



**Annual Report for the
Year Ended
31 March 2004**

General Teaching Council For England Annual Report for the year ended 31 March 2004

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General Teaching Council For England

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Foreword

This year has been a period of substantial progress and consolidation for the General Teaching Council for England. By working in partnership with employers, the accuracy of the Register has been significantly improved. The purpose of registration is to give clear assurance to employers and the public that qualified teachers are correctly registered as well as providing a better baseline for research and for information on the teaching workforce. Better data has enabled the GTC to enhance its fee collection record and to assist in securing fees left unpaid from the first year of fee collection.

The Council's regulatory processes are well established and robust, providing a fair and transparent process in which the public and the profession can have confidence. The Council also considers appeals from teachers who have failed their induction period and, for instance, believe they could have succeeded with better support. As a result, a number of teachers have been given a further opportunity to demonstrate that they will be able to reach required induction standards.

The GTC's policy work has grown in reach and influence, and the GTC is now working directly with several thousand teachers, and with schools and local education authorities.

At national level, the GTC can now see the positive impact of its policy advice. An important part of the GTC's role is to boost public understanding of the skill and complexity of teaching and to raise the standing of the profession. During its first four years of operation, the GTC has contributed to a significant shift in national thinking, away from central prescription and towards greater trust in teachers' creativity and professional judgement. It has secured Government recognition of the central importance of Continuing Professional Development ("CPD") and encouraged a climate in which better access to effective CPD is now a priority.

The end of the financial year also saw the end of grant in aid from the Department for Education and Skills ("DfES") and the completion of the first round of elections conducted by the Council independently. The GTC has continued to improve and enhance its internal controls, risk management and governance procedures to ensure that they provide a sound baseline for the continuing work of the Council.

John Beattie
Chairman

Carol Adams
Chief Executive

30 June 2004

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About this report

This report covers the financial year 1 April 2003 to 31 March 2004. It documents progress and activity against the Corporate Plan for 2004-2006 and also highlights where earlier work came to fruition this year. Activity and progress has been charted against the three principal functions of the Council;

To register qualified teachers in England;

To regulate standards of conduct and competence in the public interest;

To advise on issues affecting the teaching profession,

and thus to contribute to improved standards of teaching and the quality of learning.

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Registration

Major progress has been made this year in improving the accuracy of the Register. The Council inherited incomplete and contradictory data from the DfES and from Local Education Authorities (“LEAs”) and has worked hard to validate entries and remove from the Register those teachers who were automatically registered with the Council at the outset, but were not teaching, or have subsequently left the profession.

Around 25,000 newly qualified teachers join the profession each year and the Register continues to develop. At 31 March 2004, there were approximately 555,000 teachers on the Register. The Council was able to identify around 40,000 who no longer needed to register and the process of verification continues. Progress has been made in close liaison with employers. The GTC has taken a proactive approach to LEAs, working with them to identify data errors and to secure an accurate picture of their teacher workforce. As a result of this effort, returns were secured from all LEAs in the autumn term and data is improving rapidly.

The greatly improved accuracy of the Register is an important assurance to employers and strengthens its position as the most comprehensive database on the teaching workforce and as a powerful source for research. The Council agreed that the Teacher Workforce profiles, published last year, would this year be made available to LEAs on CD-ROM, enabling them to search data and make comparisons with other employers much more readily. The CD-ROMs were distributed in June.

The GTC has been able to use its Register to draw a comprehensive and fully representative sample of teachers for a major survey of teachers’ attitudes to pupil learning, to their own career development and to the future of teaching and learning. The research was commissioned and conducted in March 2004 and published in stages in June and July.

Work is on schedule to develop a scheme for provisional registration of trainee and overseas qualified teachers by September 2005.

Award of Qualified Teacher Status

The Council took responsibility for the award of Qualified Teacher Status from 1 August in 2003 and issued certificates to 25,000 teachers in July and August last year. Newly qualified teachers received a leaflet welcoming them to the profession and the Council was successful in securing payment by direct debit from the great majority of these teachers, thereby relieving employers of a substantial future administrative burden.

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Regulation

Self-regulation is one of the hallmarks of a high status profession. By establishing the GTC as the regulatory body for teaching, Parliament gave a very positive signal to the profession of the respect in which it is held. The Council's regulatory work is now well established. All Council Members have been trained for their role and the volume of hearings has grown as employers have become more aware of their responsibilities for referral. The Council has reason to be proud of its approach to regulation, which is transparent and investigative, rather than adversarial. All statutory timescales have been adhered to and proceedings are conducted with respect for all those appearing.

