

DEPARTMENT OF EDUCATION

EQUALITY IMPACT ASSESSMENT

ON

**PROPOSAL TO INTRODUCE A FLAT RATE OF PAY FOR PREMATURELY RETIRED
TEACHERS WHO RETURN TO TEACHING AND PROPOSED CHANGES TO THE
COMMON FUNDING SCHEME FOR THE LOCAL MANAGEMENT OF SCHOOLS**

March 2011

EQUALITY IMPACT ASSESSMENT ON PROPOSAL TO INTRODUCE A FLAT RATE OF PAY FOR PREMATURELY RETIRED TEACHERS WHO RETURN TO TEACHING AND PROPOSED CHANGES TO THE COMMON FUNDING SCHEME FOR THE LOCAL MANAGEMENT OF SCHOOLS

Section 75 of the Northern Ireland Act 1998 requires the Department, in carrying out its functions, to have due regard to the need to promote equality of opportunity between:

- people with different religious beliefs;
- people from different racial groups;
- people of different ages;
- people with different marital status;
- people with different sexual orientations;
- men and women generally;
- people with or without a disability;
- people with or without dependants; and
- people with different political opinions.

In addition, but without prejudice to the duty above, the Department should have due regard to the desirability of promoting good relations between people with different religious beliefs, with different political opinions or from different racial groups.

This legislation requires public authorities to conduct an Equality Impact Assessment (EQIA) where a proposed policy is likely to have an impact on equality of opportunity. In response to this, the Department has decided that the proposals to introduce a flat rate for substitution cover provided by prematurely retired teachers and proposed changes to the local management of schools common funding scheme (LMS) (hereafter referred to as the proposals) require an EQIA.

This document is therefore the prepared EQIA for the proposals. The purpose of this document is to record the findings of the EQIA and invite comments.

SEEKING YOUR VIEWS

The Department of Education (hereafter referred to as the Department) has decided to carry out an Equality Impact Assessment on the proposals. You are invited to give your views on this assessment. The purpose of the consultation is to obtain:

- Consultees' views on this assessment of the equality impacts of the proposals; and
- Any further information which could be useful in assessing those equality impacts.

When considering your response, the following questions may offer a useful guideline:

- Do you have any views on any of the aspects of equality covered in this draft assessment?
- Are there any other issues that have not been addressed? If so, what are these?
- Do you have any views on how the proposals should be framed to address any potential inequalities and differentials?
- Are there any measures that should be implemented to mitigate any adverse impact on people in the Section 75 equality groups?

We would welcome any additional information and comments that you feel would help inform our equality considerations of the proposals.

We would like to receive your comments by 11 May 2011.

You can contact us by writing to us at the address below or by Email:

paul.finnegan@deni.gov.uk

Telephone: 028 91 279439

Textphone: 028 91 279472 – a dedicated line for those persons who have hearing and/or speech impairment

Teacher Negotiating and Pensions Policy Branch

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This document is also available on the following Internet site:

www.deni.gov.uk

Should you require this document in an alternative format, please contact the above address.

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1. INTRODUCTION AND BACKGROUND

Introduction

The Department of Education proposes to introduce a flat rate of pay for prematurely retired teachers who have received discretionary compensation (“added years”). In this EQIA the term “prematurely retired teacher” refers only to teachers who have been granted premature retirement on grounds of redundancy or in the interests of the efficient discharge of the employer’s function and who have received discretionary compensation in the form of an additional service credit (“added years”). The term premature retirement does not apply to teachers who have retired early on grounds of ill health. Teachers who have received early payment of pension on health grounds may only return to teaching should they recover sufficiently to satisfy a prospective employer that they meet the health requirements for teaching. On their return to teaching they no longer remain eligible to receive an ill health pension.

In addition the Department proposes to make amendments to the Common Funding Formula for the Local Management of Schools (LMS) namely:

- a) to reduce the ceiling for centre reimbursement costs from the current level (Point M4) to Point M3;
- b) to make schools liable for the total cost of employing a **prematurely retired** teacher;
- c) to require schools to meet the cost of the substitute teacher when the absent teacher moves on to half pay; with the employing authority meeting the cost of the absent teachers’ salary.

