



RESPONSES TO

THE INDEPENDENT WELSH PAY REVIEW BODY CLARIFYING QUESTIONS

JUNE 2020

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General:

Since the submission of your written evidence, are there any further matters you would wish to bring to the attention of the IWPRB in light of the potential implications of Covid-19?

1. Firstly, we wish to respond to the 'supplementary evidence' submitted by the Welsh Local Government Association on 1 June 2020. In common with the other teaching unions, we object to treating this evidence as 'supplementary', given that it is clearly primary written evidence as it does not respond to any written evidence submitted by other consultees. Therefore, it was submitted a month late. We understand that the IWPRB states that, *'all the supplementary evidence submitted on Friday 29 May 2020 will be treated the same way'* but the IWPRB does not clarify what this treatment will consist of. Once again, this indicates an inconsistent and opaque application of the rules, as elaborated in our supplementary evidence submission, and we wish to see an explanation of this process in the IWPRB's report.
2. Notwithstanding the above paragraph, we respond to the WLGA's stance on the following matters:
 - We reject WLGA's request that the teachers' pay increase, *'broadly reflects a 'cost of living' element'* only, (paragraph 6c), for the reasons given in our written evidence and supplementary evidence. We continue to argue for a 5% across the board pay increase;
 - We support the WLGA's demand that any award must be fully funded by the Welsh Government (paragraph 6d);
 - We support the WLGA's demand for the re-introduction of standardised pay scales without any targeting to specific points of the scales (paragraphs 6f and 6g);
 - We agree that, *'schools are continuing to shed teaching posts because of a lack of funding to maintain or expand their teaching establishment'* (paragraph 10);
 - We agree that school budgets are in a parlous position and that the deficit has increased substantially over the past nine years (paragraph 14).
3. Secondly, we wish to register our profound concern at the lack of consultation displayed by the Welsh Government leading to the announcement by Kirsty Williams, the Cabinet Minister for Education, on 3 June 2020. The decision that the summer term would be extended to 27 July and that all children would go back was made without proper consideration of the huge contractual and logistical issues that would ensue, with an inevitable impact on teachers' conditions of service (including breaching paragraph 50.2a and a possible breach of paragraph 51.4 of the STPC(W)D 2019.
4. The concerns of the education unions were not addressed prior to the announcement, and are consequently leading to the inevitable difficulties that we predicted in our feedback to the Welsh Government.

5. Thirdly, with regard to the overarching rights currently conferred on all teachers at paragraph 51 of the STPC(W)D 2019, we wish to bring to the IWPRB's attention the significant changes in the delivery of education that the Covid-19 pandemic has brought, and that now, more than ever, teachers are expected to be flexible in the ways that they teach.
6. It is highly likely that blended learning (a combination of remote and face to face learning) will be with us for the foreseeable future, and that education in all year-groups in the school year 2020/21 will not be at all what it was prior to lockdown. As a result of this, we are concerned about the impact on teachers' and leaders' workload and wellbeing, and the possible erosion of dedicated PPA time, given that it is less straight-forward to have delineated periods for PPA in a less structured timetable. Further, that teachers and leaders will not receive the support that they require from local authorities, consortia, the Welsh Government and other stakeholders, and that they will not have access to the professional development that they need.
7. We would wish the IWPRB to make clear in its report that it is more essential than ever that the overarching rights are adhered to, and possibly add further clarification that work/life balance, guaranteed PPA time, and training and development must be considered and implemented even more carefully in a blended learning environment.

Recruitment and Retention of teachers:

Please would you comment on whether recruitment and retention are getting better or worse in Wales, and identify whether there are problems in specific areas. (Paragraphs 26-46)

1. The data that we have already provided with references in paragraphs 27, 29, 30, 43 and 44 cumulatively shows recruitment and retention difficulties are getting worse in Wales. Namely:
 - There has been a decrease in teacher numbers in Wales year-on-year comprising a total of roughly 3,500 teachers since 2010;
 - The target numbers for ITE courses have been missed over the past three years;
 - There has been a significant decline in the numbers successfully completing ITE in the past six years;
 - The number of posts advertised per year has increased between 2007 and 2018; hence, it is safe to assume that at least a significant proportion of this increase is due to the number of vacancies increasing as opposed to schools increasing their numbers of staff during this period of austerity and severe cuts to public services.

