (the average) and the median (the middle record). Note that “FTE” both below and in this report stands for “full time equivalent” teaching posts and so deals with the issue of part-time staff. Senior school is measured from age 11 or 13, depending on the point at which most pupils move. Net fee income is measured after deducting fee concessions such as bursaries, scholarships, staff and other fee remissions.

Teachers are defined as those staff qualified (either through a formal teaching qualification or experience you view as equivalent) and who are paid through your main teacher pay scales or reward systems. Teacher support are all other support roles, for example graduate teaching assistants, unqualified resident tutors, laboratory technicians, classroom and language assistants, librarians, employed sports coaches and employed visiting music teachers. We examine some of these roles later in this report.

High Level Pupil and Teacher Information

Key Indicator	Units	Example Day Boarding School	Median	Mean
Peer Group				
Number of Schools in Peer Group	Number	25		
High-Level Pupil Information				
Number of Senior School Pupils 2019/20	Number	478	463	426
Size of Sixth Form	Number	42	43	54
Senior School Girls' percentage	%	44	44	53
Senior School Boarding percentage	%	37	36	36
High-Level Teacher Information				
Total Number of Senior School Teachers 2019/20	Number	76	65	67
FTE Number of Senior School Teachers 2019/20	Number	72	61	60
Number of Part-Time Senior School Teachers 2019/20	Number	11	16	16
Percentage of Part-Time Senior Teachers 2019/20	%	14.5	23.5	23.2
Senior School Pupil Teacher Ratio (FTE)	Number	6.6	7.2	7.2

The table below shows high-level financial and cost information for Example Day Boarding School and its peer group. All aspects of the data are looked at in more detail in later sections of this report. In all cases the data below excludes Head Teachers. Also note that, in the case of boarding schools (which may accommodate some or all of their teachers and so pay them lower pay levels), the data at this stage is simply actual pay, unadjusted for accommodation and for rent. For such schools, the later section on boarding provides more detailed information, both on an accommodated and an unaccommodated basis.

Key Indicator	Units	Example Day Boarding School	Median	Mean
High-Level Financial Information				
Net Fee Income 19/20	£m	11.1	8.5	8.8
Teaching Staff Costs as Percentage of Income 19/20	%	38.4	40.6	40.4
Teaching Staff Costs per pupil 19/20 (incl. on costs)	£	8,918	8,176	8,185

High-Level Per Teacher Cost Information				
Key Indicator	Units	Example Day Boarding School	Mean	Median
All Teachers (excluding Head Teachers)				
Full-time equivalent teacher numbers	FTE	72.1	59.7	61.0
Average pay (excl. on costs) per FTE teacher	£	43,938	42,552	42,593
Teaching Members of the Senior Management Team				
SMT teacher numbers	Number	6.0	5.8	6.0
Average pay (excl. on costs) per SMT member	£	57,988	56,735	56,737
All Teachers (excluding SMT)				
Full-time equivalent teacher numbers excl. SMT	FTE	66.1	54.0	55.9
Average pay (excl. on costs) per FTE teacher excl. SMT	£	42,663	41,083	41,049

GOVERNORS' REPORT – HEADS AND BURSAR PAY AND BENEFITS

Head and Bursar Pay

In most schools, whilst issues relating to teacher pay are considered as part of the annual budgeting process by the school's senior management team, the pay of the Head Teacher and the Bursar/COO/Director of Finance is usually determined directly by the Board. This section of the report is designed as a report for Governors to assist them in taking these decisions.

We consider below the pay of Heads and Bursars. In doing so we are aware that some larger schools or foundations/groups operate systems whereby a "principal" or "warden" has overall responsibility for more than one senior school, as well as often one or two connected junior schools. Such schools would then have an additional "head of the senior school" role. Our benchmarking therefore considers three roles/scenarios:

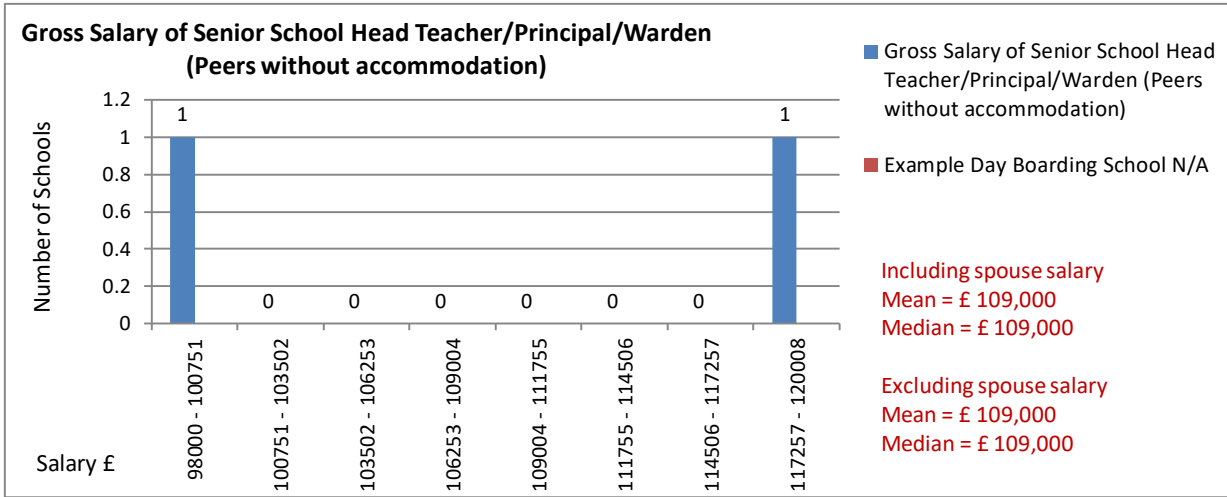
- 1) The Principal/Head Teacher of the Senior School and/or the Head Teacher overseeing an all-age school including one or more junior schools. This benchmarking section also covers the role of Principal/Warden/Senior Head overseeing several schools (e.g. within a Foundation). To cover the wider scope of this latter role we provide mean/median information as to the number of schools Head Teachers are responsible for
- 2) The Head Teacher of the Senior School (but ONLY if a Principal role ALSO exists covering the whole Foundation i.e. this person reports to the Principal). Since this role is unusual and also since its pay and benefits are not necessarily Governor decisions, we have covered it in the main part of our report
- 3) The Bursar/COO/Head of Operations/Director of Finance. This is the most senior role in charge of Operations (including the traditional Bursar role). Note that if an ADDITIONAL Head of Finance (or equivalent) role ALSO exists this role is covered in the main part of this report.

Pay of your Senior School Head Teacher/Principal/Warden

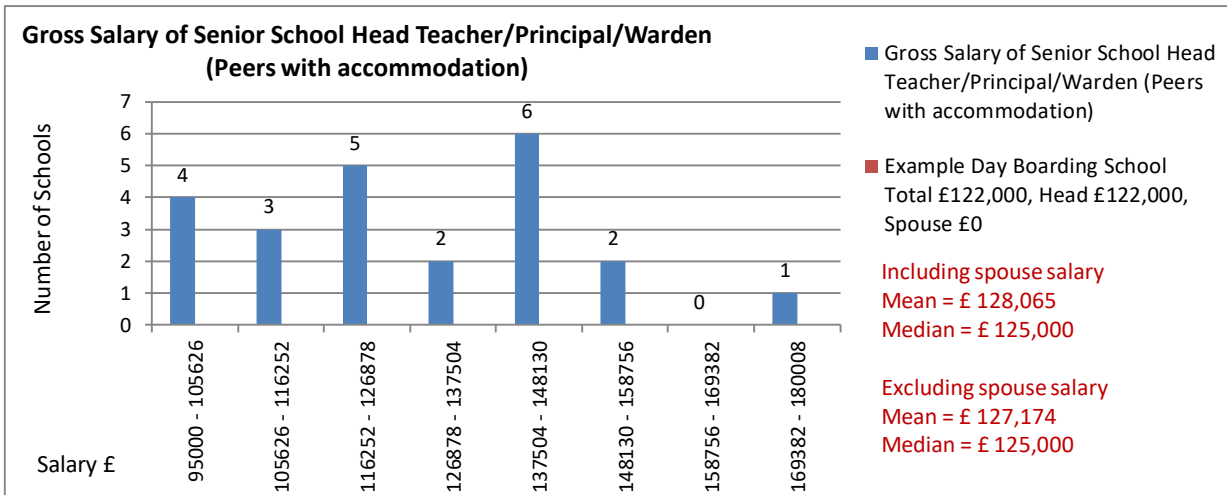
This section of the report examines the pay and benefits of your Senior School Head Teacher/Principal/Warden i.e. the most senior role in the school.

The graphs below show the gross salary of your Head Teacher as at 1 September 2019 (together with the gross salary of his/her spouse if a salary is paid to the spouse by the school as part of the overall duties of the Head Teacher) compared with the gross salary of the Head Teachers in your peer group schools. We have provided separate graphs for peer schools which provide an accommodation benefit to their Head Teachers and those which do not, because of the importance of this benefit to any remuneration package.

The first graph below relates to peer schools which do not provide their Head Teacher with accommodation.



This second graph below relates to peer schools which provide their Head Teacher with accommodation.



Example Day Boarding School – Senior School Teacher and Senior Staff Salary and Benefits Survey 2020

We provide below some additional information to put the Head Teacher graphs into context. Please note that a table covering Heads' non-accommodation benefits is provided at the end of this section.

Key Indicator	Units	Example Day Boarding School	Median	Mean
Years in post	Number	5	3	5
Age bracket	Text	51 to 55	46 to 50	46 to 50
Number of schools responsible for (prep and pre-prep taken separate as one)	Number	1	2	2
Inflationary pay increase 2018/19 (over 2017/18)	%	4	3	2.8
Heads' Bonus scheme in operation?	%	No	16%	16%
2018/19 bonus (only if paid)	£	N/A	5,000	6,000
Member of Teachers' Pension Scheme?	%	Yes	88%	88%
If not, then employer pension contribution	£	N/A	15,000	14,333
If not, then employee pension contribution	£	N/A	10,000	8,667

The following information looks at the relative pay of the Principal/Head Teacher compared with other levels of teacher. It does this by expressing the pay of the next most highly paid SMT teacher as a percentage of the pay of the Principal/Head Teacher and doing the same for the average pay of an SMT teacher and the average pay of all other teachers (working on an FTE basis).

Compared with	Units	Example Day Boarding School	Median	Mean
Next most highly paid non-head teacher on SMT*	%	53%	55%	55%
SMT average pay	%	48%	46%	46%
Average pay per teacher	%	34%	31%	32%

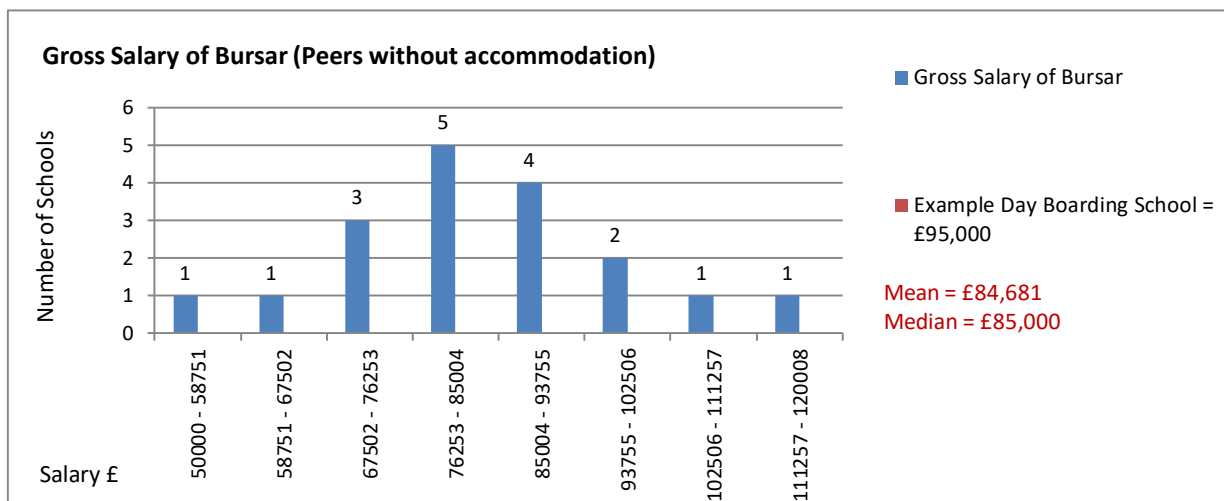
*The second most highly paid teacher(s) at Example Day Boarding School is the Deputy Head Academic and the Deputy Head Pastoral.

Pay of your Bursar/COO/Head of Operations/Director of Finance

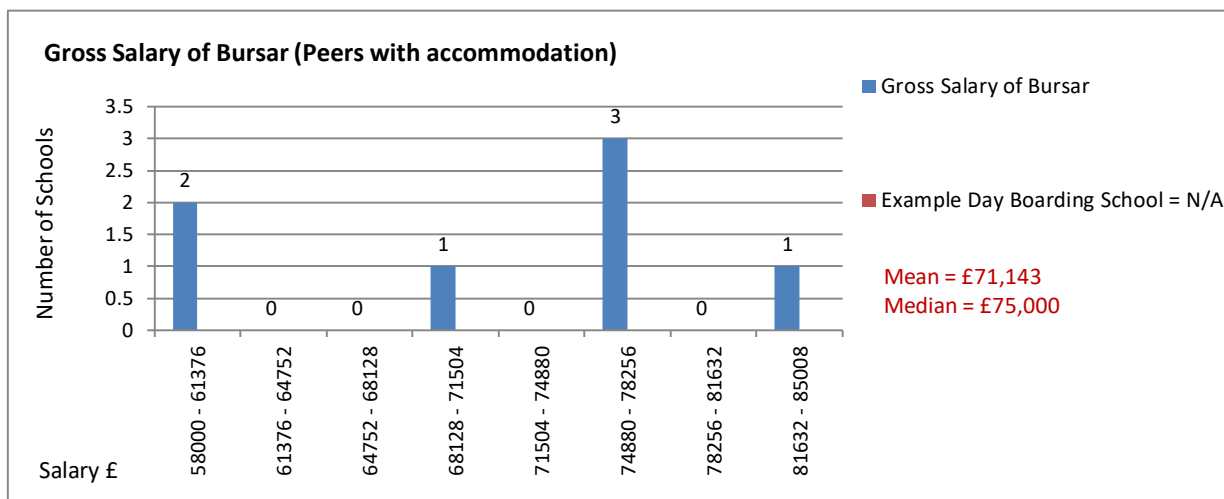
This section of the report examines the pay and benefits of your Bursar/COO/Head of Operations/Director of Finance i.e. the most senior financial and business role in the school. Note that if an additional Head of Finance (or equivalent) role also exists this role is covered in the main part of this report.

The graphs below show the gross salary of your Bursar as at 1 September 2019 compared with the gross salary of the Bursar in your peer group schools. We have provided separate graphs for peer schools which provide an accommodation benefit to their Bursars and those which do not, because of the importance of this benefit to any remuneration package.

The first graph below relates to peer schools which do not provide their Bursar with accommodation.



This second graph below relates to peer schools which provide their Bursar with accommodation.



Example Day Boarding School – Senior School Teacher and Senior Staff Salary and Benefits Survey 2020

We provide below some additional information to put the Bursar graphs into context. Please note that a table covering Bursars' non-accommodation benefits is provided at the end of this section.

Key Indicator	Units	Example Day Boarding School	Median	Mean
Years in post	Number	6	6	7
Age bracket	Text	41 to 45	41 to 45	41 to 45
Number of schools responsible for (prep and pre-prep taken separate as one)	Number	2	2	2
Inflationary pay increase 2018/19 (over 2017/18)	%	2	2	2.4
Bursar's Bonus scheme in operation?	%	No	12%	12%
2018/19 bonus (only if paid)	£	N/A	5,000	5,000
Member of Teachers' Pension Scheme?	%	No	4%	4%
If not, then employer pension contribution	£	15,000	15,000	13,955
If not, then employee pension contribution	£	10,000	10,000	9,429

Head and Bursar Additional Benefits

The table below shows the benefit packages provided to the Head and Bursar/FD at Example Day Boarding School and at its peer schools. For each benefit the percentage of schools providing that benefit to a person in that role is shown in the appropriate box. If Example Day Boarding School provides that benefit the entry in the appropriate column is shown in red. If it does not, or if you do not have that role, it is shown in black.