Background

Public Accounts Committee

The Public Accounts Committee (PAC) follow-up report on *The Management of Substitution Cover for Teachers* was published on 25 November 2010. The Report made two recommendations relating to the cost of substitution cover and payments made to prematurely retired teachers, namely:

Recommendation 9

The Committee recommends that a flat-rate for all substitution cover should be established, based on the salary levels applicable to newly qualified teachers.

Recommendation 10

The Committee recommends that the Department should consider amending the LMS regulations to prevent the practice whereby schools "top up" the payments made to prematurely retired teachers out of LMS budgets.

The current financial climate has thrown the rising costs of substitution cover into sharp relief. While a flat rate for all substitution would certainly bring about an immediate reduction in costs, it would neither discourage schools from employing prematurely retired teachers nor would it encourage them to employ newly qualified teachers. Schools would be able to employ an older, more experienced teacher – or a prematurely retired teacher - at the same cost as a newly or recently qualified teacher. It is also likely that a flat rate could be applied only to short-term substitution and not to teachers covering for long-term absences such as maternity leave and long-term sickness, which account for a significant portion of the substitution bill.

Rather than establish a flat rate for all substitute teachers, the Department proposes to introduce a flat rate of pay for prematurely retired teachers only.

Common Funding Scheme For The Local Management Of Schools

The application of formula funding, and the delegation of financial and managerial responsibilities to Boards of Governors, are key elements in the Department's overall policy to improve the quality of teaching and learning in schools by:

- a) enabling Boards of Governors and Principals to plan and use resources (including their most valuable resource, their staff) to maximum effect in accordance with their own needs and priorities; and
- b) making schools more responsive to parents, pupils, the local community and employers.

Controlled and maintained schools are funded by the Education and Library Board in whose area the school is located while voluntary grammar schools and grant-maintained integrated schools are funded directly by the Department. In addition to funding allocated directly to school budgets by means of the common formula, schools will also have access to central funds for specified purposes and the Common Funding Scheme sets out common arrangements governing disbursement of these funds by Funding Authorities.

As with formula allocations to schools, the intention is that allocations from centre resources should be made on a consistent basis and all schools should enjoy equal access. Where teacher substitution costs are paid from centre funds, this is currently limited to a maximum of point 4 on the teachers' main pay scale and any substitution costs in excess of this are charged to the school's delegated budget. The only exception to this general rule is where the substitute teacher has been employed as cover for a teacher who is an accredited representative and is engaged on trade union business.

The Common Funding Scheme sets out a comprehensive list of the circumstances where the costs of substitute teachers will be met from centre funds. These include absences owing to illness – from the 21st day of illness for schools with more than four teachers (full-time equivalents) and from the 11th day of illness for schools with four teachers or less.

2. DEFINING THE AIMS OF THE PROPOSALS

What are the aims, objectives and purpose of the proposals?

- To reduce the cost of substitution cover in line with the recommendations of the Public Accounts Committee.
- To discourage schools from employing prematurely retired teachers by making them responsible for the associated cost.
- To discourage prematurely retired teachers from seeking re-employment by limiting remuneration to teachers who have been compensated for leaving employment early.
- To encourage schools to give temporary or substitute employment opportunities to newly or recently qualified teachers.

Introduce a flat rate of pay for prematurely retired teachers who return to teaching.

Prematurely retired teachers who become re-employed will be paid the same rate of pay as a newly qualified teacher i.e. point 1 of the teachers' main scale. This is intended to serve as a disincentive to prematurely retired teachers to seek re-employment and also to effect a reduction in the overall cost of substitution cover.

Proposed changes to the Common Funding Scheme

The Department also proposes to amend the Common Funding Scheme for the Local Management of Schools (LMS) to provide a disincentive to schools to employ prematurely retired teachers. Three amendments are proposed, namely:

- i. reduce the ceiling for centre reimbursement costs from Point M4 to Point M3;
- ii. make schools liable for the total cost of employing a prematurely retired teacher;
and

- iii. require schools to meet the cost of the substitute teacher when the absent teacher moves on to half pay; with the employing authority meeting the cost of the absent teacher's salary.

The three proposed amendments are considered in more detail below.

(1) Reduce the ceiling for centre reimbursement costs from Point M4 to Point M3.

