



**SUPPLEMENTARY EVIDENCE TO  
THE SCHOOL TEACHERS' REVIEW BODY**

**MARCH 2021**

Community Union | Voice Section  
2 St James' Court  
Friar Gate  
Derby  
Derbyshire  
DE1 1BT

T: 01332 372337  
W: [www.voicetheunion.org.uk](http://www.voicetheunion.org.uk)  
W: [www.community-tu.org](http://www.community-tu.org)

## Introduction

1. As part of the evidence gathering and preparation for our submission to the Review Body, the Voice section of Community Union (Voice Community), took pains to assess a wide range of data. We wanted to ensure that the information we presented – whilst impacted by the effects of Covid-19, was not overly dominated by it.
2. Voice Community recognises that political decisions that are made to control and manage public finances, and that this culminated in the announcement of the results of the spending review which declared that Teachers, and others in the public sector, would see their pay temporarily frozen, and consequently would not receive any pay award this year.
3. The result of the spending review, combined with the remit issued by the Secretary of State influenced our response to the Review Body leading to our calls for:
  - i. Additional PPA time to support teachers to manage their workload, plan work to support and improve the life chances of their pupils, and to increase the number of qualified staff engaged with children leading to smaller group sizes;
  - ii. A full investigation of the main and upper pay ranges including removal of the “threshold” division should it be shown to be no longer properly used;
  - iii. A salary increase of at least the value of inflation for all teachers and leaders together with a meaningful increase for those currently earning below £24,000.
4. Additionally, along with other teaching and leadership unions we are calling for the Review Body to outline the pay increases that are necessary in order to restore the position of teacher and school leader pay in competitive and real terms, without being limited by the current funding envelope.
5. The remit for 2020/2021 is narrow and restrictive and we feel there is no alternative but to recommend beyond its boundaries. For us not to do so would be to fail our members who have continued to work unabated throughout the past twelve months. Teachers have truly “risen to the challenge”<sup>1</sup> and it is appropriate for this to be recognised through a fair and reasonable pay settlement.
6. We hope that the Review Body will consider all of the evidence and look widely at the situation before making its recommendations, and we look forward to working together to address these wider issues.

---

<sup>1</sup> Government evidence to the STRB, February 2021. Paragraph 8.

## Government Proposal

7. Voice Community agree with the recommendation of the Department for Education that there should be an increase to the unqualified teacher pay range to lift it to a mandatory minimum which reflects the work of these hard working and highly skilled staff and also tracks with the rest of the salary structure. Having studied the proposal though, it is difficult to recommend this restricted award to members.
8. As previously mentioned, it is essential that the work of unqualified teachers is recognised through the pay structure, but the amount offered in the Government proposal is derisory. A pay uplift proposed of £250 will equate to around £20 per month for full time employees and will only be applicable to the 5,200 (FTE) identified teachers on the unqualified teacher range. It will have no positive impact on the remaining 450,000 teachers in England, indeed it may have a negative impact and further demoralise an already stressed and stretched workforce.
9. We call for the Review Body to apply any award across all ranges and points equally so that it does not have a demoralising and divisive impact on the rest of the workforce.
10. It is reasonable to maintain the pay differentials throughout the whole of the teacher and leadership pay structure. Therefore, any changes to the bottom of the pay range must be applied equally across the pay range.
11. In their submission to the Review Body, the Government state that over the past twelve months "Teachers have risen to the challenge".<sup>2</sup> On paper it recognises the "vital role that teachers play"<sup>3</sup> and last summer's announcement that all the recommendations from the Review Body had been accepted was great news. But, as we said in our evidence to the review body,  
*"The thing which really rankled though, was the announcement that this was a reflection of the hard work and dedication of the workforce throughout the Covid-19 pandemic, despite the vast majority of the evidence having been submitted long before the peak of the first wave.*
12. Therefore, we call on the Review Body to declare what it would have recommended and to recognise the value of teachers at this time.

---

<sup>2</sup> Government evidence to the STRB, February 2021. Paragraph 8.

<sup>3</sup> Ibid. Paragraph 9.