Role	Accommodation provided	Car Provided	Council Tax	Water Rates	Utility Bills	Telephone	Cleaning	Laundry	Entertainment allowance	Repairs and Maintenance	Gardening	Private Health Cover	Fees paid at another school
Principal/Head Teacher Senior School	92	8	92	80	80	80	84	84	76	80	84	88	72
Bursar/Director of Finance	28	4	12	12	12	12	8	0	8	12	8	68	0

SENIOR TEACHING STAFF IN THE SENIOR SCHOOL

Senior Teaching Roles

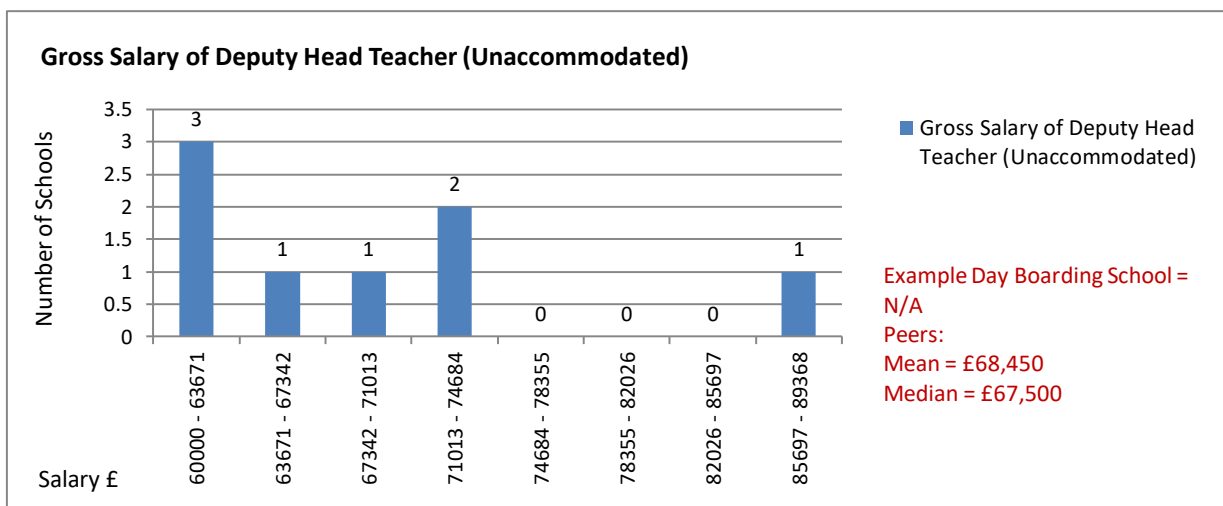
This section of the report examines Example Day Boarding School’s senior teaching roles. We are aware that all schools are different and so can both use different titles for the same role and the same title for different roles! So, in our questionnaire we asked about 14 senior school senior teaching roles. We defined each and asked each participant to complete the survey for the roles closest to its own. You will find that not all your peer schools have the same number of senior roles as you do and that graphs are produced for some roles which you do not have, but which your peer group schools do. However, by providing you with salary information on each role (including roles which you do not have) you will be able to read your own circumstances into the results. A table of means and medians summarising roles not covered by detailed graphs is provided at the end of this section.

How we deal with accommodation benefits

Some boarding schools provide their senior staff with accommodation and if you do this the graphs in this section have been prepared on that same basis i.e. if you accommodate your Deputy Head the Deputy Head graph is for those peer schools which also do so. If you do not accommodate your Deputy Head the graph is prepared on that basis. If you do not have the role the graph is always prepared on an unaccommodated basis. Note that information for peers which pay on the opposite accommodation basis is set out in the table at the end of the section on senior staff pay.

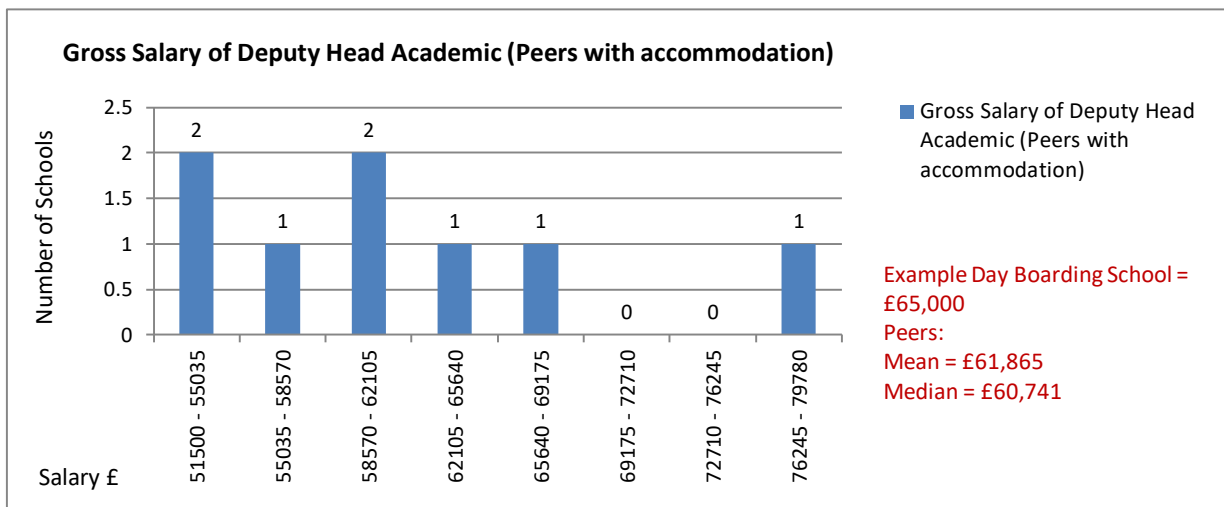
Pay of your Deputy Head Teacher

This section of the report examines the pay of the Deputy Head Teacher. The graph below shows the gross salary of your Deputy Head Teacher compared with the gross salary of the Deputy Head in your peer group schools.



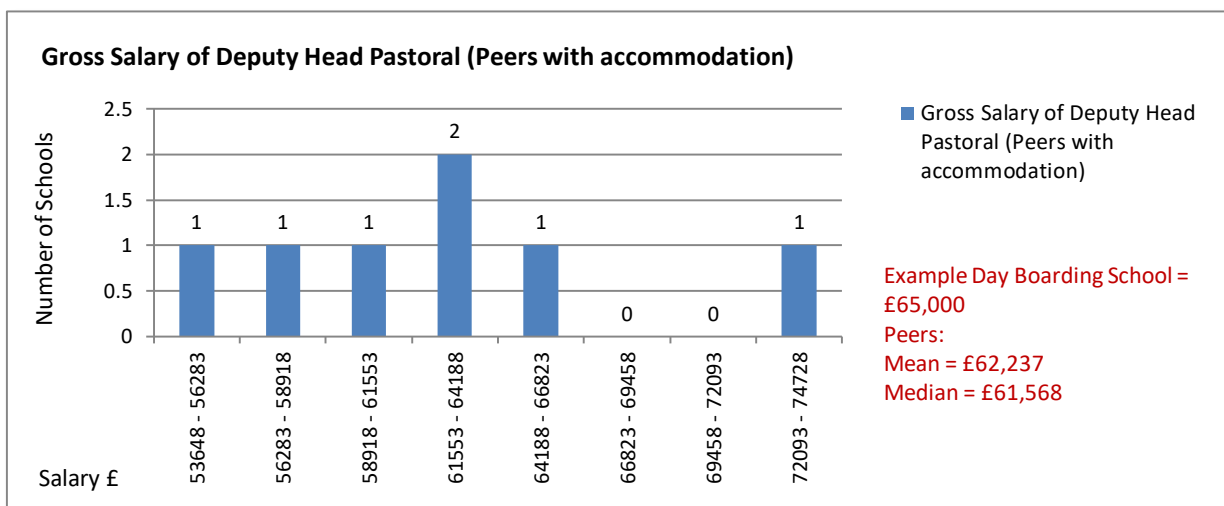
Pay of your Deputy Head Academic

This section of the report examines the pay of the Deputy Head Academic. The graph below shows the gross salary of your Deputy Head Academic compared with the gross salary of the Deputy Head Academic in your peer group schools.



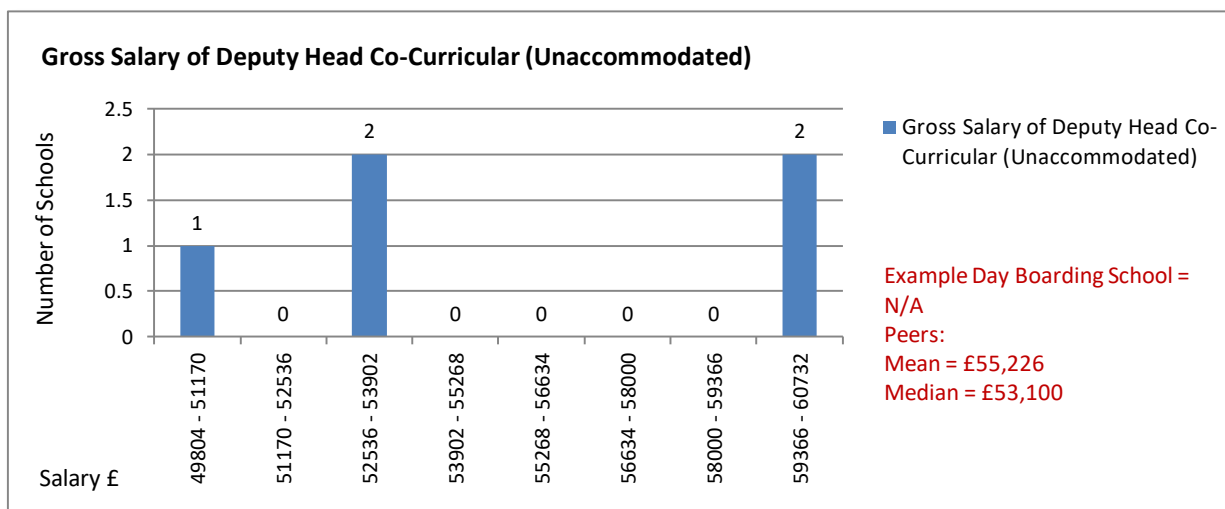
Pay of your Deputy Head Pastoral

This section of the report examines the pay of the Deputy Head Pastoral. The graph below shows the gross salary of your Deputy Head Pastoral compared with the gross salary of the Deputy Head Pastoral in your peer group schools.



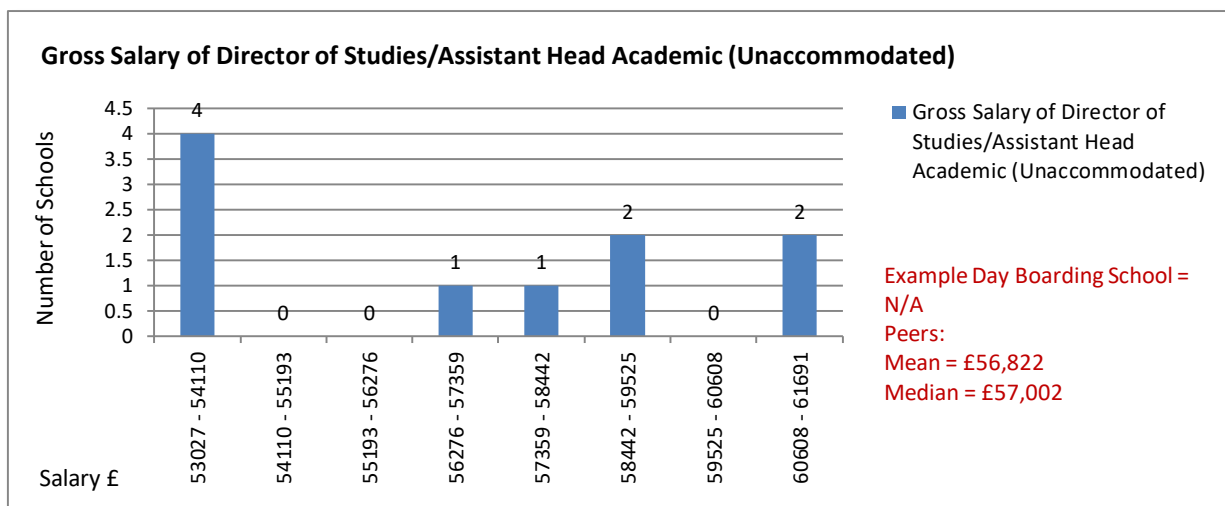
Pay of your Deputy Head Co-Curricular

This section of the report examines the pay of the Deputy Head Co-Curricular. The graph below shows the gross salary of your Deputy Head Co-Curricular compared with the gross salary of the Deputy Head Co-Curricular in your peer group schools.



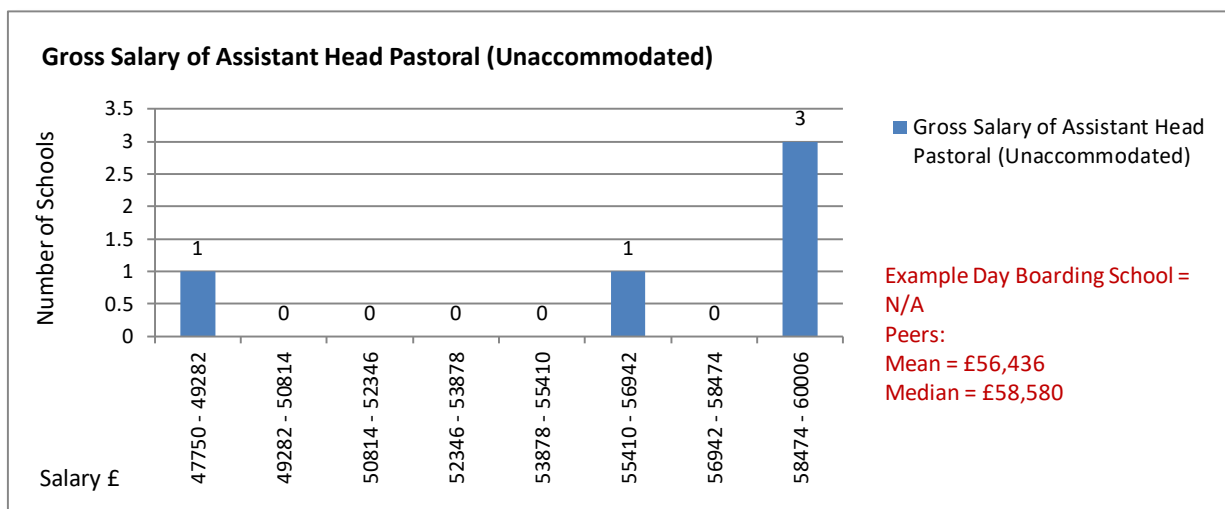
Pay of your Director of Studies/Assistant Head Academic

This section of the report examines the pay of the Director of Studies/Assistant Head Academic. The graph below shows the gross salary of your Director of Studies/Assistant Head Academic compared with the gross salary of the Director of Studies/Assistant Head Academic in your peer group schools.



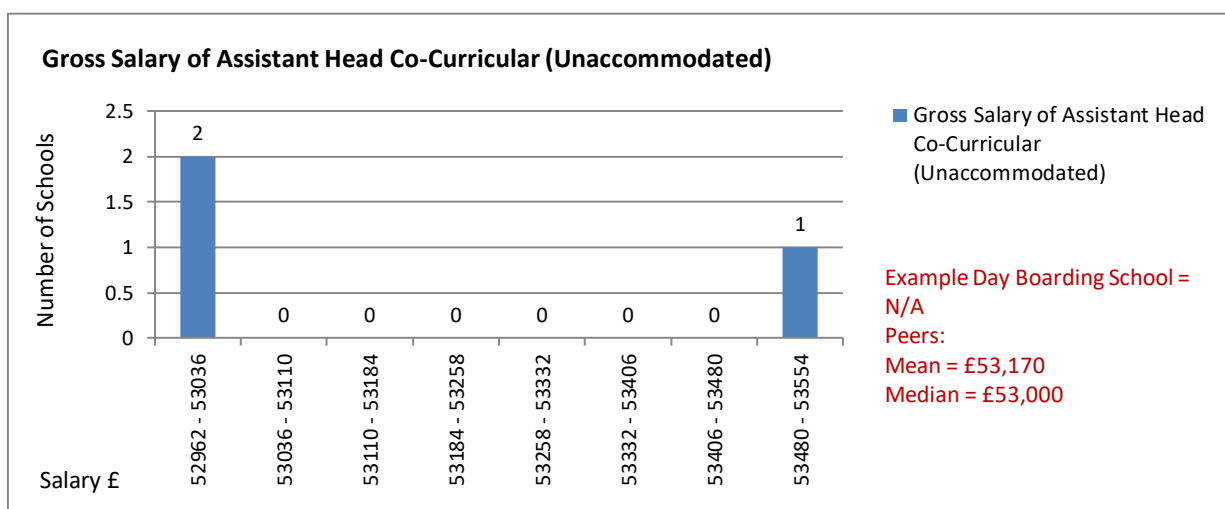
Pay of your Assistant Head Pastoral

This section of the report examines the pay of the Assistant Head Pastoral. The graph below shows the gross salary of your Assistant Head Pastoral compared with the gross salary of the Assistant Head Pastoral in your peer group schools.