Currently where teacher substitution costs are paid from centre funds, this is limited to a maximum of point 4 of the main scale and any substitution costs in excess of this are charged to the school's delegated budget. Reducing this to point 3 would effect an immediate saving in centre costs and serve as an added incentive to schools to employ newly or recently qualified teachers as substitutes.

(2) Make schools liable for the total cost when they employ a prematurely retired teacher but retain a central budget to assist schools in employing newly qualified or other non-retired teachers.

Employing authorities would continue to reimburse schools for the cost of substitution up to Point 3 of the Main Scale for newly qualified or other non-retired teachers (after the first 10 or 20 days depending on the size of the school) but would contribute nothing to the cost of employing a prematurely retired teacher. This would bring about a scenario in which (after the initial 10 or 20 days) schools would pay nothing for the services of a newly or recently qualified teacher; the cost of employing an experienced non-retired teacher paid on point 4 or above would be shared between the school and the employing authority; and the cost of employing a prematurely retired teacher would be met in full by the school at all times. This should serve as an incentive to schools to give preference to newly or recently qualified teachers.

(3) Make schools liable for the cost of substitution from the point at which the absent teacher moves on to half pay, with the employing authority meeting the cost of the absent teacher's salary.

Currently schools make a saving when an absent teacher moves on to half pay (after 100 days' sick absence), as the cost of substitution continues to be met by the centre.

It is only when the absent teacher moves on to no pay (after a further 100 days' sick absence) that the cost of substitution transfers to the school. This proposal would again incentivise schools to employ cheaper substitutes and may provide additional encouragement to schools to pro-actively manage the return to work of the permanent teacher.

3. CONSIDERATION OF AVAILABLE DATA AND RESEARCH

Available data about the profile of the current teaching workforce is set out at Annex 1. Annex 2 provides data from the teachers' pensions' computer systems showing the numbers of teachers previously availing of the premature retirement arrangements. Annex 3 shows teachers registered and employed through NISTR, January - April 2010. Annex 4 provides details of temporary days worked by retired teachers providing substitution cover, 2000-01 to 2009-10 and the proportion of substitution cover provided by prematurely retired teachers, 2000-01 to 2009-10. Annex 5 provides an analysis of Re-Employment of Premature Retirements.

Reports by the NI Audit Office (NIAO) and the Committees of Public Accounts (PAC) of both the House of Commons and the NI Assembly have been critical of the use of the Premature Retirement Compensation Scheme, both in terms of the numbers of teachers prematurely retired and the amount of the compensation routinely awarded:

NIAO report 1992 (*Department of Education for Northern Ireland: Premature Retirement of Teachers, Northern Ireland Audit Office, February 1992, HC 248*) and subsequent PAC hearing in 1992 (*17th Report, Session 1992-93, HC 84*).

NIAO report of Dec 2002 (*The Management of Substitution Cover for Teachers*):

<http://www.niauditoffice.gov.uk/pubs/reports/2002/Teachers/FullReport.pdf> and

subsequent PAC hearing in Feb 2003:

<http://www.publications.parliament.uk/pa/cm200203/cmselect/cmpubacc/473/473.pdf>)

NIAO report of May 2010 (*The Management of Substitution Cover for Teachers: Follow-up Report*):

<http://www.niauditoffice.gov.uk/pubs/onereport.asp?arc=True&id=255&dm=0&dy=0> and

Subsequent PAC hearing in September 2010:

http://www.niassembly.gov.uk/public/2007mandate/reports/2010/report_20_10_11r.htm

4. ASSESSMENT OF IMPACTS

The Department has considered the duty not to discriminate (either directly or indirectly) in respect of the affected groups and also how the proposals promote equality of opportunity. An assessment of the impacts and the benefits of the proposals to each of the Section 75 categories are set out in the following paragraphs.

Gender

Since April 2008 employing authorities have been responsible for meeting the lifetime costs of any discretionary compensation (“added years”) awarded to prematurely retired teachers. As a result the 2007/08 financial year was the most recent year in which added years were routinely awarded to all prematurely retired teachers.