The Council is responsible for hearing induction appeals by the very small number of teachers who fail their induction period. 11 appeals were heard last year. Although no appeals were successful, in 7 cases, the Council ordered an extension of the induction period to give these teachers an opportunity to demonstrate their competence successfully. Although the number of appeals is small, it is an important safeguard for new teachers.

During the year 267 cases were referred to the GTC, of which 119 were considered by the Investigating Committee. These came from three sources; referrals from employers, notifications of criminal convictions and cautions and allegations made by members of the public.

In total, since the inception of hearing cases, the GTC had heard 66 conduct and competence cases by 31 March 2004. Committees used the full range of sanctions available where teachers were found to be guilty of unacceptable professional conduct or serious professional incompetence. These range from a reprimand, which remains on the teacher's record for two years, through a conditional registration order, a suspension order or a prohibition. There have been 11 prohibition orders since the Council began hearing cases.

Where appropriate, committees have imposed conditional registration orders which require teachers to take appropriate remedial action, such as a period of training or counselling before they can return to the classroom. Cumulatively, up to 31 March 2004, 21 teachers have been made subject to conditional registration orders and 10 have been suspended from the Register, sometimes with conditions attached to the suspension. The Council's regulatory work is monitored and evaluated by the Professional Standards Committee. In February 2004, the Committee agreed to develop indicative sanctions guidance for committees to further support a consistent approach to sanctions. The total volume of cases remains too small to allow statistical analysis of hearing decisions, but the Council has been able to draw some broad lessons from our experience to date. Employers receive a termly update and an annual report, informing them of teachers who are subject to disciplinary orders and drawing attention to the types of misconduct and incompetence, which have led to sanctions being applied.

The Council has been able to reduce the cost of hearings substantially by the appointment of an in-house presenting officer and will continue to examine ways of conducting its regulatory work efficiently and effectively. Some major costs are unavoidable, such as overheads for accommodation and staffing, and the provision of supply cover for teacher witnesses and committee members.

Standards and professional values

Work has continued to develop further guidance and explanation of the Council's Code of Values and Professional Practice.

The Council has also been developing and consulting on a Code of Conduct and Practice to underpin its regulatory work. The Code draws on the Council's experience of regulation on setting out minimum standards expected of registered teachers. The final version will take into account the views of the Council's partners, a sample of 5,000 teachers drawn from the Register and teachers and parents in focus group meetings. The Code was approved by Council on 30 June 2004 and will be disseminated in the autumn term.

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Advice

The GTC's policy and research portfolio

This year has seen a considerable extension of the Council's reach and influence on education policy. Policy advice developed in earlier years has been adopted and is making a major impact. A major research review of the effectiveness of collaborative approaches to continuing professional development has contributed to a fundamental reappraisal of approach by the DfES.

Our demonstration projects with teachers, schools and advisers in nine LEAs have given teachers real influence on local policies and have improved their access to high quality professional development.

A platform for the profession

From its inception, the GTC has been committed to working with teachers and using their expertise and experience to influence education policy at local and national level. Our programme of meetings, conferences and seminars has given teachers a real opportunity to shape the advice we provide to Government and agencies. Their professional voice is now being heard more clearly.

The GTC does not claim sole credit for this changed approach. We have worked in partnership with teacher associations, research bodies and other agencies to encourage the shift. We have, however, made some distinctive contributions to the changed environment.

This year, the GTC has worked locally with teachers to support them in developing and influencing strategies for continuing professional development and we have secured the backing of the DfES for our approach.

We have provided new forums for teachers, national bodies, researchers, parents and governors to meet, examine the evidence and propose new approaches to teacher retention, accountability and assessment.

Our conferences have brought teachers into direct dialogue with Ministers and key policy makers.

Entering teaching

The GTC has initiated a significant project on the training and preparation of teachers, working closely with the Teacher Training Agency ("TTA"). The GTC met its objective to meet and consult at least 10 per cent of trainees by March 2004 and the consultative process continues with a series of scenario-building seminars.

The Council is working with the DfES and TTA to investigate how different training routes may affect teacher retention and has also set up a regular programme of meetings to examine lessons emerging from our induction appeals.