Pay of your Assistant Head Co-Curricular

This section of the report examines the pay of the Assistant Head Co-Curricular. The graph below shows the gross salary of your Assistant Head Co-Curricular compared with the gross salary of the Assistant Head Co-Curricular in your peer group schools.



The above section contains information about the major senior academic roles. However, we are aware that many schools have other important roles which they would like benchmarked. The table below therefore contains information about the mean and median pay of all benchmarked teaching SMT roles whether accommodation is provided or not.

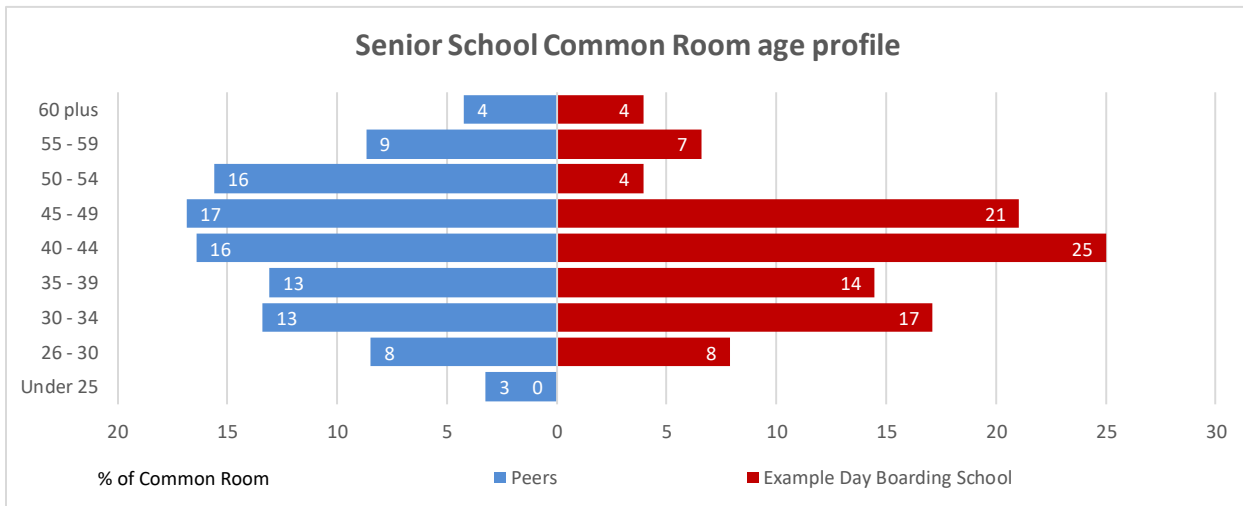
Mean and Median pay for other senior roles

Role	Example Day Boarding School		Unaccommodated		Accommodated	
	Unaccommodated	Accommodated	Mean	Median	Mean	Median
Head Teacher (if Principal selected)	£0	£0	£0	£0	£102,500	£102,500
Deputy Head	£0	£0	£68,450	£67,500	£70,270	£67,159
Deputy Head Academic	£0	£65,000	£60,733	£61,383	£61,865	£60,741
Deputy Head Pastoral	£0	£65,000	£62,595	£62,395	£62,237	£61,568
Deputy Head Co-Curricular	£0	£0	£55,226	£53,100	£59,390	£59,390
Director of Studies/Assistant Head Academic	£0	£0	£56,822	£57,002		
Assistant Head Pastoral	£0	£0	£56,436	£58,580	£68,010	£68,010
Assistant Head Co-Curricular	£0	£0	£53,170	£53,000	£47,750	£47,750
Head of Sixth Form	£0	£46,642	£49,179	£52,088	£46,642	£46,642
Head of Middle School	£0	£0	£43,301	£42,720	£54,601	£54,601
Head of Lower School (Senior School role)	£57,243	£0	£48,849	£46,888	£50,865	£50,865
Chaplain	£0	£50,984	£22,504	£22,504	£47,674	£49,572
Other Senior School SMT	£63,056	£0	£52,509	£52,662	£56,851	£65,303
Registrar (if a teacher)	£0	£0				
Head of Boarding	£0	£0	£52,576	£52,576	£49,837	£47,138

SENIOR SCHOOL TEACHER AGE PROFILE

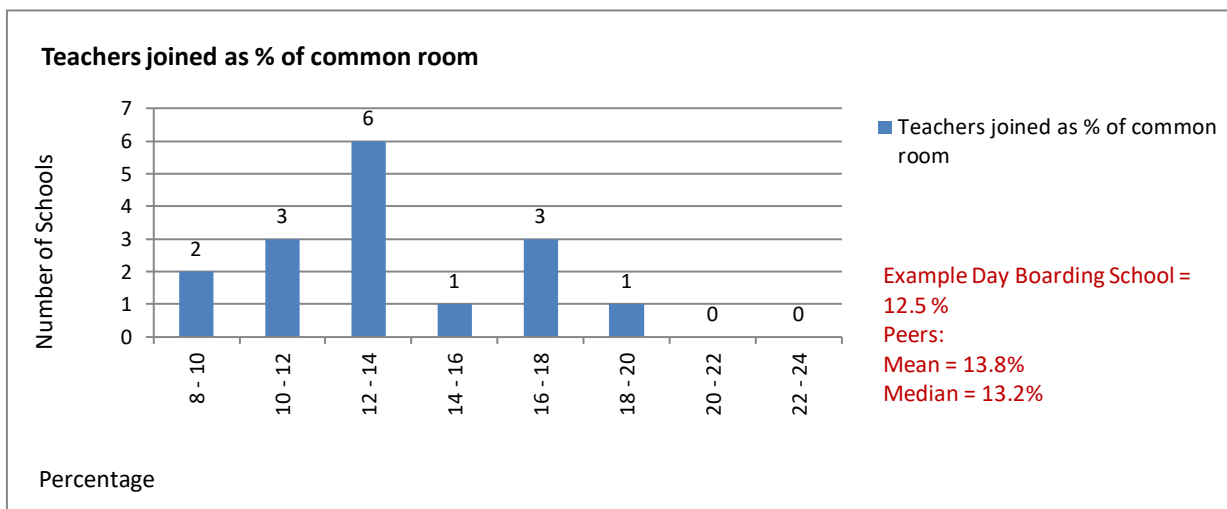
This section provides information on your teacher age profile compared with your peer group. Age profile is important as two otherwise similar schools (if they use age-related incremental pay scales) can have very different per teacher cost profiles simply based on teacher age.

The chart below gives high-level information on Example Day Boarding School’s teaching staff age profile compared with its peer schools.



Teachers joined in last 3 years

The following graph shows the proportions of teachers at Example Day Boarding School and at its peer schools who joined the school in the last 3 years. This provides an indication of the extent of teacher turnover. The average current scale pay of teachers joining Example Day Boarding School was £38,905 and their average current age was 42 years. This compares with average scale pay of £40,442 in peer schools and an average current age of 43 years.



SENIOR SCHOOL TEACHER AND SUPPORT STAFF PAY INFLATION

This section provides information on the cost of living/inflation awards provided to Senior School teachers over the three years to 2019/20, compared with the awards provided to support staff.

The chart below shows the cost of living/inflation awards provided to teachers and support staff at Example Day Boarding School over the 3 years to 2019/20 and cumulatively.

Key Indicator	Units	Example Day Boarding School	Median	Mean
		Teaching Staff		
Senior School inflationary pay rise 17/18	%	2.5	1.0	1.4
Senior School inflationary pay rise 18/19	%	1.0	1.0	1.3
Senior School inflationary pay rise 19/20	%	1.0	1.0	1.0
Total pay rise 17/18 to 19/20	%	4.5	3.0	3.7

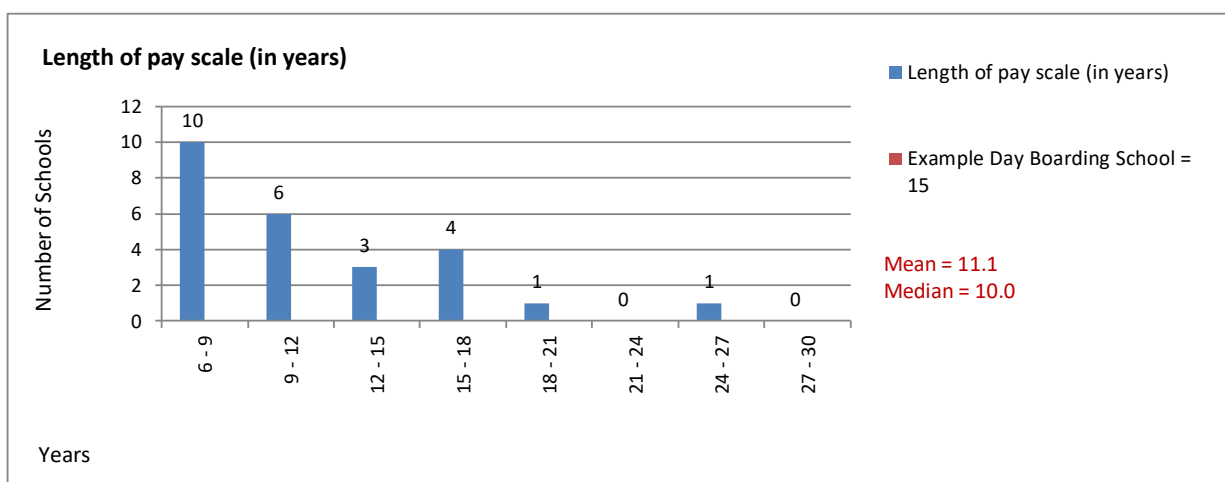
Key Indicator	Units	Example Day Boarding School	Median	Mean
		Support Staff		
Senior School inflationary pay rise 17/18	%	2.0	1.0	1.4
Senior School inflationary pay rise 18/19	%	2.0	1.0	1.1
Senior School inflationary pay rise 19/20	%	1.0	1.0	1.4
Total pay rise 17/18 to 19/20	%	5.0	3.0	3.9

SENIOR SCHOOL TEACHER PAY SCALES, PROGRESSION AND PERFORMANCE

Nearly all independent schools use incremental pay scales. However, the way these pay scales operate is changing fast, partly in response to performance related pay in the maintained sector, partly reflecting changes to teachers’ pensions and retirement, partly as a way to allow schools to reward high performers better and partly simply from a desire to be more “modern”. This section compares Example Day Boarding School’s approach with its peer schools.

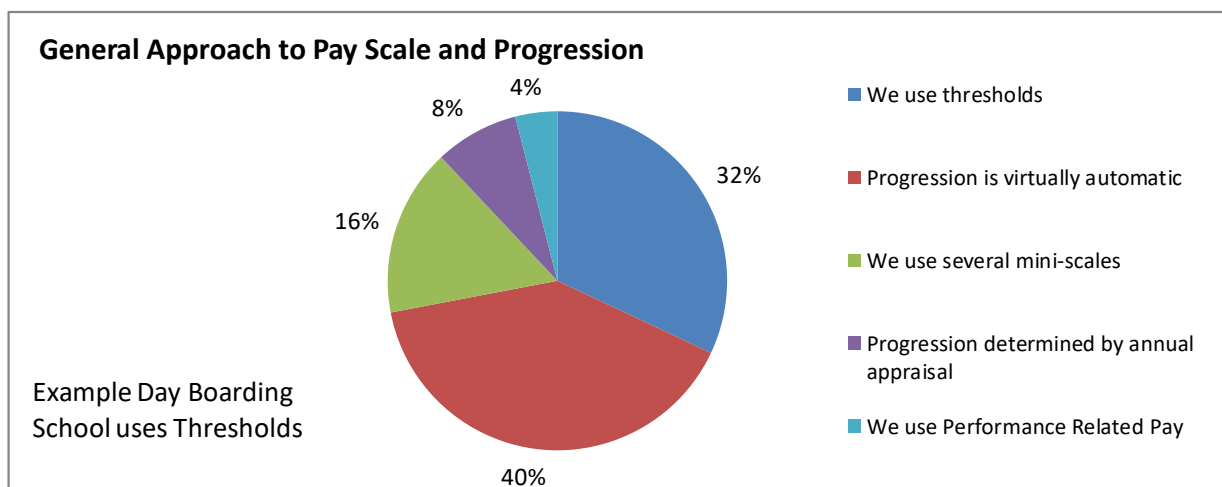
Senior School Pay Scale length

The graph below shows the spread of pay scale lengths in your peer group as indicated by the speed at which a teacher can move from the bottom to the top of the scale. This is important as, combined with the pay scale’s lowest and highest points (below) one can determine the speed at which teachers obtain higher pay.

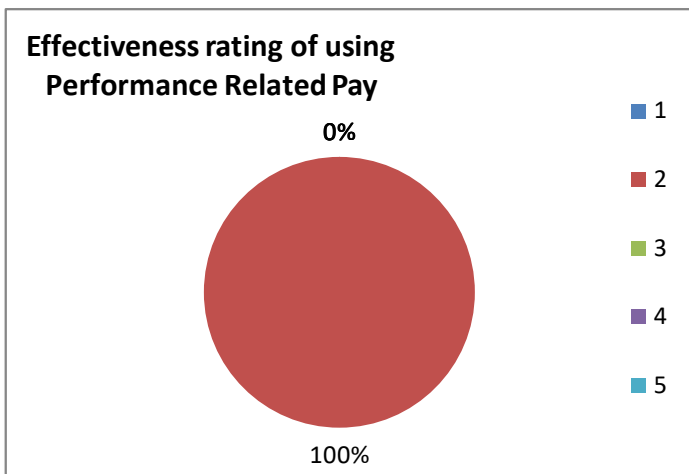
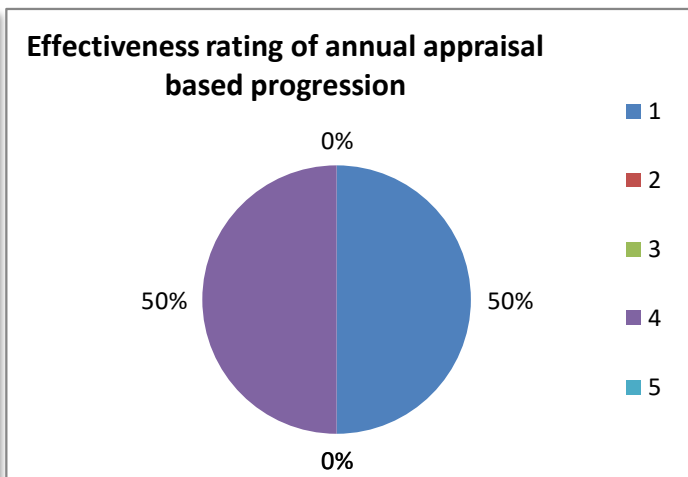
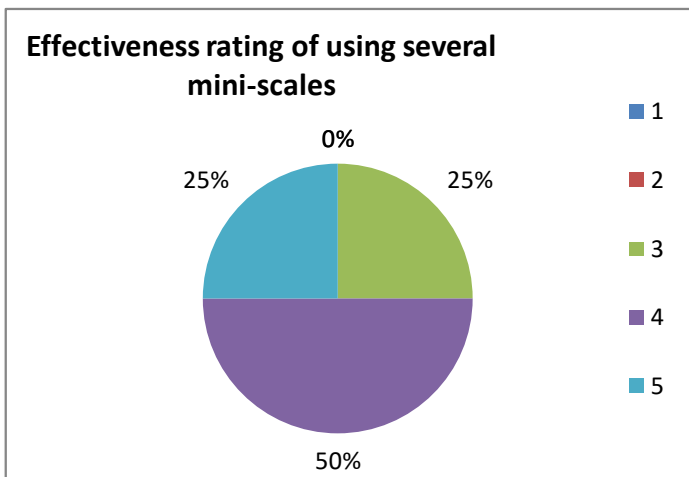
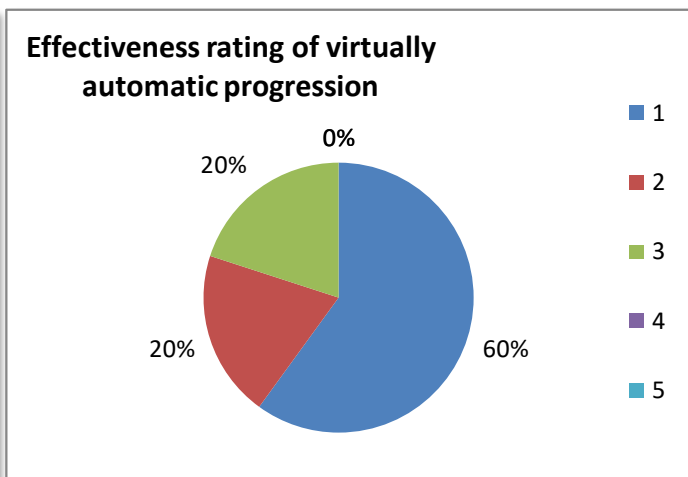
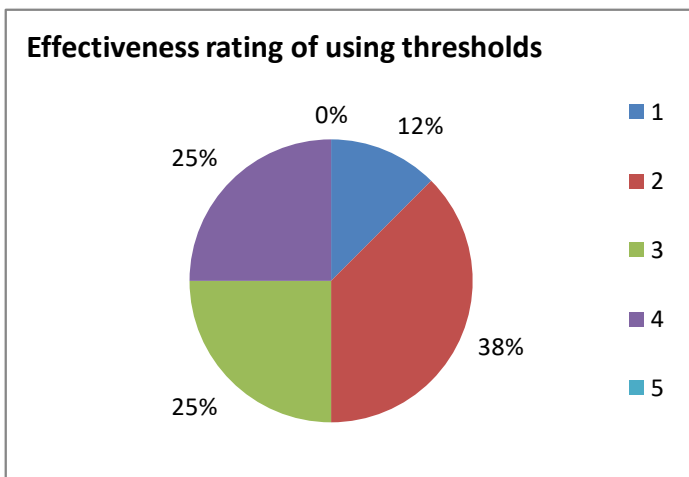


General information on pay scales and progression

The following pie charts show firstly the approach to pay scales and progression adopted by Example Day Boarding School and its peer schools and secondly how schools in the peer group have rated their pay progression system in each case (on a scale of 1 to 5 with 1 being not at all effective and 5 being highly effective). Note that if schools are interested we hold much more detailed information as to how peer schools’ pay progression systems operate and we would be pleased to discuss the subject with you further if requested.