The figures for premature retirement in that year (2007/08 financial year) show the uptake of premature retirement to be 61.3% female and 38.7% male. The age breakdown of those eligible to receive premature retirement benefits (teachers over 50) shows that 64.8% were female and 35.2% male. The makeup of the teaching workforce at that time (Annex 2) was 74.4% female and 25.6% male. The younger age bands contain proportionately more women. This showed a slightly higher take-up by male teachers when compared with the eligible field.

This policy is likely to affect a higher proportion of male teachers than the total proportion of male teachers in the teaching workforce. It will have a positive impact on female employment as newly/recently qualified teachers are more likely to be female.

Age

This policy is concerned with teachers who have received discretionary compensation in the form of added years as a result of premature retirement. No teacher has received added years since August 2008. At that time the minimum retirement age was 50, therefore this policy will impact only on prematurely retired teachers who are currently aged 52 or over.

Whilst there is unlikely to be any impact on employers' readiness to engage prematurely retired teachers for short-term cover, it is anticipated that as a result of this policy employers will be less inclined to employ prematurely retired teachers to cover longer term vacancies.

This policy is expected to serve as a disincentive to prematurely retired teachers to seek employment. Such teachers may have an expectation that they would have been able to gain employment in a substitute or temporary capacity after retirement at a rate of pay which reflects their experience. However, the PAC has been extremely critical of the level of re-employment of prematurely retired teachers. The PAC commented in their 2002 report that the taxpayer was funding expensive enhancements only to see many of these teachers re-engaged by schools as substitutes.

Encouraging schools to employ newly or recently qualified teachers has a positive impact for younger teachers.

Religion

At present this type of information is typically collected by employing authorities during recruitment activity in line with statutory monitoring requirements. This information is not usually collated and we have not been able to identify any single source of information on the workforce in relation to this measure. However, there is no indication that this policy will unduly impact on the basis of religion. The Department is considering whether this information could in future be collated and included in a DE digest of statistics on the Education Workforce which will be published on an annual basis from June 2012 onwards.

Political Opinion

This information is not collected by employing authorities. There is no evidence that this policy will unduly impact on members of this group.

Marital Status

At present this type of information is typically collected by employing authorities during recruitment activity in line with statutory monitoring requirements. This information is not usually collated and we have not been able to identify any single source of information on the workforce in relation to this measure. However, there is no indication that this policy will unduly impact on the basis of marital status. The Department is considering whether this information could in future be collated and included in a DE digest of statistics on the Education Workforce which will be published on an annual basis from June 2012 onwards.

Dependent Status

This information is not collected by employing authorities. The policy may affect teachers with dependants inasmuch as it affects teachers in different age groups (see “Age” above).

Disability

At present this type of information is typically collected by employing authorities during recruitment activity in line with statutory monitoring requirements. This information is not usually collated and we have not been able to identify any single source of information on the workforce in relation to this measure. The Department is considering whether this information could in future be collated and included in a DE digest of statistics on the Education Workforce which will be published on an annual basis from June 2012 onwards.

A Health and Wellbeing Survey¹ commissioned by the Management Side of the Teacher Negotiating Committee in 2001 found that a small proportion (5.3%) of teachers reported

¹ The NI Teachers' Health and Wellbeing Survey, Final Report – PricewaterhouseCoopers, December 2002: http://www.deni.gov.uk/teachers/h_safety/teachers_health_survey.pdf

that they considered themselves to have a disability. (Disability was defined as any physical or mental impairment, which has a substantial and long term (lasted or expected to last 12 months or more) adverse impact in ability to carry out normal day to day activities.) However, there is no indication that this policy will unduly impact on the basis of disability. The policy/decision will not in any way discourage people with disabilities from participating in public life nor does it fail to promote positive attitudes towards disabled people.

There is no opportunity to better promote positive attitudes towards people with disabilities or encourage their participation in public life by making changes to the policy/decision or introducing additional measures.

Ethnicity

At present this type of information is typically collected by employing authorities during recruitment activity in line with statutory monitoring requirements. This information is not usually collated and we have not been able to identify any single source of information on the workforce in relation to this measure. However, there is no indication that this policy will unduly impact on the basis of ethnicity. The Department is considering whether this information could in future be collated and included in a DE digest of statistics on the Education Workforce which will be published on an annual basis from June 2012 onwards.