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Professional development

The GTC has provided direct support to teachers through the development of the Teachers' Professional Learning Framework ("TPLF"), the *Connect* network and the creation of the Teacher Learning Academy.

The TPLF was first published in March 2003 but this year has seen it widely adopted. It has influenced the work of the DfES, LEAs and the specialist subject associations. The TPLF has been extended with a guide to peer observation, which offers guidance to teachers on how to observe and provide constructive feedback on each other's practice.

The GTC has led a groundswell of aspiration for better quality and sustained continuing professional development. We have helped teachers and advisers in nine LEAs to develop models of Continuing Professional Development ("CPD") that balance individual teachers' needs for development with those of the school and national priorities.

The GTC has developed a firm evidence base on effective CPD and on teachers' expectations, which has had major impact on the importance that Government now attributes to CPD. We have influenced the welcome shift in approach in the National Primary and Key Stage 3 Strategies from cascade training towards teachers coaching each other and using evidence from research and each other's practice.

With other partners, the GTC has encouraged the momentum behind the provision of dedicated professional time for planning, assessment, preparation and professional development. The GTC believes that better recognition of the value of CPD reflects our drive to enhance the status of teaching.

The Connect network, for teachers leading and supporting CPD, was launched in October 2003 and links one in six schools in a supportive electronic network.

Teacher Learning Academy

The first pilot year of the Teacher Learning Academy began in September 2003. The Teacher Learning Academy is a new approach to professional recognition, which builds on teachers' own development work and action research. Our first partners are Birmingham, Manchester and Sheffield LEAs and universities.

Teacher retention

Our retention forum gave employers and teacher associations the opportunity to share effective approaches to teacher retention and identify the career obstacles faced by particular groups of teachers.

We highlighted the critical importance of active teacher retention strategies, the need to reduce workload and bureaucracy, provide better career planning and development, and to reduce centrally directed approaches to teaching.

We have supported and hosted joint meetings of the subject specialist associations, drawing together common concerns and providing a forum for policy development and influence.

Teaching and learning

This year, we began work with the profession on the essentials of modern professionalism, teacher creativity and informed judgement. We held three major seminars on accountability, working with/involving Ofsted, LEA advisers, teachers and research agencies to develop a better, more balanced approach that combines a lighter touch inspection regime with rigorous self-evaluation by the school community.

The Council held a series of influential seminars on future assessment models, examining the evidence on the effectiveness of formative and summative assessment and the balance needed to help pupils learn most effectively. The assessment forums brought teachers, LEA advisers, national policy makers and researchers together in a powerful way, strengthening the GTC's relationships with these key stakeholder groups and providing a platform for professional debate. The work culminated in advice to the Secretary of State at the end of the summer term, the forums' discussions will be actively disseminated during the autumn.

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Communications with teachers and partners

The Council's events and publications programmes have been reviewed and strengthened this year. Website development has been integrated with the Council's overall ICT strategy. A structured parliamentary contact programme has been established and the Council has a clearer external focus to its communications.

The Council's direct communications with teachers were evaluated through a quantitative and qualitative survey conducted by NOP. This showed that the GTC's pilot magazine *Teaching* had been well received by teachers and provided secure evidence to justify increasing its frequency. The evaluation also demonstrated teachers' growing preference for email communication and informed priorities for ICT investment. A perception study conducted by MORI provided a baseline snapshot of teacher opinion for future tracking. Teacher awareness and approval of the work of the Council had improved over earlier studies but the proportion of teachers giving a highly positive rating remains low.

Media profile, particularly in the education press, provides a clear route to increasing the profession's awareness of the role and work of the Council. The Council's regulatory work is regularly and accurately reported but progress in securing profile for the GTC's policy work has not been satisfactory and remains a priority.

Conferences and events

The GTC staged two major national conferences during the year. A conference on teacher retention in June 2003 attracted high profile speakers including the schools minister, David Miliband and Professor Alan Smithers. The conference focused on practical solutions to teacher retention and was very well received. A conference held in conjunction with the Institute of Education in March 2004 brought teachers into dialogue with other education partners, including governors and parents and was addressed by the Secretary of State for Education and Skills.