Example Day Boarding School uses Thresholds and rates them 2 in effectiveness, with 1 being not at all effective and 5 being highly effective



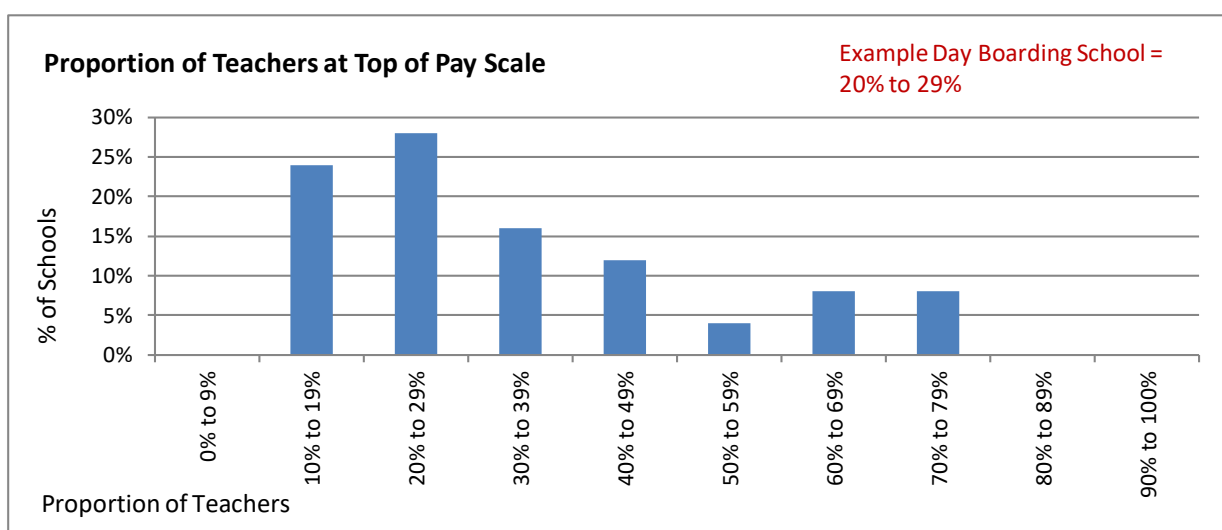
Speed of pay progression

The following table compares the position of Example Day Boarding School with its peer schools.

Key Indicator	Units	Example Day Boarding School	Median	Mean
PAY SCALES				
Lowest salary point for an NQT (unaccommodated)	£	24,000	24,000	24,233
Lowest salary point for an NQT (accommodated)	£	24,000	23,500	23,815
Highest salary with no additional responsibilities (unaccommodated)	£	41,000	41,000	42,458
Highest salary with no additional responsibilities (accommodated)	£	39,000	41,000	41,566
Highest Salary after 5 Years from NQT uplift percentage - Unaccommodated/(Accommodated)	%	137.5/(137.5)	133.3/(127.7)	131.6/(126.2)
Highest Salary after 10 Years from NQT uplift percentage - Unaccommodated/(Accommodated)	%	162.5/(158.3)	166.7/(159.6)	165.4/(158.1)
Highest Salary Point from Lowest Salary Point for an NQT uplift percentage - Unaccommodated/(Accommodated)	%	170.8/(162.5)	170.8/(174.5)	175.2/(174.5)
Assuming any pay thresholds were passed first time: Minimum years from NQT to top of scale	Years	15	10	11

Proportion of teachers at top of pay scale

The following graph shows the proportion of teachers at Example Day Boarding School and at its peer schools who are at the top of the pay scale (i.e. the pay level a teacher cannot progress further beyond without taking on additional roles/responsibilities).



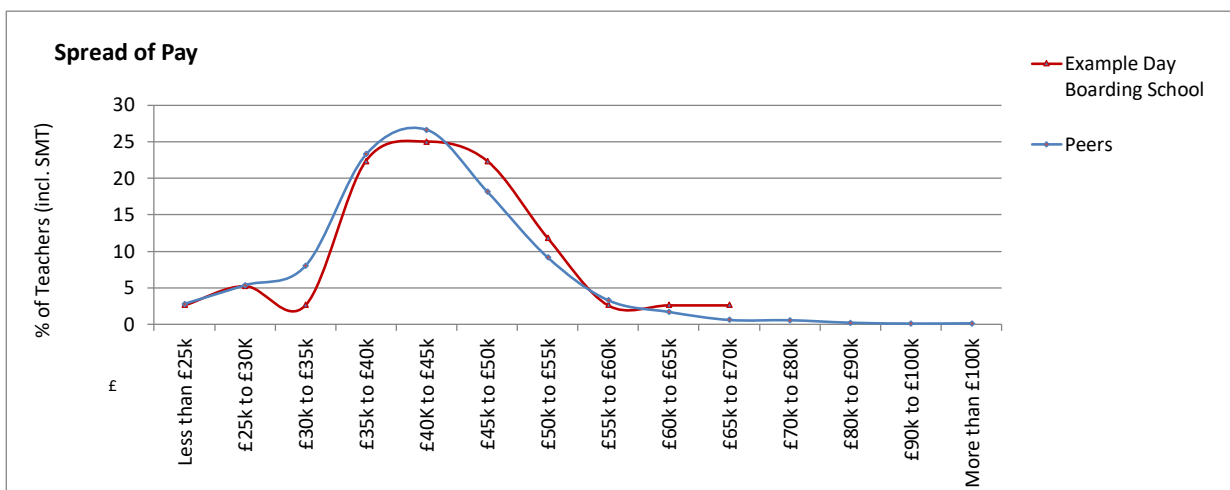
SENIOR SCHOOL TEACHER PAY

Turning from pay scales to actual pay, the graphs below show the spread of senior school pay overall, and then by age band for both scale pay and total pay.

Spread of senior school pay

The graph below shows the spread of pay in Example Day Boarding School and its peer senior schools by looking at percentages of total pay paid in each pay band. Note that at this stage we have looked at actual pay i.e. not taking into account accommodation provided or rent paid. For boarding schools, these differences are covered in a later boarding section.

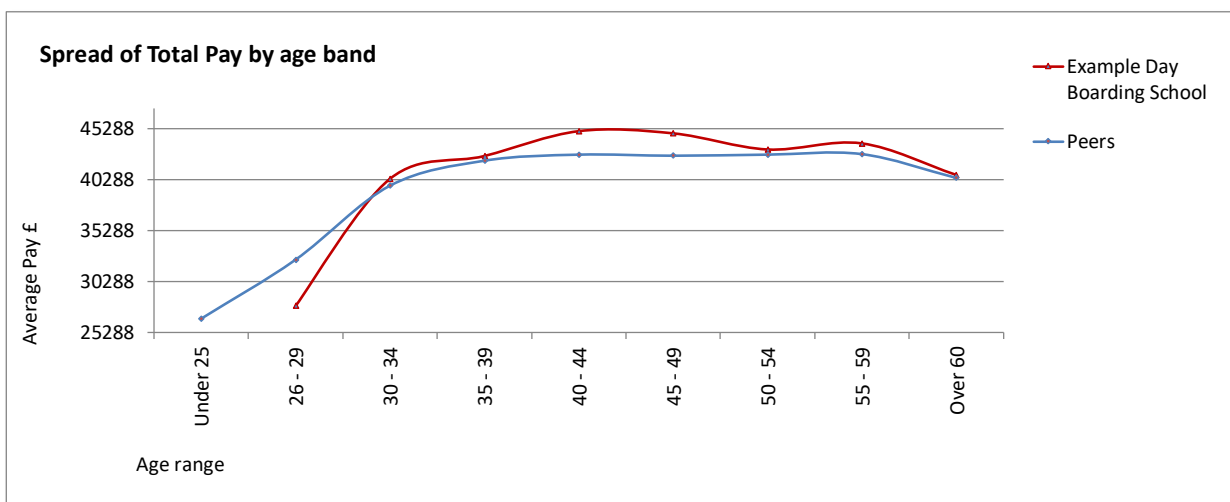
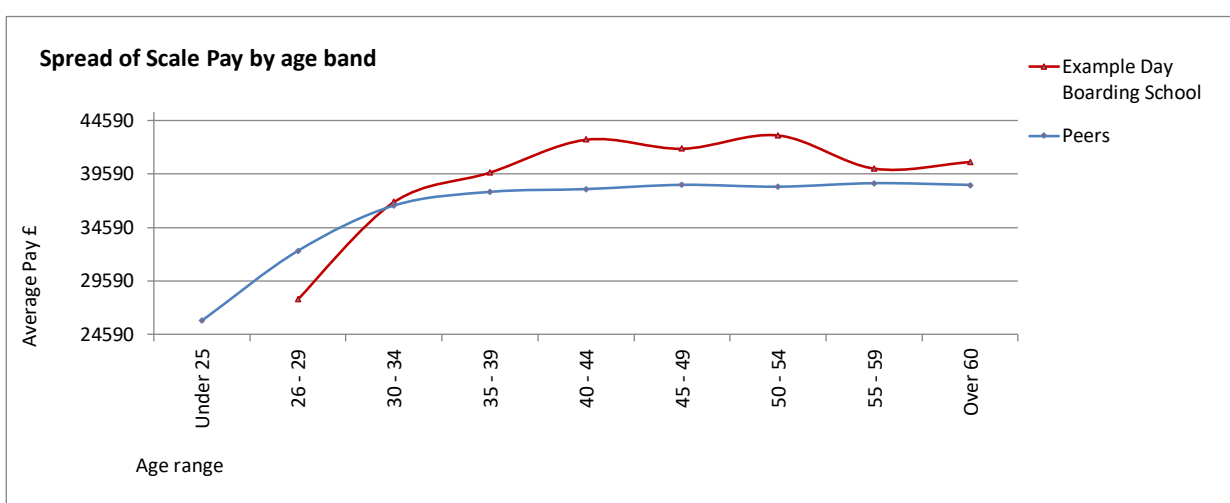
This first graph shows the spread of total pay (with part-time teachers' pay grossed up to full-time equivalent levels to allow comparability). The proportion of part-time teachers is 14% in Example Day Boarding School and 23% in the peer group. Doing this allows schools to “see” the shape of their pay system compared with their peers.



Senior school pay by teacher age

In the past, nearly all teacher pay scales were age-related i.e. a teacher would expect to be paid more each year until they reached their school’s pay scale ceiling. Although the theory of such progression was that increasing pay reflected increasing experience and competence the lack of any effective pay “thresholds” or performance links meant that pay was, to all intents and purposes, age-dependent. With the move towards performance pay in the maintained sector, many independent schools are changing their pay scales, moving towards effective thresholds, mini-scales or role-scales as ways of linking better pay and contribution/performance. This means that looking at pay from simply an age perspective is becoming less useful.

However, since many schools still have age/experience linkages, the graph below provides information on median pay (both scale-only pay and then total pay) per age band, as a way of helping schools understand the age-progression of their pay scale and comparing it with others. The analysis below uses full-time equivalent salaries and excludes teachers in senior management roles. Please also note that, for schools which operate role-related pay scales, we have computed notional role allowances (and deducted them from scale pay) in the scale pay calculations below. The process is described in more detail in the next section on allowances.



SENIOR SCHOOL RESPONSIBILITY ALLOWANCES NON-SMT

Most schools pay responsibility allowances to teachers when they take on certain additional roles, but the extent of these and the amounts paid can vary significantly. A few schools do not pay allowances as such but operate separate pay scales for those in certain roles (e.g. head of department, housemaster etc.) and, for these schools, in order to allow comparisons with the majority of schools which do pay such allowances, we have computed implied levels of such allowances based on scale and role data supplied by these schools, by comparing average pay for teachers holding each major role with teachers having no additional major responsibilities. This section examines in turn the total level of allowances paid and at Head of Department/Head of Key Stage allowances by subject. Boarding allowances are covered in a separate section for boarding schools. Note that in this section all SMT roles and allowances are excluded as SMT roles are benchmarked separately in an earlier section of this report.

High-level information on allowances

The following table shows the total level of allowances paid to teachers in Example Day Boarding School compared with its peer schools, the proportion that total represents when compared with total scale pay and the number and proportion of non-SMT members of the Common Room who receive at least one allowance. This information allows schools to understand how their balance between scale and allowance pay compares with their peers.

	Units	Example Day Boarding School	Mean	Median
Total Pay and Allowances				
Total teacher scale pay excluding allowances	£	2,643,815	2,013,763	2,020,913
Total role allowances paid	£	176,481	213,450	188,476
Total role allowances as a proportion of scale pay excluding allowances	%	6.7	10.4	9.5
Teachers receiving an allowance				
Number of Non-SMT teachers who received an allowance	Number	35	40	37
Proportion of Non-SMT teachers in receipt of at least one allowance	%	46.1	60.1	59.6

Head of Department allowances

The following table provides information concerning Head of Department/Head of Key Stage allowances paid at Example Day Boarding School and its peer schools. Since subject specialisms can differ between schools, we have included the mean number of FTE teachers in the relevant department to provide context. Note that schools can use different subject titles and faculty organisation structures and we have done our best to categorise in a consistent way. If you need further information or would like to know about major subjects which you offer which are not listed, please let us know.

Subject	Example Day Boarding School		Peer Mean	
	FTE Teachers in dept.	HOD Allowance (£)	FTE Teachers in dept.	HOD Allowance (£)
English	4.9	6,131	4.2	6,091
Maths	6.0	6,131	5.5	6,614
Science	0.0	0	2.2	6,338
Biology	3.3	6,131	2.8	5,295
Chemistry	3.5	6,131	2.6	5,668
Physics	3.0	7,245	2.4	6,590
Modern Foreign Languages	4.7	0	3.4	4,946
French	2.0	6,131	1.9	5,641
Spanish	2.0	0	1.3	4,446
Geography	3.0	6,131	2.3	4,911
History	4.0	6,131	2.5	4,608
Music	3.6	0	2.5	5,652
Sport	2.0	0	5.1	4,724
Drama	2.0	6,131	2.0	5,162
Classics (all subjects)	1.0	0	1.9	5,078
Economics	4.0	0	2.2	3,751
IT/ Computer Studies (academic)	1.0	0	1.2	3,272
Art, Textiles & Design (all subjects)	5.8	6,131	4.7	4,379
Head of Learning Support	0.0	0	0.0	0
Head of Key Stage		0		4,361

PENSIONS

The very substantial increase in employers' contributions to the Teachers' Pension Scheme ("TPS") from September 2019 has brought the issue of pensions in schools to the fore like never before. For some schools this will mean leaving the TPS and providing alternative pension arrangements, for others it will mean staying in the TPS for the time being, but looking much more closely at teacher numbers, duties and workload. Whatever the TPS decision, it is likely that schools will be looking much more closely at the wider benefits teachers and other staff are receiving. This section explores pensions and the next section explores wider benefits. This section also covers pensions for non-teaching staff.

Teachers' Pensions – now

The top part of the table below shows the TPS position of Example Day Boarding School and its peer schools as at the date of this survey (September 2019). The lower part of the table then examines teachers already outside of the TPS.