Sexual Orientation

This information is not collected by employing authorities. There is no indication that this policy will unduly impact on the basis of sexual orientation.

5. CONSIDERATION OF MITIGATION AND ALTERNATIVES

The Department of Education is totally committed to the proper implementation of the duties imposed on public authorities by Section 75 of and Schedule 9 to the Northern Ireland Act 1998.

The effect of these proposals may have an adverse impact on grounds of gender and age. The Department would welcome suggestions on measures which might mitigate such impacts and any alternatives which might better promote equality of opportunity.

Teachers who have been awarded premature retirement with added years have already been generously compensated for leaving employment early. For example, the lifetime value of compensation awarded to a 55 year old teacher who was granted 6 and 2/3 years discretionary compensation is approximately £160,000.

In the current financial climate any savings generated from reducing the cost of substitute cover could help reduce the total savings which may need to be achieved through other measures such as teacher redundancies. Any reduction in the number of teaching posts possibly resulting in an increase in the pupil:teacher ratio will have an adverse impact on educational outcomes for children.

Limiting the re-employment of prematurely retired teachers will provide additional opportunities for the next generation of teachers, many of whom are unemployed, to gain experience which will in future help to meet the diverse needs of our school system.

The PAC has been extremely critical of the level of re-employment of prematurely retired teachers. The PAC commented in their 2002 report that the taxpayer was funding expensive enhancements only to see many of these teachers re-engaged by schools as substitutes.

In its most recent report on the subject, the PAC recommended that a flat-rate for all substitution cover should be established, based on the salary levels applicable to newly qualified teachers and that the Department should consider amending the LMS regulations

to prevent the practice whereby schools "top up" the payments made to prematurely retired teachers out of LMS budgets.

6. RURAL/REGIONAL PROOFING

The purpose of the rural/regional proofing is to determine whether or not the proposals will have a different impact on rural areas than elsewhere.

A breakdown of the number of schools located in Urban and in Rural areas by Education and Library Board is included at Annex 3. There is anecdotal evidence to suggest that schools in rural areas may on occasion be more likely to have to rely on the services of a prematurely retired teacher to cover temporary vacancies particularly in cases where a subject specific teacher is required.

7. FORMAL CONSULTATION

Equality Impact Assessment (EQIA)

The Department wishes to consult as widely as possible on the potential equality impacts of the proposals. The Consultation will follow the Equality Commission's guiding principles to consultation contained in their Practical Guidance on Equality Impact Assessment.

During the consultation period the Department will:

- notify the opening of the consultation and the availability of the EQIA consultation document to schools, educational interest groups, religious groups, Section 75 groups, all stakeholders involved in prior consultation on the proposals and to any members of the public on request;
- place a copy of the consultation documents on DE's website and a link to the consultation on the OFMDFM website through Policy Link, together with an on-line consultation response form;

- make the consultation documentation available in alternative formats for those who request it;
- arrange consultation meetings on request with individuals or representatives of particular interest groups, taking account of any special requirements they may have; and
- deal with any queries in a prompt manner.

The consultation is being co-ordinated by Teacher Negotiating & Pensions Policy Branch and the closing date is 11 May 2011.

8. DECISION BY THE PUBLIC AUTHORITY

The Department will analyse the responses to the consultation and take the findings of the EQIA into account before making any final decisions on the proposals.

Details of mitigation measures will be included in the final recommendations presented during decision making. In the event that such alternatives are not accepted full reasons will be given

9. PUBLICATION OF RESULTS OF EQUALITY IMPACT ASSESSMENT

The results of this EQIA will be published when decisions are announced. A copy of the results document will be sent to those who respond to the consultation and will be posted on the Department's website. It will also be made available in alternative formats when requested.

10. MONITORING FOR ADVERSE IMPACT IN THE FUTURE AND PUBLICATION OF THE RESULTS OF SUCH MONITORING

Data will be collected on an annual basis about the effect the policy change is having on the relevant groups and sub-groups within the equality categories. If this monitoring and analysis of results over a two-year period shows a greater adverse impact than expected, or if opportunities arise which would allow for greater equality of opportunity to be promoted, the proposals will be reviewed to determine whether better outcomes for the relevant equality groups may be achieved.