Other events have included a Questiontime for teachers and governors at the Victoria and Albert Museum, policy development sessions in Norwich, Bradford, Sheffield and Oxford and a series of dissemination events for CPD coordinators and LEA advisers in February and March. Approval ratings for GTC events are extremely satisfactory and provide a sound baseline for our future programme.

Parliamentary affairs

The GTC gave evidence on teacher retention and on the Council's work programme to the Education Select Committee in May 2004. The Chair of Council led the GTC's attendance at the autumn party conferences and contacts made have been developed and strengthened.

Publications and website

GTC publications now have a clear design identity and have been well received by teachers. In the summer term 2003, all teachers received a publication on peer observation, as the first in a series of extensions to the TPLF. The autumn magazine focused on teacher retention, giving wider publicity to the practical measures identified at the June conference.

At this stage in the Council's development, printed publications are an important means of encouraging teachers to visit and use the GTC website. Website links have been successfully integrated into our printed materials and visits to the web site have grown as a result. The GTC has piloted a range of on line discussion forums and has trained teachers to facilitate professional discussion on the website. The *Connect* network for teachers leading and supporting CPD was launched in October 2003 and has already attracted more than 4,000 teachers and one in six schools. Members receive a termly electronic newsletter and the opportunity to participate in structured discussion networks.

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Resources and Organisational Management

Fee collection

The level and timing of fee collection has improved significantly in this, the second year of fee collection. The improvements are summarised below:

	2002-03	2003-04	% Improvement
Recognised as income (No of fees)	466,000	513,000	+ 10%
No of fees collected by 31 March each year	391,000	460,000	+ 18%
Collection rate in year	84%	90%	+ 7%
Collection rate by May 2004	90%	91%	

Our fee collection rate has improved from 84% in 2002-03 to 90% and is still increasing. The number of fees collected has increased by 18% and the GTC exceeded its planned budget for income.

This improvement has been achieved by working with employers to improve the accuracy of data, streamlining internal processes and following up on unpaid fees both directly with teachers and with their employers. The GTC is continuing to encourage teachers to pay by direct debit as this reduces the administrative burden on employers, is simple and effective for teachers and is the most economic method of fee collection. Over 150,000 direct debit instructions were held at March 2004, a 50% increase on a year ago.

The GTC wishes to minimise any future fee increases or fluctuations and this will be partly achieved by ensuring that work continues to collect any remaining unpaid fees.

Elections and nominations to the Council

The GTC conducted elections for the 25 directly elected teacher Members of Council between October 2003 and March 2004. The election process is complex but all deadlines were met and teachers were given the option to vote online. Only one seat, for a secondary school headteacher, was uncontested. A total of 86 valid nominations was received, fewer than in 2000. Voting levels were also low, at ten per cent for the primary and secondary categories. There was a late and unsuccessful court challenge to our election procedures.

Voter participation in England has been showing a downward trend across a wide range of electoral contests but voting levels were much higher in the single seat categories for the primary headteacher and special school teacher seats. Recognising that securing active participation in elections is a challenge for many professional bodies, the Council will review its election processes well ahead of the 2008 elections.

In parallel with the election process, the Council has been seeking nominations or renominations of Members from the organisations represented on Council. The process was substantially complete by 31 March 2004, with only 3 nominated seats awaiting confirmation.

The results of the election and the nomination process mean that 30 new Members will be joining the Council from September 2004. The GTC will continue to strive for a representative balance of age, gender and ethnicity in the Council's membership.

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GTC employment policies and organisational development

The Council continued to work towards Investors in People status, with the formal submission for accreditation planned for December 2004. An extensive programme of manager and staff development has been conducted over the last 18 months. A system of induction, performance management linked to a training programme for all staff is in place. The GTC's race equality scheme was in place by 31 March 2004 and the development programme associated with it will roll out from April 2004 to March 2006.

The GTC submitted its publication scheme to the Information Commissioner by December 2003 in accordance with the Freedom of Information Act. It has invested substantial effort to ensure full compliance with Data Protection legislation. By 31 March 2004, 90 per cent of GTC staff had been trained and a continuing awareness programme is in place. Teachers and employers can be highly confident in the security of data held by the GTC and in the high level of organisational awareness of data protection requirements. All GTC staff have now been trained in risk management.

Council approved proposals for a significant investment in information and communications technology to improve the GTC's databases and its ability to provide an efficient and responsive service to teachers, employers and other partners. The development of the ICT strategy has proceeded on time and on budget and will be implemented in the coming year. An independent review has confirmed the robustness of the planning and procurement process.