	Units	Example Day Boarding School	Median	Mean
Teachers in the TPS				
Proportion of schools in the TPS in 2018/19	%	Yes	100%	100%
Proportion of schools in the TPS in 2019/20	%	Yes	96%	96%
Proportion of teachers in the TPS in 2019/20 (for schools still in the TPS only)	%	90% to 100%	90% to 100%	90% to 100%
Total cost of employers' TPS contributions 2019/20	£000's	1,100	700	815
Teachers outside the TPS				
Schools offering defined contribution/money purchase pension arrangements (as opposed to final salary schemes)	Most common arrangement	N/A	Group Money Purchase	
Minimum employers' pension contribution	%	N/A	6.0	6.0
Maximum employers' pension contribution	%	N/A	12.0	13.0
Minimum employees' pension contribution	%	N/A	6.0	6.0
Maximum employees' pension contribution	%	N/A	10.0	8.7

Teachers' Pensions – future

Schools' views on pensions are evolving continuously, so our survey also asked schools to look forward and take a view as to what might be their position in several years' time. Since this area is legally complex and any change requires formal consultation we have needed to tread carefully as to the questions we can ask.

The question we asked was "Schools considering leaving the TPS need to take great care that consultation is carried out in the correct way. On the assumption that all proper processes are followed and accepting that many schools' views are still evolving please tick which of the following sentences best describes your current position:

- We have already consulted and are leaving the TPS in the next 12 months
- We are currently consulting and may or may not leave the TPS in the next 12 months
- We are staying in the TPS for the time being"

In the latest case only we then asked "If you are staying in the TPS for the time being please indicate on a scale of 1 to 5 how likely it is that you might consult your teachers on this matter (where 1 = very unlikely to consult and 5 = very likely to consult) in the following timescales: the next 12 months, the next 2 years, the next 5 years. The table below summarises the position for Example Day Boarding School and its peer group. Please note that any schools in the peer group that have already left the TPS will not feature in the table below.

	Units	Example Day Boarding School	Number of Schools	% of Peer Group
All schools				
We have already consulted and are leaving the TPS in the next 12 months	%	No	1	4%
We are currently consulting and may or may not leave the TPS in the next 12 months	%	No	6	24%
We are staying in the TPS for the time being	%	Yes	17	68%
We are not/no longer part of the TPS	%	N/A	1	4%
	Units	Example Day Boarding School	Median	Mean
Schools staying in the TPS for the time being				
Likelihood (on a scale of 1 to 5) that you might consult your teachers on this matter in the next year	Scale	1.0	1.0	2.2
Likelihood (on a scale of 1 to 5) that you might consult your teachers on this matter in the next 2 years	Scale	1.0	3.0	3.1
Likelihood (on a scale of 1 to 5) that you might consult your teachers on this matter in the next 5 years	Scale	3.0	4.0	3.6

Support Staff Pensions

The following table provides similar information for support staff pensions.

Support staff pensions	Units	Example Day Boarding School	Median	Mean
Schools offering defined contribution/money purchase pension arrangements (as opposed to final salary schemes)	Most common arrangement	Group Money Purchase	Group Money Purchase	
Minimum employers' pension contribution	%	5.0	4.0	3.8
Maximum employers' pension contribution	%	10.0	8.0	7.4
Minimum employees' pension contribution	%	2.0	4.0	3.5
Maximum employees' pension contribution	%	8.0	8.0	8.2

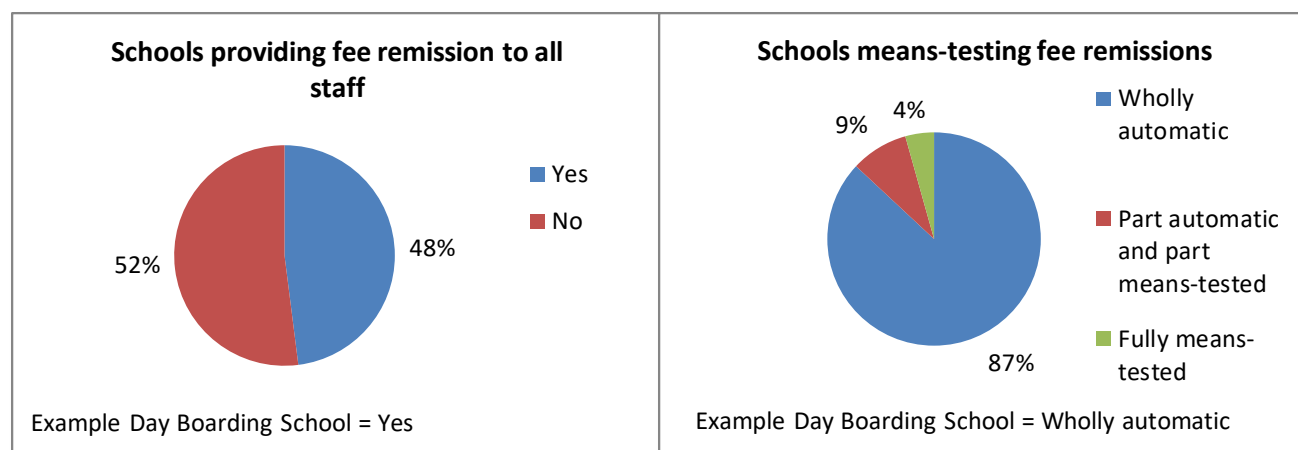
BENEFITS

One way in which schools may well choose to respond to the pensions’ challenge is to look afresh at the benefits they provide to their staff, both teachers and non-teachers, as part of a “total” remuneration package. This section examines in turn the benefit areas of fee remission and then food/use of gym/private health and use of transport. We then examine maternity pay, paternity pay and sick leave entitlement. Boarding benefits are considered in a separate section in boarding schools.

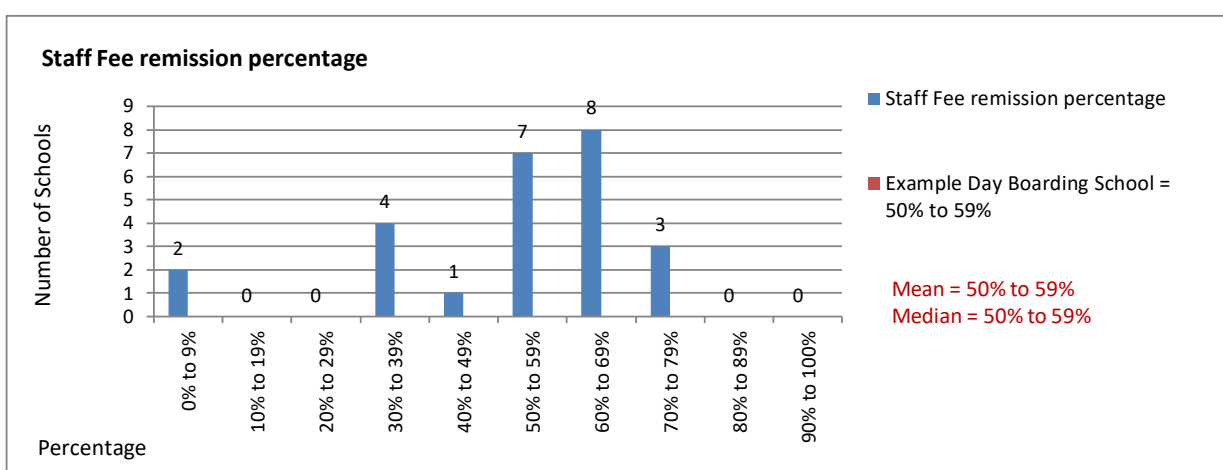
We are of course aware that it is impossible in any survey to capture the complexities which each school has in these benefit areas, but, by considering the main issues, we hope that schools will be able to put their own provision into the context of their peers in a reasonably informed way.

Staff fee remission

Virtually all schools provide certain members of their staff with fee remission. The charts below provide data on whether the remission is available to all or just to teachers and whether the remission is means-tested or not. The total cost of staff fee remissions was £100k in Example Day Boarding School compared with a median level of £65k and a mean level of £133k in peer schools.

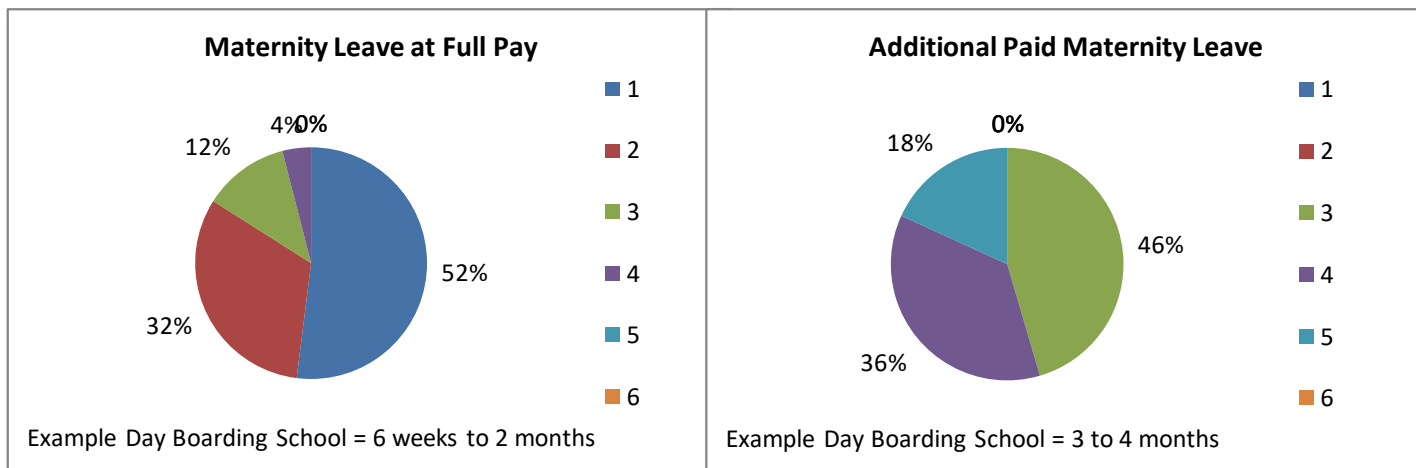


The graph below shows the percentage of fee remission granted to staff at Example Day Boarding School compared with schools in the peer group.



The following charts provide information with which to compare the maternity leave, paternity leave and sick pay policies of Example Day Boarding School and its peer schools. Note that in the case of sick pay we asked about a teacher who had been in post for longer than 4 years, since lengths of sick pay can vary with service and 4 years is the minimum number of years necessary for the maximum benefit to apply per the Burgundy Book (which governs state schools' teacher benefits).

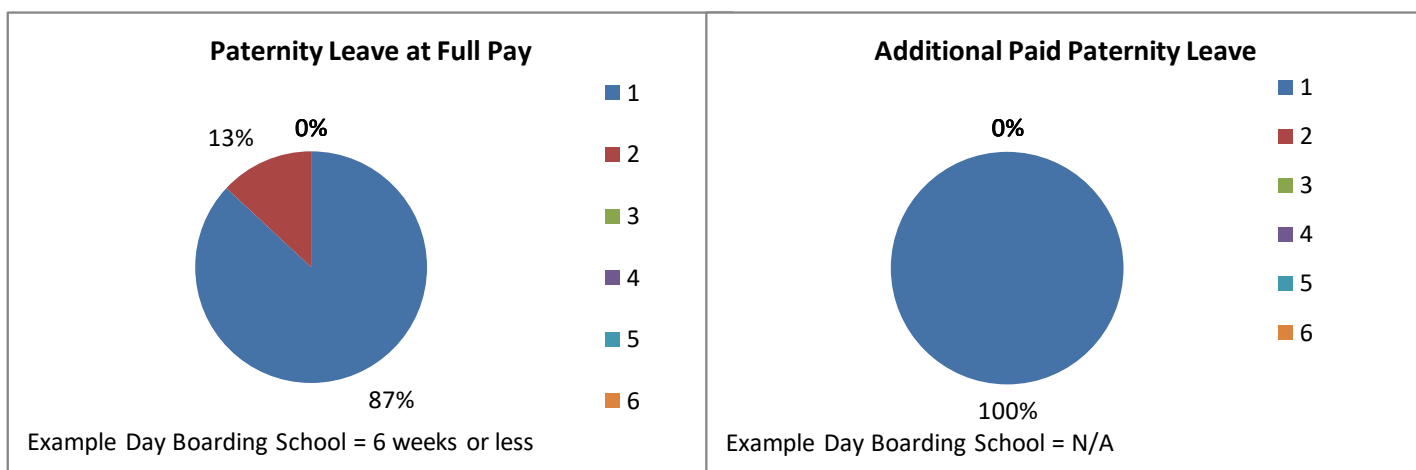
Maternity leave



■ 1 = 6 weeks or less ■ 2 = 6 weeks to 2 months ■ 3 = 3 to 4 months ■ 4 = 5 to 6 months ■ 5 = 7 to 9 months ■ 6 = more than 9 months

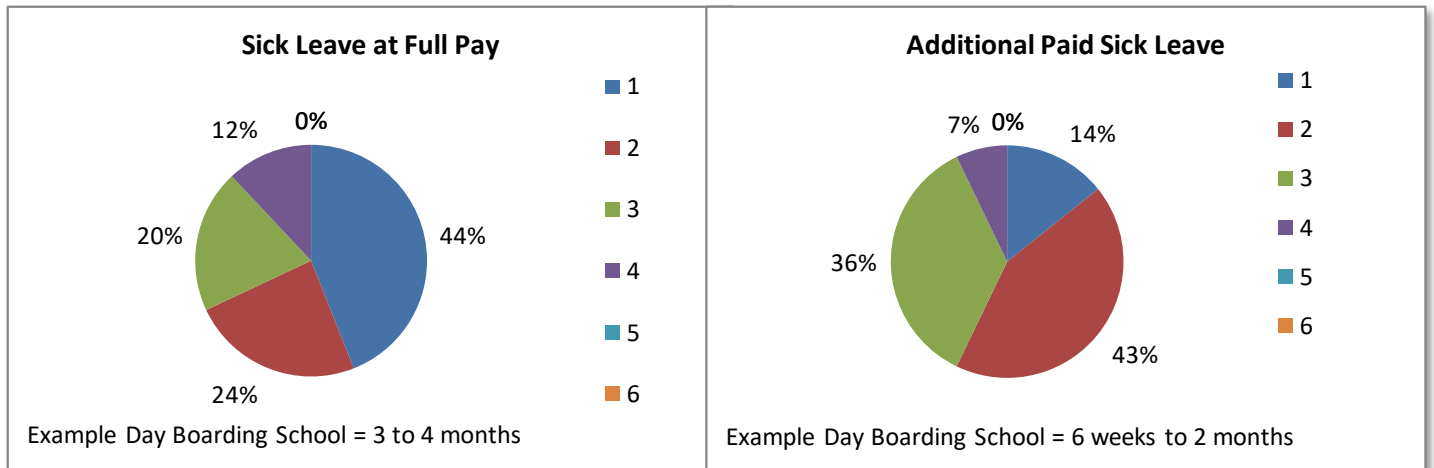
The average level of pay provided by the peer schools during the period of additional leave was 40% to 49% of full pay, compared with 50% to 59% of full pay provided by Example Day Boarding School.

Paternity leave



■ 1 = 6 weeks or less ■ 2 = 6 weeks to 2 months ■ 3 = 3 to 4 months ■ 4 = 5 to 6 months ■ 5 = 7 to 9 months ■ 6 = more than 9 months

The average level of pay provided by the peer schools during the period of additional leave was 30% to 39% of full pay, compared with 0% of full pay provided by Example Day Boarding School.



■ 1 = 6 weeks or less ■ 2 = 6 weeks to 2 months ■ 3 = 3 to 4 months ■ 4 = 5 to 6 months ■ 5 = 7 to 9 months ■ 6 = more than 9 months

The average level of pay provided by the peer schools during the period of additional leave was 40% to 49% of full pay, compared with 30% to 39% of full pay provided by Example Day Boarding School.

The following table provides information with which to compare certain other benefits typically provided by schools, namely free or subsidised food, free or subsidised private health cover, free or subsidised use of the school gym and free or subsidised use of school transport. In each case the proportion of peer schools offering the benefit on each basis is shown as a percentage, with the text coloured red to indicate if the benefit is provided by Example Day Boarding School.

Benefit	Free	Subsidised rate	Full cost	Not provided
Food (for staff member)	84	12	0	4
Food (for family)	4	12	20	64
Private health cover (for staff member)	4	8	12	76
Private health cover (for family)	0	4	8	88
Use of school gym (for staff member)	36	20	8	36
Use of school gym (for family)	8	24	12	56
Use of school transport (for staff member)	24	40	8	28
Use of school transport (for family)	0	8	4	88

Note that accommodation-related benefits are shown in a later section for those schools which offer boarding.

SPORTS COACHES, LEARNING SUPPORT, CLASSROOM ASSISTANTS

Many schools rely on other specialists to support the teaching activity. The most common of these areas are sports coaches (employed and self-employed), learning support staff and general/classroom assistants. A comparison of Example Day Boarding School's use of staff to provide the sports provision against its peer schools is shown below. For completeness we also include the FTE number and annual expenditure on specialist sports and academic PE staff.