Department of Education
EQIA Consultation Response Form

**PROPOSAL TO INTRODUCE A FLAT RATE OF PAY FOR
PREMATURELY RETIRED TEACHERS WHO RETURN TO
TEACHING AND PROPOSED CHANGES TO THE
COMMON FUNDING SCHEME FOR THE LOCAL
MANAGEMENT OF SCHOOLS**

The closing date for responses is 11 May 2011

Your Details:

Name:

In what capacity are you responding?

Prematurely Retired Teacher	<input type="checkbox"/>	Postcode Area BT
Other Retired Teacher	<input type="checkbox"/>	Postcode Area BT
Non-Retired Teacher Currently in Permanent Employment	<input type="checkbox"/>	Postcode Area BT
Non-Retired Teacher Not Currently in Permanent Employment	<input type="checkbox"/>	Postcode Area BT
Teacher Union	<input type="checkbox"/>	
Organisation involved in education If so, please specify the organisation you represent and position held	<input type="checkbox"/>	
Other If so, please specify in what capacity you are responding.	<input type="checkbox"/>	

If you require this document in an alternative format please contact Teacher Negotiating and Pensions Policy Branch by any of the following methods:

☎ Direct line: 028 91 279 841

☎ Textphone: 028 91 279 472

☎ E mail: TeachersNegotiating.PensionsPolicy@deni.gov.uk

EQIA CONSULTATION RESPONSE FORM

1. Do you agree that all relevant groups that might experience a differential adverse impact as a result of this proposal have been identified? Yes/No?

- If “no”, which other groups should also be identified and why?**

- 2. Do you agree that the proposed mitigating actions will reduce the potential for a differential adverse impact on the groups identified? Yes/No?**
- If “no”, why not? What other mitigating actions should be considered and why?**

Please return your completed response by posting it to:

**Mr Paul Finnegan
Teacher Negotiating & Pensions Policy Branch
Department of Education
Room G13
Rathgael House
43 Balloo Road
Rathgill
BANGOR
BT19 7PR**

or send by e-mail to: TeachersNegotiating.PensionsPolicy@deni.gov.uk

The deadline for receipt of completed response forms is 11 May 2011.

AVAILABLE DATA ON THE TEACHING WORKFORCE IN THE NORTH OF IRELAND

1. Number of teachers by age and gender March 2008

Age Range	Female	%	Male	%	Total	%
<i>24 and under</i>	304	81.5	69	18.5	373	1.9
<i>25 to 29</i>	2064	79.5	531	20.5	2595	13.1
<i>30 to 34</i>	2534	78.6	689	21.4	3223	16.3
<i>35 to 39</i>	2558	77.2	756	22.8	3314	16.7
<i>40 to 44</i>	1899	74.1	664	25.9	2563	12.9
<i>45 to 49</i>	1681	70.3	711	29.7	2392	12.1
<i>50 to 54</i>	2198	71.2	891	28.8	3089	15.6
<i>55 to 59</i>	1248	65.6	655	34.4	1903	9.6
<i>60 to 64</i>	199	60.1	132	39.9	331	1.7
<i>65 and over</i>	12	63.2	7	36.8	19	0.1
<i>Totals</i>	14697	74.2	5105	25.8	19802	100.0

Source: GTC (NI) Digest of Statistics 2008

2. Number of teachers by age and gender February 2011

Age Range	Female	%	Male	%	Totals:	%
24 and under	256	1.26%	78	0.38%	334	1.64%
25 to 29	1981	9.72%	461	2.26%	2,442	11.98%
30 to 34	2724	13.36%	727	3.57%	3,451	16.92%
35 to 39	2635	12.92%	751	3.68%	3,386	16.61%
40 to 44	2352	11.53%	725	3.56%	3,077	15.09%
45 to 49	1683	8.25%	658	3.23%	2,341	11.48%
50 to 54	1820	8.93%	732	3.59%	2,552	12.52%
55 to 59	1610	7.90%	695	3.41%	2,305	11.30%
60 to 64	275	1.35%	183	0.90%	458	2.25%
65 and over	25	0.12%	20	0.10%	45	0.22%
Totals:	15361	75.33%	5,030	24.67%	20,391	100.00%