Member attendance

Member	No of Council/Committee/ Sub Committee/ working group meetings attended	No of apologies that were given	No of Council/ Committee meetings attended	No of hearings/ Investigating committee attended	No of training/ evaluation days attended
Adrian Attwood #	9	2	7	9	1
Eileen Baker #	12	2	10	10	0
Andy Barker	11	2	9	4	1
Andrew Baxter #	6	4	2	5	0
John Beattie (Chair from September 02)	32	2	30	6	2
David Belfield	15	3	12	9	1
Peter Bishop	13	8	5	3	2
Sarah Bowie	16	1	15	2	1
Tim Brighthouse (until May 03)	2	2	0	0	0
Peter Britcliffe #	15	8	7	7	1
Karen Brown	13	3	10	2	2
Mick Carney	17	9	8	2	0
Ian Chambers	10	6	3	0	0
Jiffy Chug	10	2	8	0	3
Rosemary Clarke	15	2	13	2	2
Andrew Connell #	15	1	14	5	1
Chris Cook #	15	2	13	6	1

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Member	No of Council/Committee/ Sub Committee/ working group meetings attended	No of apologies that were given	No of Council/ Committee meetings attended	No of hearings/ Investigating committee attended	No of training/ evaluation days attended
Val Cox #	17	9	8	6	0
Anthony Cuthbert #	15	2	13	7	1
Mabel Davis	10	3	7	1	0
Valerie Dennis	10	1	9	2	1
David Dewhurst #	10	0	10	4	2
Clare Easterbrook #	13	5	8	5	1
Alison Fisher *	12	1	11	3	1
Christine Gale #	15	2	13	17	0
Mary Gibbon	7	5	2	3	1
Caroline Gipps (from August 03)	6	3	3	0	0
Jo Gough	13	6	7	0	1
John Hall #	9	6	3	5	0
Sonja Hall (until June 03)	2	2	0	0	0
Anthony Handley #	9	0	9	3	1
Marilyn Harrop #	18	1	17	7	1
Peggie Harrison (from July 03)	6	2	4	2	2
Conchita Henry	12	7	5	1	0
Derek Johns #	9	1	8	8	1
Richard King (from March 4)	2	0	2	0	0
Lynn Lee #	17	6	11	4	0
Anne Madden #	9	7	2	5	1
Ralph Manning #	9	1	8	5	0
Helen Meaney #	9	5	4	3	0
Judy Moorhouse #	14	0	14	6	1
Margaret Morgan (Vice Chair from September 02) *	33	8	25	8	3
Gail Mortimer #	13	2	11	5	1
Sheila Mountain	12	3	9	7	1
Ann Mullins (until August 03)	5	0	5	1	0
Bushra Nasir #	17	1	16	2	1
Tony Neal	11	0	11	0	2
Ronnie Norman #	21	2	19	5	1

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Member	No of Council/Committee/ Sub Committee/ working group meetings attended	No of apologies that were given	No of Council/ Committee meetings attended	No of hearings/ Investigating committee attended	No of training/ evaluation days attended
Vicki Paterson	7	6	1	2	0
Liz Paver #	19	8	11	7	1
Roy Pinney (until May 03)	3	3	0	0	0
Norma Redfearn	13	3	10	1	0
Carole Regan	19	8	11	3	0
Alice Robinson #	15	3	12	5	1
Margaret Rudland #	9	2	7	4	0
Martin Scotchmer	14	2	12	7	0
Sashi Siva	10	4	6	0	2
Gill Stainthorpe	10	2	8	7	1
Oona Stannard	9	4	5	3	0
Philippa Stobbs	13	2	11	5	0
Eugene Sullivan (until March 04)	9	2	7	0	0
Anthea Tulloch Bisgrove	8	5	3	1	1
Ralph Ullmann	13	1	12	3	1
Ann Welsh (from September 03)	5	3	2	0	0
Geoff Whitty (from September 03)	7	4	3	0	0
Philip Withers #	9	0	9	4	1
Naila Zaffar #	14	7	7	8	1

These attendance figures do not include attendance at Teacher Meetings/Seminars/Conferences/Regional NQT meetings. Also, they do not indicate inability to attend meetings due to any of the following: illness, maternity leave, family bereavement or transportation difficulties which partly explain apologies or non-attendance.