Sports and PE teachers and coaches

	Units	Example Day Boarding School	Median	Mean
Specialist Sports and PE Teachers				
Number of specialist sports and academic PE teaching staff (FTE)	FTE	2.0	4.0	5.1
Annual salary expenditure on specialist sports and academic PE teaching staff	£'000	70.2	178.2	193.2
Sports Coaches - Employed				
Proportion of peer schools using non-teacher employed sports coaches	%	Yes	80.0	80.0
Number of non-teacher employed sports coaches	Number	9.0	6.5	7.8
Annual expenditure on non-teacher employed sports coaches	£'000	70.0	50.0	48.4
Sports Coaches – Self-Employed				
Proportion of peer schools using non-teacher self-employed sports coaches	%	Yes	40.0	40.0
Number of non-teacher self-employed sports coaches	Number	2.0	8.5	8.9
Annual expenditure on self-employed non-teacher employed sports coaches	£'000	70.0	60.0	60.7

Learning Support is an important area for most schools. The upper part of the table below provides a summary of the Learning Support staff within Example Day Boarding School and within its peer schools. Note that many schools use both teachers and non-teachers in these roles and the table below combines both specific Learning Support teachers and other non-teaching members of the Learning Support team, so allowing schools to get as full a picture as possible of the Learning Support provision. The lower part of the table covers general and classroom assistants, who would typically not be qualified teachers.

	Units	Example Day Boarding School	Median	Mean
Learning Support				
Total Pay of Head of Learning Support (if a teacher)	£	42,500	42,250	43,745
Role allowance included in above pay	£	4,500	4,000	4,275
Proportion of peer schools using specialist Learning Support staff	%	Yes	84.0	84.0
Number of specialist Learning Support staff (teachers and non-teachers)	Number	5.0	5.0	6.0
Annual expenditure on specialist Learning Support staff (including teachers and non-teachers)	£'000	18.0	45.0	53.2

General and Classroom Assistants				
Proportion of peer schools using general and classroom assistants	%	No	40.0	40.0
Number of general and classroom assistants	Number	N/A	4.5	6.6
Annual expenditure on general and classroom assistants	£'000	N/A	27.5	50.0

BOARDING PAY AND ROLES

Pay in boarding schools is more complicated than in day schools for several reasons. Firstly, boarding schools have additional roles (for example housemasters/housemistresses or resident tutors) which day schools do not have. Secondly, whilst in most boarding schools these roles are filled by teachers (with suitable time remissions), in some schools non-teaching houseparents are employed. Thirdly, teachers may teach or be on duty for longer days and/or at weekends. And fourthly, boarding schools tend to provide some or all of their teaching staff (both those with formal boarding duties but sometimes without them as well) with accommodation. They then may or may not make a rental charge for this and this may or may not equate to market rental. All these factors mean that pay in boarding schools is much more complicated.

High-level data on boarders

The table below provides some high-level data on boarding, comparing Example Day Boarding School's boarding provision with that of its peer schools. Other information in this section can then be read in the context of the table below.

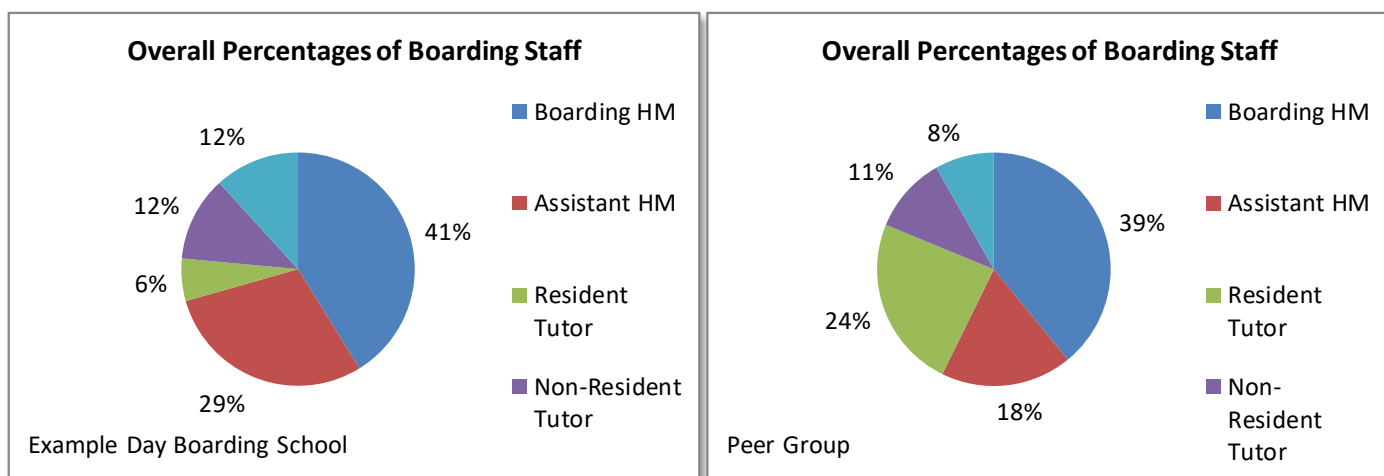
	Example Day Boarding School	Example Day Boarding School	Mean	Median
Number of senior school boarders	Number	262	192	190
Percentage of senior school boarders	%	55	46	46
Number of Boarding Houses	Number	8	6	5
Average size of boarding house	Number	51	52	52
Overnight Staying				
Proportion of boarders staying overnight on Fridays	%	80	86	90
Proportion of boarders staying overnight on Saturdays	%	70	78	80
Proportion of boarders staying overnight on Sundays	%	70	75	80
Day House				
Average size of day house	Number	48	50	55

Boarding house staffing

The table below provides a summary of the boarding house staffing at Example Day Boarding School and the peers’ average staffing. The bottom line of the table adjusts the peer average staffing to match the number of boarding pupils at Example Day Boarding School, so making realistic comparisons easier. Note that the staffing of Day Houses is excluded from this table and also that we do not attempt to consider full-time equivalence of staff – simply the overall number of staff allocated to support each house.

	Boarding Housemaster/mistress	Assistant Housemaster/mistress	Resident Tutor	Non-resident teacher/tutor	Non-teacher houseparent or matron	TOTALS
Example Day Boarding School	7	5	1	2	2	17
Peer average	5	2	3	1	1	13
Peer average adjusted to same boarding size	7	3	4	2	1	17

The pie charts below show how the overall percentages of boarding staff in each category, for Example Day Boarding School and its peers. Again, day houses are excluded and overall numbers rather than full-time equivalents are provided.



High-level data on accommodation provided

The other key issue in considering the cost of boarding is the number and proportion of teaching staff accommodated and whether they are just those who carry out boarding duties or whether schools also accommodate teachers who have no formal boarding duties (or at least not in regards to overnight stays). The table below provides high-level information on this subject.

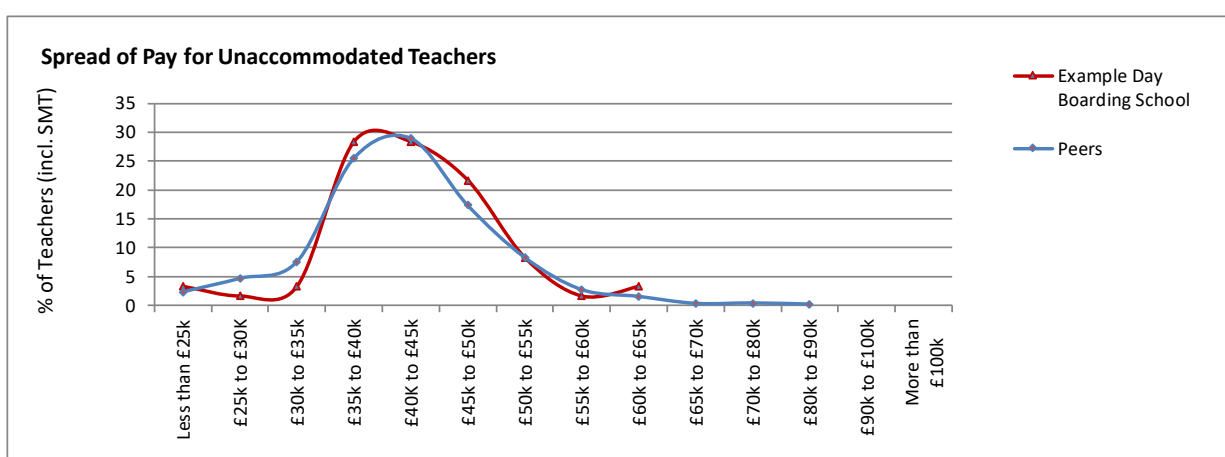
	Example Day Boarding School		Mean	
	Number	% of Common Room	Number	% of Common Room
Number of teachers in formal boarding roles (Housemaster/mistress, assistant HM, Resident Tutor – <u>accommodated</u>)	7	9	7	11
Number of teachers in formal boarding roles (Housemaster/mistress, assistant HM, Resident Tutor – <u>unaccommodated</u>)	1	1	2	3
Number of other teachers - accommodated	9	12	6	9
Number of other teachers - unaccommodated	59	78	52	78
Total teacher numbers	76	100%	67	100%

Teacher pay in a boarding environment

We provided a “spread of pay” graph earlier in this report but, as noted then, this did not take accommodation into account. In boarding schools the provision or not of accommodation is a key area of remuneration, particularly as many boarding schools pay a lower salary to teachers who are provided with accommodation (particularly if they do not have formal boarding house duties) and/or charge rent to such teachers. As these are such critical areas in considering pay we have produced again below the same “spread of pay” graphs as earlier, but this time showing two graphs, firstly for teachers who are not provided with accommodation and then those who are. Note that, for teachers who are provided with accommodation but also pay rent (whether market or not) we have reduced their pay by the amount of annual rent paid. Note also that, for part-time teachers, their pay has been grossed up to full-time equivalent levels.

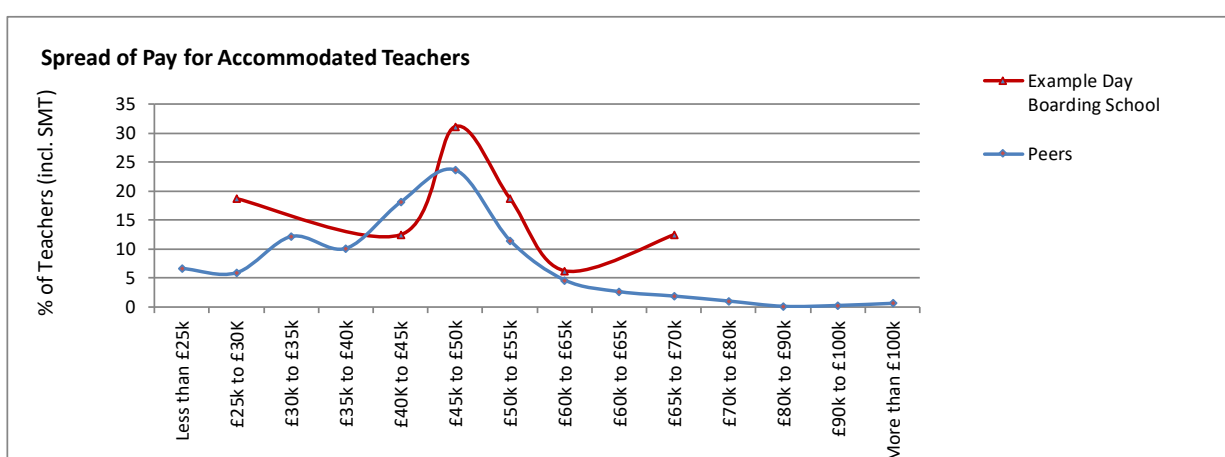
Spread of pay for teachers who are not provided with accommodation

The graph below shows the spread of pay in Example Day Boarding School and its peer senior schools by looking at percentages of total pay paid in each pay band, for those teachers who are NOT provided with accommodation.



Spread of pay for teachers who are provided with accommodation

The graph below shows the spread of pay in Example Day Boarding School and its peer senior schools by looking at percentages of total pay paid in each pay band, for those teachers who are provided with accommodation. Note that pay levels have been adjusted for any rent paid.



Boarding allowances

The following table provides information concerning the boarding allowances paid at Example Day Boarding School and its peer schools.

	Example Day Boarding School			Peer Mean		
	Number	Average allowance £	Average time remission %	Number	Average allowance £	Average time remission %
Teachers in Boarding Roles						
Boarding Housemaster/mistress	5	7,422	50	5	8,141	52
Day Housemaster/mistress	0	N/A	N/A	4	4,463	32
Assistant Housemaster/mistress	0	N/A	N/A	3	3,191	39
Resident Tutor	2	2,250	20	7	2,149	21
Non-Teachers in Boarding Roles						
	Number	Annual expenditure £ 000's	Average expenditure per head £ 000's	Number	Annual expenditure £ 000's	Average expenditure per head £ 000's
Houseparents	0	N/A	N/A	4	125	31
Matrons etc.	5	107	21.4	5	110	22

Example Day Boarding School – Senior School Teacher and Senior Staff Salary and Benefits Survey 2020
 Accommodation-related benefits in boarding schools

Boarding schools often provide both free accommodation and accommodation-related benefits to teachers in boarding roles. The table below shows the benefit packages provided for each major boarding role at Example Day Boarding School and at its peer schools. For each benefit the percentage of schools providing that benefit for free to a person in that role is shown in the appropriate box. If Example Day Boarding School provides that benefit the entry in the appropriate column is shown in red. If it does not, or if you do not have that role, it is shown in black.

Role	Accommodation provided	Council Tax	Water Rates	Utility Bills	Telephone	Cleaning	Laundry	Entertainment allowance	Repairs and Maintenance	Gardening
Boarding Housemaster/mistress	100	88	84	76	32	80	56	60	40	24
Day Housemaster/mistress	16	12	8	4	0	12	8	4	8	8
Assistant Housemaster/mistress	64	40	40	16	12	28	20	8	28	12
Non-teaching Houseparents	12	12	12	8	4	12	8	8	12	4
Non-teaching accommodated support staff	16	8	4	4	0	4	4	0	4	0

SENIOR NON-TEACHING STAFF IN THE SENIOR SCHOOL

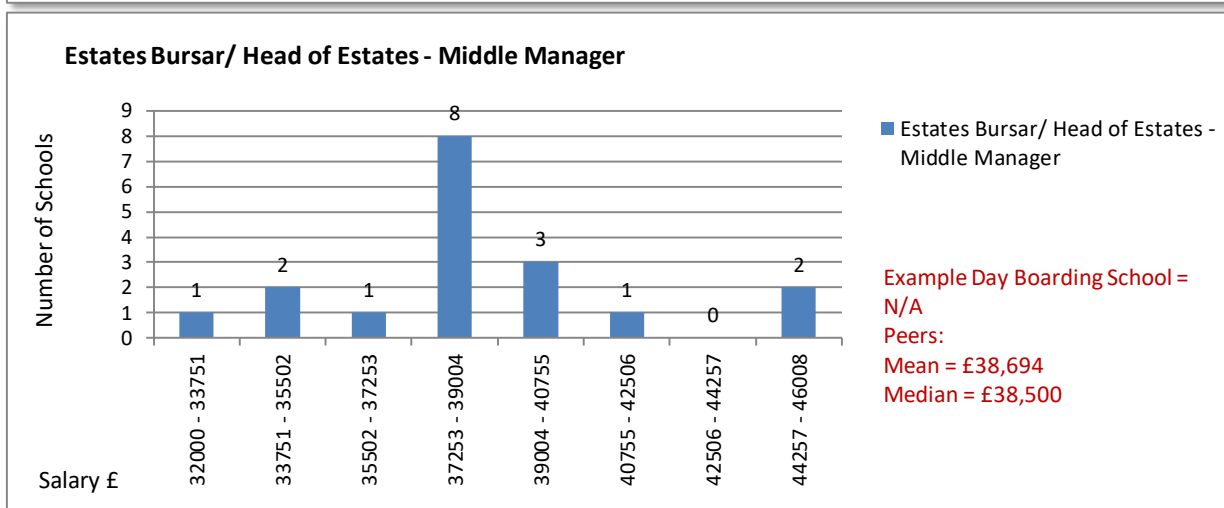
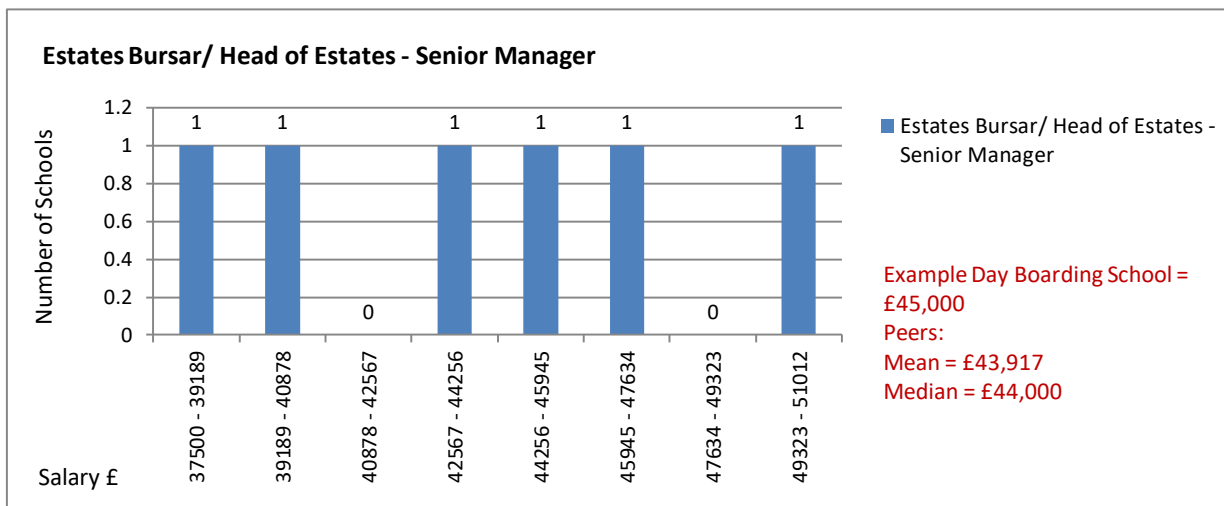
Senior Non-Teaching Support Staff