- The shortfall between posts advertised and posts filled has increased over this period.
 - The number of applications per post has decreased over this period, and per leadership post between 2014 and 2016.
2. With regard to problems in specific areas, please refer to paragraphs 31 and 32 of our written submission.

You make reference to an upward trend UK-wide in the number of vacancies. Is this trend the same, worse or better in Wales according to data you have reviewed? (Paragraph 42)

1. We were not able to obtain data that was specifically comparable between Wales and the rest of the UK, given that the UK data also included the Welsh data. The recruitment and retention crisis appears to be widespread throughout the UK and was also referred to with regard to particular subject shortages in our submission this year to the School Teachers' Review Body in England.

Pay progression linked to performance:

You recommend the removal of the current system of performance related pay progression (PRPP). Please would you clarify how performance could be reviewed and discussed as a tool for development post removal of PRPP? (Paragraph 57-63)

1. We believe that appraisals, or more informal methods of reviewing and discussing performance, should be about developing, enhancing and improving the skills and abilities of individuals and the schools in which they work. If there are no performance concerns, teachers should progress on the pay scale. Progression should be assumed; only formal capability processes should prevent progression.
2. We recommend that use is made of the Professional Standards for Teachers as an invaluable development tool; teachers should also be encouraged to use the Professional Learning Passport administered by the Education Workforce Council that will assist conversations regarding performance.

Flexibilities within school pay policies:

You state that "pay flexibilities may unwittingly be adding to the gender pay gap and discriminatory practice". What evidence do you have for this assertion? (Paragraph 65)

1. At paragraph 4.2 of the Welsh Government's own submission, chart 8 shows that, although female teachers outnumber male teachers by 4:1, female leaders outnumber male leaders by only 3:1 showing that there is a disproportionate number of male leaders. Leaders receive a higher salary than teachers; therefore, a disproportionate number of men earn more than women in teaching. This is

confirmed by the TUC, in data on the gender pay gap published on 4 March 2020, Women's Pay Day, (the day when the average woman starts getting paid compared to the average man). This states that, in education, the gender pay gap is worse than average pay at 25.4%, so the average female teacher would have to wait until 2 April 2020 before she started getting paid compared to the average male teacher.¹

2. We have no specific evidence regarding our opinion that pay flexibilities may unwittingly be adding to the gender pay gap and discriminatory practice, which is why we used the modal verb 'may' rather than a more definitive term. However, we would say that any lack of transparency and inconsistent application involving pay is more likely to impact negatively on women, and that the data showing the gender pay gap in education demonstrates this.

Pay portability:

What practical steps should be taken to reintroduce pay portability? (Paragraph 67/68)

1. We suggest that a Task and Finish working group is set up by the Welsh Government comprising representatives from the Welsh Government, the WLGA, ADEW and all of the teaching unions, with a specific end date, in order to implement national and consistent pay portability across Wales.
2. Pay portability practices should then be tracked, analysed and reviewed regularly by the appropriate stakeholders in order to ensure that processes are being implemented fairly, transparently and effectively for both local authorities and teachers.

Are you able to provide examples of wording in connection with pay portability arrangements with which you have been familiar in school pay policies?

3. We are unable to provide such examples. We suggest you contact the WLGA for a range of examples from local authorities across Wales.

¹ <https://www.tuc.org.uk/news/gender-pay-gap-means-women-work-free-two-months-year-says-tuc>

National scale for TLRs:

You comment that “teachers also stated that the TLRs offered did not adequately compensate for the time spent carrying out the extra responsibilities required...” Can you expand further on this please? (Paragraph 71)

1. Paragraphs 70 and 71 of our written submission cited 2018 Department of Education commissioned research from the Institute for Employment Studies entitled, *‘Teachers’, leaders’ and governors’ views on the pay framework’* [in England]. Our comments in paragraph 71 referred to the findings in that research. Please refer to section 4 of the research for more detailed information on the findings regarding the understanding and usage of allowances.
2. We would expand on this by saying that, as the written submissions of all of the unions and the WLGA made reference to, excessive workload is a real issue in the profession, and this extends to the added responsibilities that come with the award of a TLR. Further, many of our teacher member have a disproportionately large workload without the formal responsibilities conferred with a TLR, so do not benefit from any supplementary income, because TLRs are inconsistently applied.