Members who have attended hearings that have continued into a second or third day. The figure reflects hearing the number of days.

* Members who had to give apologies for absence as a result of having two Council commitments on the same day.

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The following interests were declared during the year

Eugene Sullivan declared an interest at the Audit Monitoring and Review Committee in that his employer was part of the framework agreement but would not seek to become involved in the GTC audit.

Ralph Manning declared an interest at all Initial Teacher Training Committees he attended as a result of his employment by an ITT provider.

Chris Gale and Margaret Morgan declared an interest at the Communications Committee in the item concerning the Teaching Awards, as they were both judges

Karen Brown declared an interest at the Communications Committee in the item regarding the London Question time event due to working with the company that produced Question Time.

Chris Cook and Eileen Baker declared a general interest at the Initial Teacher Training Committee as an ITT provider.

Chris Cook declared a general interest at the Professional Development Committee as a CPD provider.

Judy Moorhouse declared an interest as an NUT office holder at meetings of the Professional Development Committee.

John Beattie declared an interest in items relating to the ATL at the Professional Development Committee.

John Beattie declared an interest as Chair of Council at the Audit Monitoring and Review Committee in the discussion regarding the financial statements and the disclosure of the Chair's fees.

Margaret Morgan declared an interest as Vice Chair of Council at the Finance Sub Committee and the Audit Monitoring and Review Committee in the discussion regarding the financial statements and the disclosure of the Vice Chair's fees

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Summary financial statements

Statement of the Comptroller and Auditor General to the Houses of Parliament

I have examined the summary financial statements for The General Teaching Council for England on pages 14 and 15 which have been prepared in the form and on the basis set out in section 251 of the Companies Act 1985 and the Regulations within SI 1995/2092.

Respective responsibilities of The General Teaching Council for England, the Chief Executive and Auditor

The summary financial statements are the responsibility of the Council and Chief Executive. My responsibility is to report to you my opinion on its preparation and consistency with the full financial statements and foreword. I also read the other information contained in the annual report and consider the implications for my report on the summary financial statements if I become aware of any apparent misstatements or material inconsistencies with the summary financial statements.

Basis of opinion

I conducted my work in accordance with Bulletin 1999/6 'The auditors' statement on the summary financial statement' issued by the Auditing Practices Board for use in the United Kingdom.

Opinion

In my opinion the summary financial statements on pages 14 to 15 are consistent with the full financial statements and foreword of The General Teaching Council for England for the year ended 31 March 2004.

John Bourn
Comptroller and Auditor General
Date

National Audit Office
157-197 Buckingham Palace Road
Victoria
London
SW1W 9SP

**General Teaching Council For England
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Income and Expenditure Account for the year ended 31 March 2004

	2003-04	
	£'000	£'000
GTC Income		
Teacher Registration Fees		14,550
Other Operating Income		1,940
		<hr/> 16,490
GTC Expenditure		
Staff Costs	4,211	
Depreciation & Revaluation	685	
Other Operating Charges	8,154	
	<hr/>	13,050
Total Expenditure		<hr/>
Operating Surplus on ordinary activities		3,440
Interest Receivable		347
		<hr/>
Surplus for the year after interest on capital employed		3,787
Notional Interest on Capital Employed		236
		<hr/>
Retained Surplus for the Year Before Tax		4,023
Tax on Interest Receivable		(72)
		<hr/>
Retained Surplus for the Year		<hr/> <hr/> 3,951

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Balance Sheet as at 31 March 2004

	2004	
	£'000	£'000
Fixed Assets		
Tangible Assets		628
Current Assets		
Debtors and Prepayments	1,698	
Investments	7,000	
Cash at Bank and in Hand	625	
	9,323	
Current Liabilities		
Creditors - Amounts Falling Due Within One Year	1,342	
Deferred Grants Falling Due Within One Year	68	
	1,410	
Net Current Assets		7,913
Total Assets Less Current Liabilities		8,541
Represented by:		
Capital and Reserves		
Government Capital Reserve		216
Designated Reserves		5,635
General Reserve		2,690
		8,541

The full financial statements for the year ended 31 March 2004 can be found on the GTC website at www.gtce.org.uk or requested from the Finance Manager at The General Teaching Council, Cannon House, 24 The Priory Queensway, Birmingham B4 6BS.