This section of the report examines Example Day Boarding School's senior support staff and roles. In looking at this we are aware of two complications. The first is the same as for teaching roles in that schools can both use different titles for the same role and the same title for different roles. This means that benchmarking a specific title without providing context could provide misleading information. We have therefore adopted the following approach:

- 1) We have chosen a list of 17 of the most important senior support roles and asked each school to provide pay data for any of these roles which they have. A list of the 17 roles is shown below
 - Estates Bursar/Head of Estates
 - Domestic Services Bursar
 - Catering Manager
 - Development/Fundraising Director or Manager
 - Head of Marketing/Marketing Manager
 - HR Director/HR Manager
 - Head of Finance/Accountant (if Bursar/COO role also exists)
 - Trading Company Director/Manager
 - Head of IT (support role)
 - Clerk to the Governors (if not the Bursar/FD)
 - Registrar/Head of Admissions (if not a teacher)
 - Careers Officer (if not a teacher)
 - Exams Officer (if not a teacher)
 - Timetabler (if not a teacher)
 - Chaplain (if not a teacher)
 - Lead School Nurse
 - Head's PA
- 2) The second issue is role-level. For each chosen role we asked schools to consider whether the role is at director/board level, senior-manager level, middle-manager level or support level. We also ask in each case how many other people that individual is directly responsible for. Whilst these two facets do not cover every variation in the size/scope of a role, in our view they are sufficient to provide reasonable benchmarking.

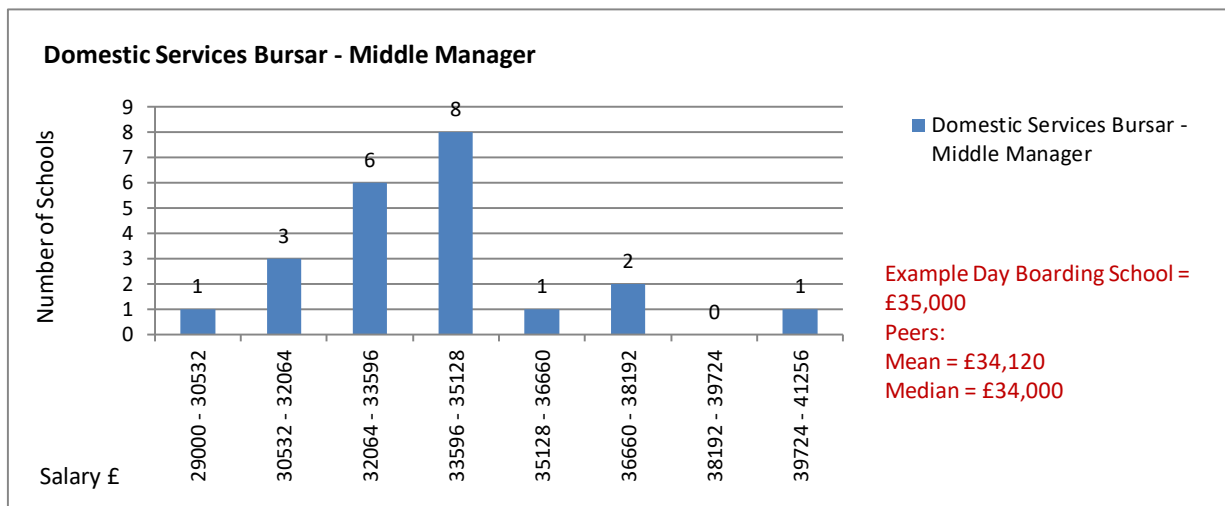
Using this approach, we have provided below detailed spread graphs for the seven most common jobs (the top seven roles listed above) and then provided mean and median information for the remainder of the roles at the end of this section. To provide context we have provided data for all roles, not simply those which Example Day Boarding School has. Note that the role of Bursar/COO is covered elsewhere in this report.

This section of the report examines the gross pay of the Estates Bursar/Head of Estates. This role is typically a senior management or middle management role and spread graphs for peer schools having this role and at those levels are shown below. Peer schools having those roles but at different levels are shown in the table at the end of this section, as is the mean and median number of people directly reporting to this person. Note that any part-time or term-time only roles have been grossed up to full-time equivalents.



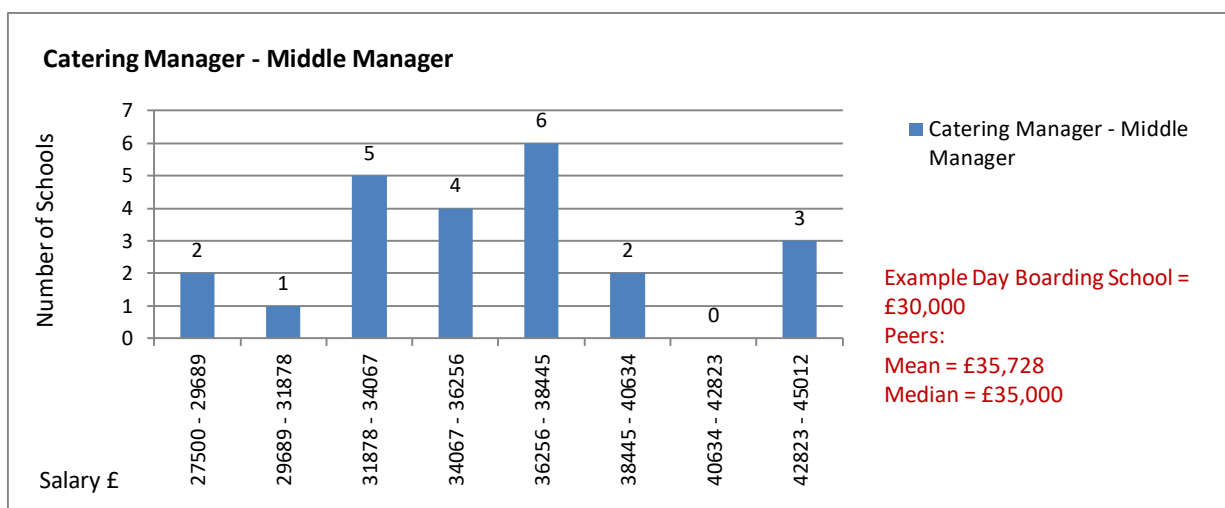
Domestic Services Bursar

This section of the report examines the gross pay of the Domestic Services Bursar. This role is typically a middle management role and a spread graph for peer schools having this role and at that level is shown below. Peer schools having those roles but at different levels are shown in the table at the end of this section, as is the mean and median number of people directly reporting to this person. Note that any part-time or term-time only roles have been grossed up to full-time equivalents.

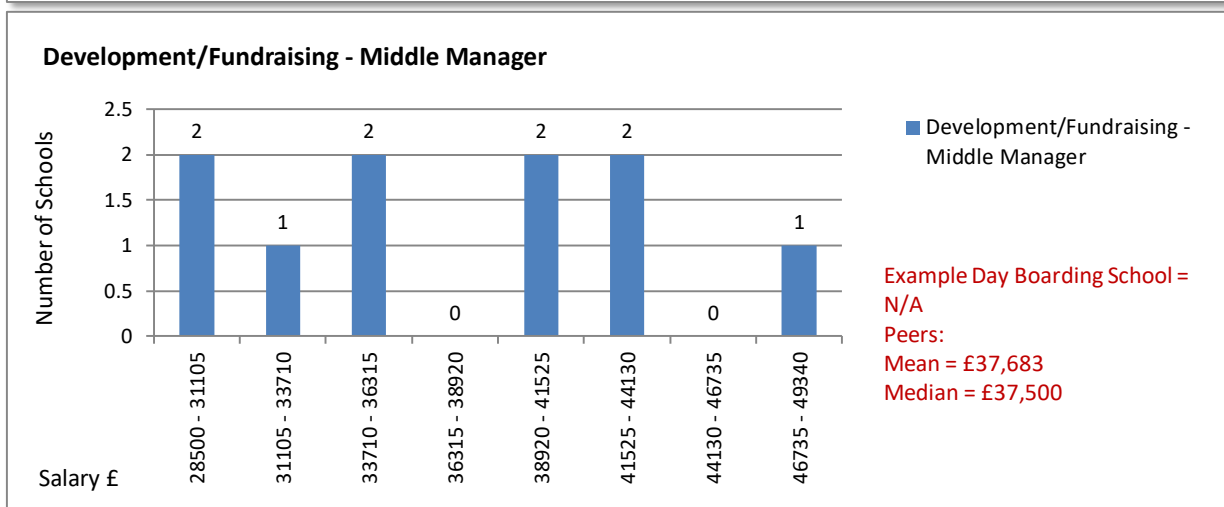
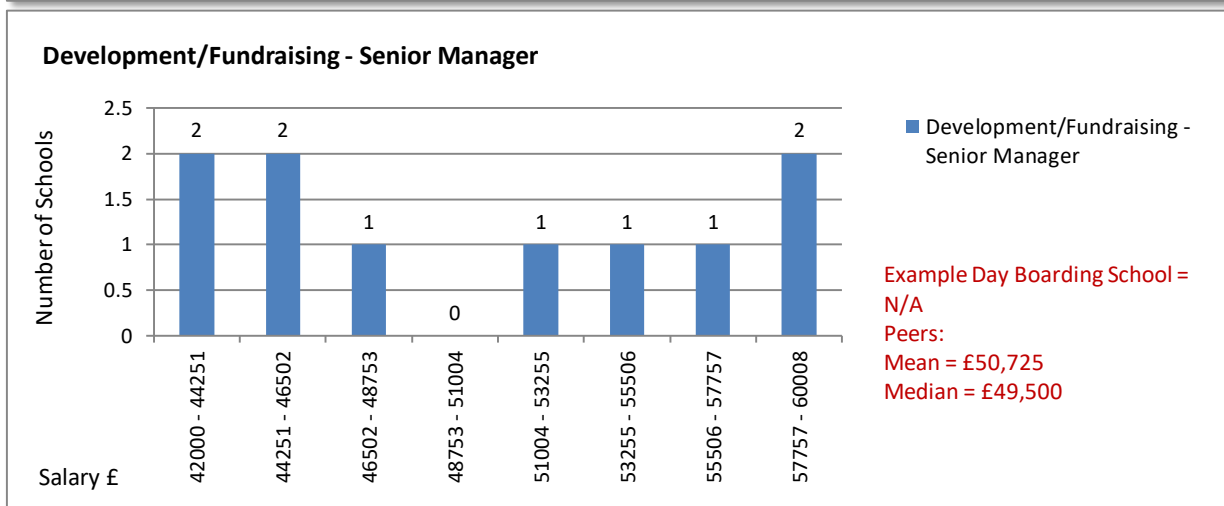
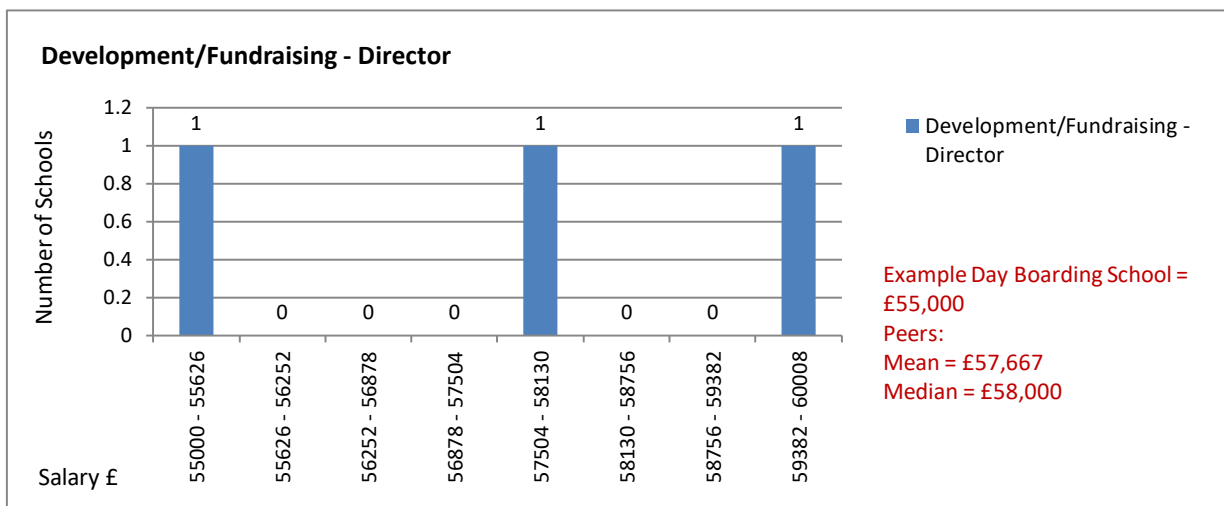


Catering Manager

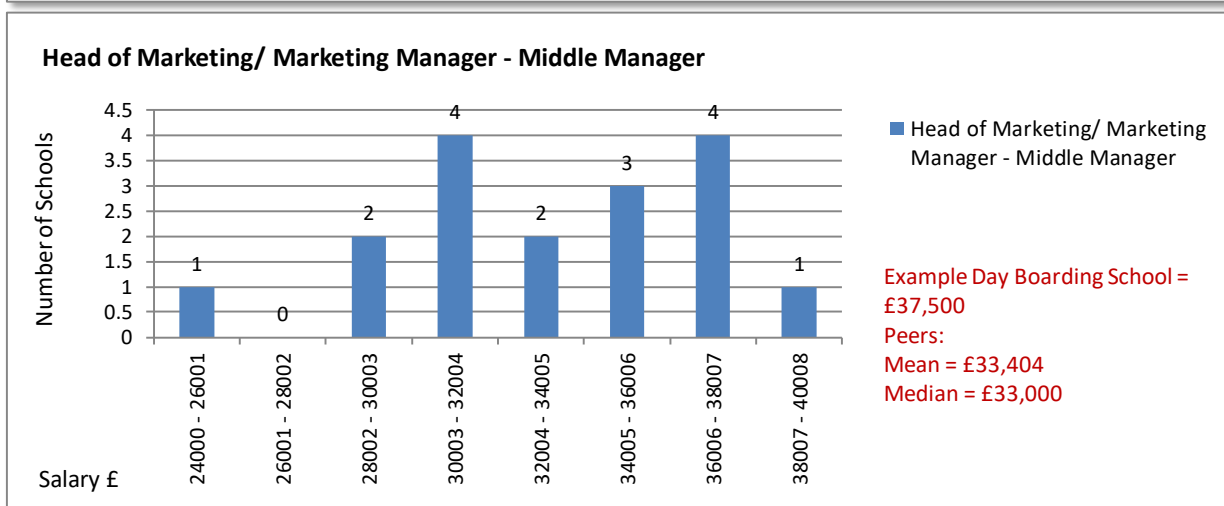
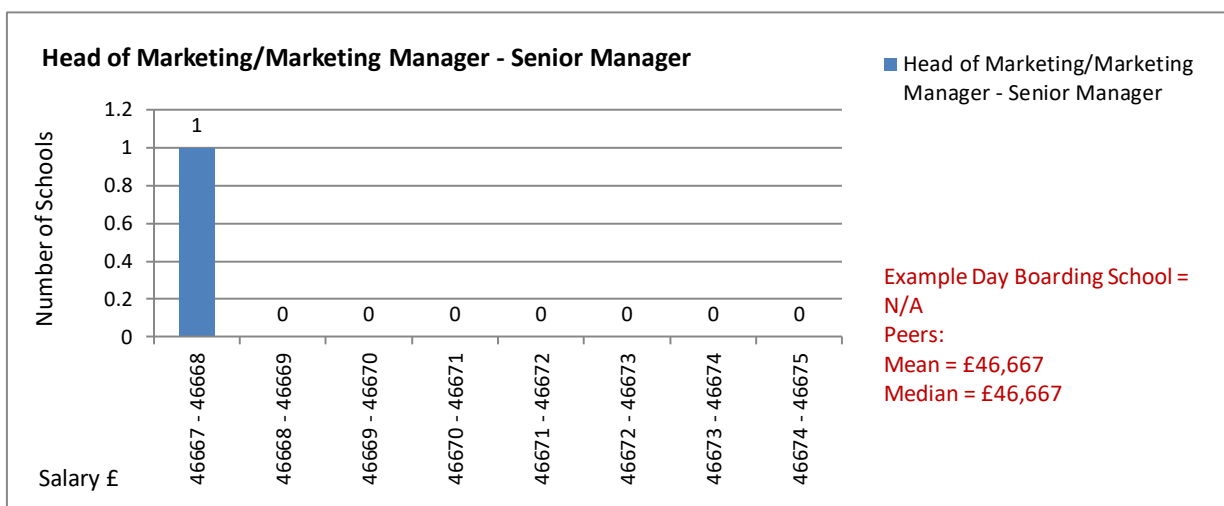
This section of the report examines the gross pay of the Catering Manager. This role is typically a middle management role and a spread graph for peer schools having this role and at that level is shown below. Peer schools having those roles but at different levels are shown in the table at the end of this section, as is the mean and median number of people directly reporting to this person. Note that any part-time or term-time only roles have been grossed up to full-time equivalents.