## **Recruitment & Retention**

13. Voice Community has concerns about teacher supply. As mentioned in our evidence to the Review Body, England currently has the youngest teaching workforce in the OECD with 25 – 34 years olds making up the largest proportion of the workforce. 2017 statistics show that they also make up the largest proportion of people leaving the profession with the number leaving after just one or two years in teaching continuing to rise.
14. This is confirmed by EPI in their analysis,  
*"The proportion of teachers remaining in the profession is lower for each successive cohort for a given number of years since qualification ... For the 2016 cohort, only about 85 per cent remained after one year and 77 per cent after two years ... The overall picture is clear; teachers are highly likely to exit during their first few years of teaching and at an increasing rate over time."*<sup>4</sup>
15. We note the submission from the Government states that recently initial teacher training has "recruited nearly a quarter more trainee teachers than last year,"<sup>5</sup> however, for the second year running there have been over 35,500 resignations from the workforce. Whilst there are many reasons for teacher's leaving the workforce, including workload and the accountability regime, we agree with the government evidence that "Pay has a great impact upon retention,"<sup>6</sup> begging the question what is being done to address it?
16. Voice Community is reassured that progression through the pay structure is unaffected and is troubled by the thought that people may have believed it might not be so. It is vital that this is made clear to all employers who may otherwise use this confusion as an excuse to deny progression.
17. Indeed, the matter of progression linked to performance continues to cause concern. We know that performance related pay does not improve pupil achievement. And if it does not improve pupil performance it is an unnecessary distraction. There is plentiful evidence from the OECD and London School of Economics that indicates that it also does not improve teacher performance and despite the Government's view on the matter performance related pay has been largely discredited in education settings. We renew our call for this to be removed from the STPCD.
18. It is disappointing that the Government's much vaunted *£30,000 starting salary for teachers by 2022*, has fallen at the first financial hurdle. What does this say about the government's commitment to a properly funded workforce? The recommendations made by the Review Body last year are still valid - "Unless the pay levels for experienced teachers are competitive in the graduate labour market, the objective of improving the overall state of teacher supply is unlikely to be attained"<sup>7</sup>
19. Although there has recently been a significant upturn in applications to initial teacher training, Voice Community advise great caution. This must not be taken as proof that the recruitment problem has been solved since one bumper year will in no way make up for ten years of missed targets. Nor will increased numbers of trainees automatically result in increased numbers of

---

<sup>4</sup> Education Policy Institute (March 2020), 'Teacher shortages in England: Analysis and pay options' <https://epi.org.uk/publications-and-research/teacher-shortages-in-england-analysis-and-pay-options/>, p11.

<sup>5</sup> Government evidence to the STRB, February 2021. Paragraph 17.

<sup>6</sup> Ibid. Paragraph 20.

<sup>7</sup> 30<sup>th</sup> Report of the School Teachers' Review Body (July 2020), 4,17  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/902393/STRB\\_30th\\_report\\_July\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/902393/STRB_30th_report_July_2020.pdf)

qualified teachers. The Review Body has noted that previous recessions commonly lead to an upturn in recruitment to the public sector, but these are unlikely to be sustained and the attrition rates all too often remain too high.

- 20. According to evidence from *What do students want?* “Money isn’t everything ... Young jobseekers care about money, but they also want to hear about the wider opportunities that organisations will provide them with, the likely work-life balance, and the ethical and environmental positioning of organisations.”<sup>8</sup> And new research from data experts at Delamere Health suggests that work-life balance is especially poor amongst those working in education.
- 21. In fact, according to the research, Education was the worst industry for work-life balance ranking highest on the index with a score of 0.46.<sup>9</sup> Revealing that teachers are at particular risk of burnout.

**The top five industries with the worst work-life balance:**

Industry	Index ranking
<b>Education</b>	<b>0.46</b>
Transport and Storage	0.49
Manufacturing	0.51
Mining, energy and water supply	0.51
Construction	0.52

- 22. Time is what is needed to support teachers to remain in the profession. Time for planning, preparing, and assessing learning, or whatever other tasks the teacher may prioritise. This could be co-ordinated to allow teachers to work together on planning and assessment, automatically standardising and moderating work. It could also allow staff to work from home affording time away from the myriad distractions. Therefore, we are reiterating our call for the Review Body to recommend an increase to PPA time for all teachers.

<sup>8</sup> Institute of Student Employers. & Debut. (2020). *What do students want? Listening to the voices of young jobseekers*. London: ISE & Debut, p20. [https://ise.org.uk/global\\_engine/download.aspx?fileid=0784BoF6-gACF-48AA-8793-08E17AF84870](https://ise.org.uk/global_engine/download.aspx?fileid=0784BoF6-gACF-48AA-8793-08E17AF84870)

<sup>9</sup> <https://delamere.com/blog/burnout-britain-the-effects-of-the-glorification-of-grind-culture>

## Conclusion

23. The impact of Covid-19 will be significant and protracted but even now the green shoots of recovery are being seen. The Bank of England has revised its figures for inflation, and GDP is predicted to recover quickly. Unemployment figures change monthly and though they are currently high they are lower than those predicted before Christmas. In real terms, total pay is now growing at a faster rate than inflation with annual growth in both total pay (2.7%) and regular pay (2.8%) both above the rate of inflation.
24. An inflation-linked pay award fully funded for all teachers and leaders would seem reasonable at this time. This would not break the Government's pay freeze as pay would simply be retaining its value. Arguably in order for it to be a pay freeze this must happen as failure to do so would be a mandate for a pay reduction which would not recognise the hard-work and dedication of the school workforce over the past twelve months. Furthermore, this will help the economy as teachers will have more money to spend further rejuvenating the economic recovery, especially in retail business, in our towns and cities.