Source: GTC (NI)

3. Number of teachers by school management type and gender, March 2008

Gender	Catholic Maintained Schools	Controlled Integrated Schools	Controlled Schools	Grant Maintained Integrated Schools	Other Maintained Schools	Voluntary Grammar Schools	Totals
Female	4,958	212	6,607	679	141	2,100	14,697
Male	1,705	65	1,834	232	43	1,226	5,105
Totals	6,663	277	8,441	911	184	3,326	19,802

Source: GTC (NI) Digest of Statistics 2008

4. Number of teachers by school management type and gender, February 2011

Gender	Catholic Maintained Schools	Controlled Integrated Schools	Controlled Schools	Grant Maintained Integrated Schools	Other Maintained Schools	Voluntary Grammar Schools	Totals:
Female	5,226	270	6,747	734	169	2,215	15,361
Male	1,675	67	1,750	262	63	1,213	5,030
Totals:	6,901	337	8,497	996	232	3,428	20,391

Source: GTC (NI)

5. Number of teachers by school management type and age, March 2008

Age Range	Catholic Maintained Schools	Controlled Integrated Schools	Controlled Schools	Grant Maintained Integrated Schools	Other Maintained Schools	Voluntary Grammar Schools	Totals
24 & under	89	4	182	28	7	63	373
25 to 29	780	44	1,144	147	50	430	2,595
30 to 34	1,048	55	1,322	223	34	541	3,223
35 to 39	1,212	44	1,295	181	32	550	3,314
40 to 44	959	32	988	120	14	450	2,563
45 to 49	822	27	967	92	18	466	2,392
50 to 54	1,095	47	1,400	75	13	459	3,089
55 to 59	555	20	969	39	11	309	1,903
60 to 64	102	4	159	5	5	56	331
65 & Over	1		15	1		2	19
Totals:	6,663	277	8,441	911	184	3,326	19,802

Source: GTC (NI) Digest of Statistics 2008

6. Number of teachers by school management type and age, February 2011

Age Range	Catholic Maintained Schools	Controlled Integrated Schools	Controlled Schools	Grant Maintained Integrated Schools	Other Maintained Schools	Voluntary Grammar Schools	Totals:
24 and under	93	5	158	17	12	49	334
25 to 29	743	50	1,073	124	60	392	2,442
30 to 34	1,109	77	1,416	205	56	588	3,451
35 to 39	1,178	49	1,334	226	30	569	3,386
40 to 44	1,113	51	1,222	156	24	511	3,077
45 to 49	861	30	892	119	11	428	2,341
50 to 54	889	38	1,063	80	22	460	2,552
55 to 59	763	34	1,103	52	10	343	2,305
60 to 64	142	3	212	16	5	80	458
65 and over	10		24	1	2	8	45
Totals:	6,901	337	8,497	996	232	3,428	20,391

Source: GTC (NI)

7. Teachers with a disability

A Health and Wellbeing Survey¹ commissioned by the Management Side of the Teacher Negotiating Committee in 2001 found that a small proportion (5.3%) of teachers reported that they considered themselves to have a disability. (Disability was defined as any physical or mental impairment, which has a substantial and longterm (lasted or expected to last 12 months or more) adverse impact in ability to carry out normal day to day activities.)

¹ The NI Teachers' Health and Wellbeing Survey, Final Report – PricewaterhouseCoopers, December 2002: http://www.deni.gov.uk/teachers/h_safety/teachers_health_survey.pdf

8. Number of schools located in Urban and in Rural areas by Education and Library Board 20010/11

		Belfast	Western	North Eastern	South Eastern	Southern	NI total
Nursery schools	Rural	0	1	0	1	3	7
	Urban	32	11	15	18	17	91
	Total	32	12	15	19	20	98
Primary schools (inc. prep)	Rural	0	125	128	72	163	488
	Urban	92	57	83	84	59	375
	Total	92	182	211	156	222	863
Post primary Secondary (non-grammar) schools	Rural	0	12	9	8	10	39
	Urban	19	19	25	19	28	110
	Total	19	31	34	27	38	149
Grammar schools	Rural	0	2	0	0	2	4
	Urban	16	11	15	10	12	64
	Total	16	13	15	10	14	68
Special schools	Rural	0	1	0	2	0	3
	Urban	10	6	9	8	5	38
	Total	10	7	9	10	5	41

Source: NI school census

Note:

Classification of urban and rural areas is as set out in the Report of the Inter-Departmental Group on Statistical Classification and delineation of Settlements (February 2005).