This section of the report examines the gross pay of the Development/Fundraising Director or Manager. This role can either be at director/board, senior manager or middle manager level and spread graphs for peer schools having this role and at those levels are shown below. Peer schools having those roles but at support level is shown in the table at the end of this section, as is the mean and median number of people directly reporting to this person. Note that any part-time or term-time only roles have been grossed up to full-time equivalents.

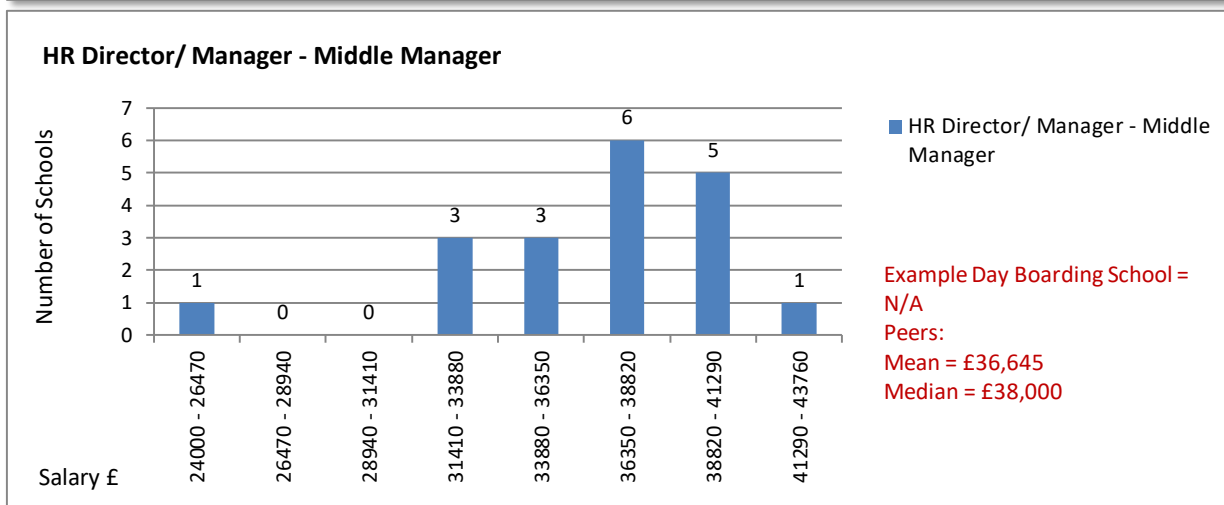
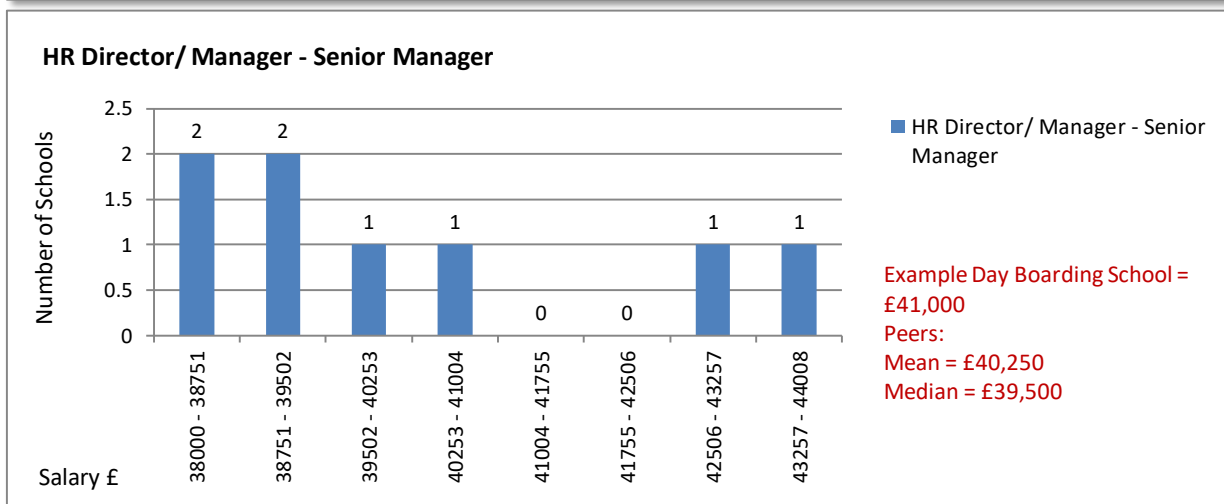
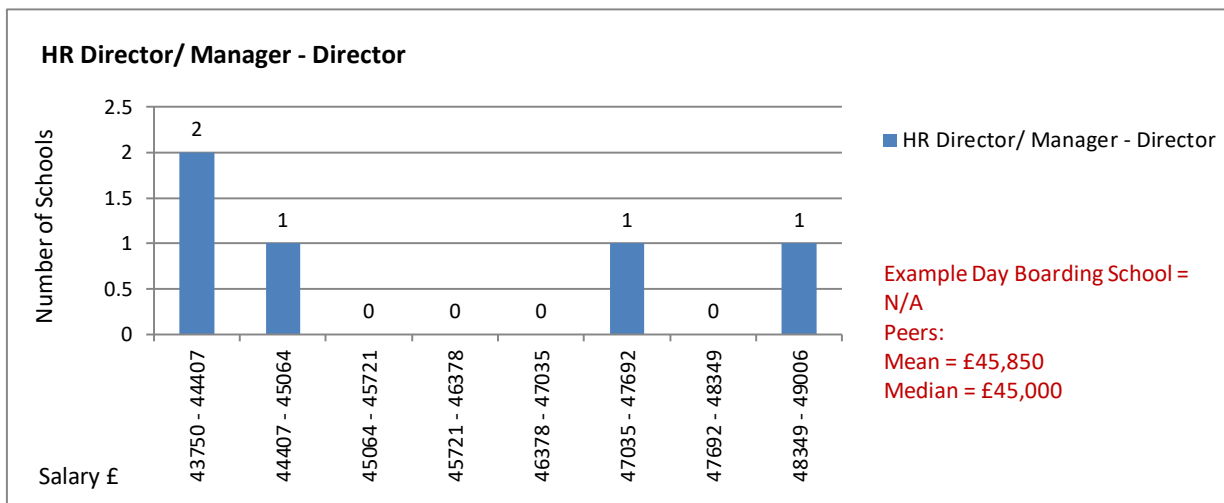


This section of the report examines the gross pay of the Head of Marketing/Marketing Manager. This role is typically a senior management or middle management role and spread graphs for peer schools having this role and at those levels are shown below. Peer schools having those roles but at different levels are shown in the table at the end of this section, as is the mean and median number of people directly reporting to this person. Note that any part-time or term-time only roles have been grossed up to full-time equivalents.



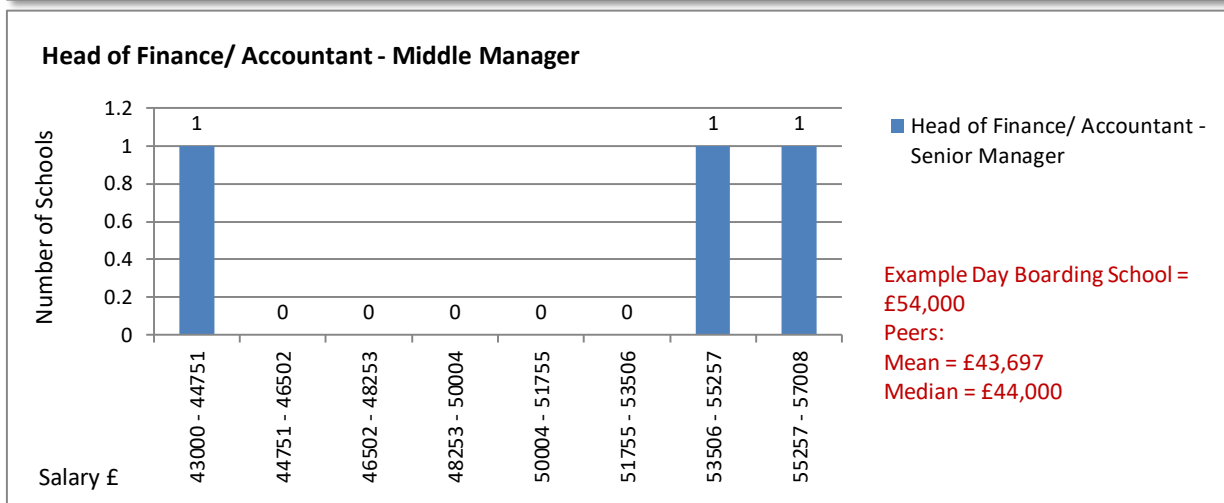
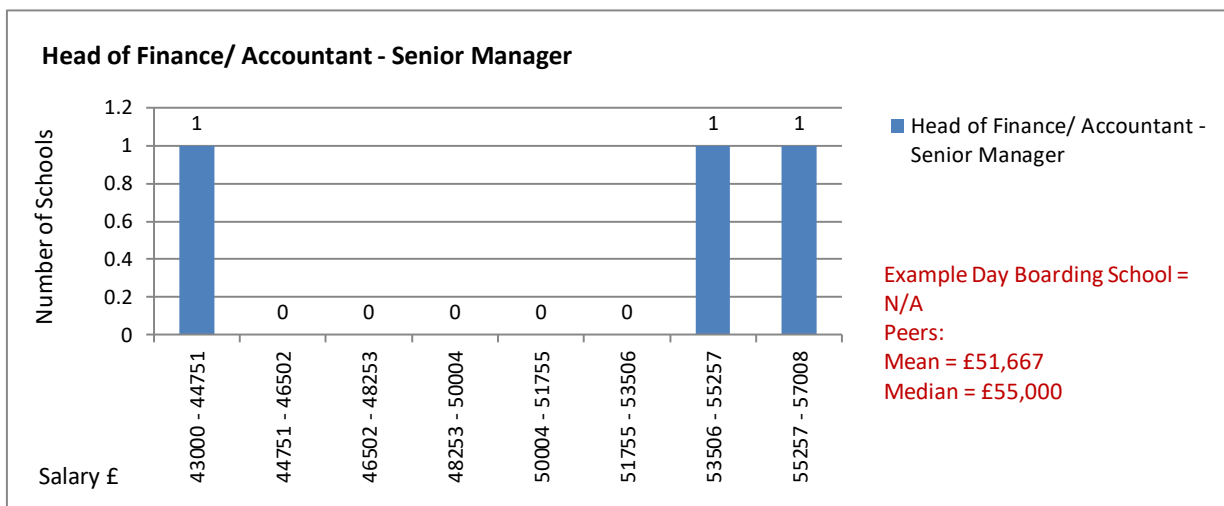
HR Director or Manager

This section of the report examines the gross pay of the HR Director or Manager. This role can either be at director/board, senior manager or middle manager level and spread graphs for peer schools having this role and at those levels are shown below. Peer schools having those roles but at support level is shown in the table at the end of this section, as is the mean and median number of people directly reporting to this person. Note that any part-time or term-time only roles have been grossed up to full-time equivalents.



Example Day Boarding School – Senior School Teacher and Senior Staff Salary and Benefits Survey 2020
 Head of Finance/Accountant (if Bursar/COO role also exists)

This section of the report examines the gross pay of the Head of Finance/Accountant, but only if a separate Bursar/COO role also exists. This role is typically a senior management or middle management role and spread graphs for peer schools having this role and at those levels are shown below. Peer schools having those roles but at different levels are shown in the table at the end of this section, as is the mean and median number of people directly reporting to this person. Note that any part-time or term-time only roles have been grossed up to full-time equivalents.



The table below provides a summary of the median gross salaries for all senior support roles covered by this report. Note that in your own school's column, the most senior role's salary is listed and a peer role in red text signifies this is the role level that matches the seniority level in your school.

Senior Support roles	Example Day Boarding School		Peer Group and Role level				
	Salary	No. of People Reporting to	Director	Senior Manager	Middle Manager	Support	No. of People Reporting to (all role levels)
Estates Bursar/Head of Estates	£45,000	23	£0	£44,000	£38,500	£0	27
Domestic Services Bursar	£35,000	10	£0	£45,000	£34,000	£25,000	30
Catering Manager	£30,000	35.5	£0	£0	£35,000	£0	18
Development/Fundraising Director or Manager	£55,000	3	£58,000	£49,500	£37,500	£23,000	6
Head of Marketing/Marketing Manager	£37,500	2	£0	£46,667	£33,000	£40,000	7
HR Director/HR Manager	£41,000	2	£45,000	£39,500	£38,000	£0	2.5
Trading Company Director/Manager	£44,000	5	£0	£41,000	£37,000	£27,500	10
Head of IT (support role)	£0	0	£0	£41,000	£36,000	£30,250	3
Head of Finance/Accountant (if Bursar/COO role also exists)	£54,000	5	£0	£55,000	£44,000	£28,000	6
Clerk of Governors (if not the Bursar/FD)	£42,667	0	£55,500	£46,333	£50,000	£0	1
Registrar/Head of Admissions (if not a teacher)	£27,000	1	£0	£26,000	£29,500	£0	2
Careers Officer (if not a teacher)	£0	0	£0	£0	£25,000	£27,000	0
Exams Officer (if not a teacher)	£36,000	1	£0	£0	£28,000	£30,000	1
Timetabler (if not a teacher)	£38,000	0	£0	£0	£30,021	£33,000	2
Chaplain (if not a teacher)	£0	0	£0	£0	£36,250	£0	0
Lead School Nurse	£31,000	1	£0	£0	£31,000	£28,000	6
Head's PA	£29,000	1	£0	£0	£31,000	£29,250	3

APPENDIX A – NATIONAL SUBJECT PREMIUMS

In our pay consultancy work we are often asked about premiums for shortage subjects but this is a difficult area to benchmark, since even within a peer group, pay for actual teachers will vary depending on those teachers' ages, experience and other roles, and the pay level for newly appointed subject teachers can depend just as much on the school that teacher is coming from and also the extent of the subject shortage in any specific school or peer group. Peer group reporting of average pay by subject is therefore dangerous.

However, since we know that paying subject premiums is a real necessity for many schools, we have in this area alone looked at the issue at a national level, since such a large grouping of teachers will be largely unaffected by individual factors. The table below therefore shows national average subject pay levels (with role allowances for non-academic areas of school life e.g. pastoral, boarding, co-curricular excluded). Schools should note that in this table we have not factored in regional pay-factors e.g. higher salaries in London and so schools should use the table to consider relative subject-pay rather than absolute pay levels, for which the other data in this report should be used. Data is provided separately for Head of Department ("HOD") and non-HOD teachers.

Subject	Senior Schools average pay £	Junior Schools average pay £	Senior Schools average pay HOD £	Junior Schools average pay HOD £
English				
Maths				
Physics				
Chemistry				
Biology				
French				
Spanish				
MFL (other)				
Geography				
History				
Music				
Sport				
Drama				
Classics (all subjects)				
Economics				
IT/ Computer Studies (academic)				
Art, Textiles & Design (all subjects)				

Data will become available once all returns have been submitted.