RETIREMENT OF TEACHERS IN GRANT-AIDED SCHOOLS (NI)

1990-91 to 2009-10 financial years

Year	Premature		Age	Actuarially Reduced	Ill Health	Total Retirements	Premature as % of the total	
	<i>Efficient Discharge</i>	<i>Redundancy</i>						<i>Total</i>
1990-91	222	118	340	155	102	597	57	
1991-92	193	160	353	138	77	568	62	
1992-93	118	143	261	160	101	522	50	
1993-94	100	129	229	181	130	540	42	
1994-95	77	130	207	154	143	504	41	
1995-96	52	128	180	188	175	543	33	
1996-97	50	228	278	200	171	649	43	
1997-98	47	343	390	223	158	771	51	
1998-99	48	270	318	227	161	706	45	
1999-00	52	247	299	214	160	673	44	
2000-01	52	355	407	217	172	796	51	
2001-02	49	274	323	218	167	708	46	
2002-03	44	304	348	236	169	753	46	
2003-04	44	317	361	255	127	743	49	
2004-05	40	337	377	270	110	757	50	
2005-06	41	543	584	270	114	968	60	
2006-07	41	514	555	337	118	1010	55	
2007-08	39	519	558	252	30	145	985	57
2008-09	26	280	311 ³	281	72	73	737	42
2009-10	0	178	178 ⁴	303	72	70	623	29

Source: DE Teachers' Pensions computer system

³ In 2008-09 15 teachers were awarded discretionary compensation in the form of added years

⁴ In 2009-10 no teachers were awarded discretionary compensation in the form of added years

Teachers registered and employed through NISTR, January - April 2010

Teachers	Number Registered to provide cover *	Number employed to provide cover 1 Jan 2010-30 Apr 2010 **
Qualified/Newly qualified	5551	3998
Age Retired	440	251
Premature retired:		
Redundancy	1773	1220
Efficient discharge	60	33
Ill Health	5	1
Actuarially reduced benefits	79	53
Total	7908	5556

* Number of teachers on register as at June 2010

* All teachers registered with GTC as at 31 March 2010

** Excludes service in Voluntary Grammar Schools

Temporary days worked by retired teachers providing substitution cover, 2000-01 to 2009-10

Basis	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Efficient Discharge	3,656	3,395	3,369	2,737	2,473	2,478	2,224	2,367	2,497	1,728
Redundancy	40,922	50,211	53,382	54,140	50,204	48,394	49,542	57,983	65,430	55,388
Sub Total (Premature)	44,578	53,606	56,751	56,877	52,677	50,872	51,766	60,350	67,927	57,116
Age	5,790	6,233	7,037	7,130	7,214	7,371	8,248	10,157	10,652	8,551
Infirmity (NEW)	0	0	0	0	0	0	58	11	0	100
Actuarially Reduced	0	0	0	0	0	0	0	148	1,037	1,531
Retired Total	50,368	59,839	63,788	64,007	59,891	58,243	60,072	70,666	79,616	67,299

Proportion of substitution cover provided by prematurely retired teachers, 2000-01 to 2009-10

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total days worked by prematurely retired Teachers	44,578	53,606	56,751	56,877	52,677	50,872	51,766	60,350	67,927	57,116
Total substitution days	338,330	384,965	388,526	394,450	401,561	397,939	407,327	438,114	470,860	450,516
% prematurely retired	13.2	13.9	14.6	14.4	13.1	12.8	12.7	13.8	14.4	12.7

Analysis of Re-Employment of Premature Retirements

Financial Year in which retired	No of premature retirements	No re-employed
2005-06	584	(by 30 June 2006) - 325
2006-07	555	(by 30 June 2007) - 246
2007-08	558	(by 30 June 2008) - 248
2008-09	311	(by 30 June 2009) - 146
2009-10	15	(by 30 June 2009) - 4