



**WRITTEN SUBMISSION TO
THE SCHOOL TEACHERS' REVIEW BODY**

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Introduction

In Autumn 2020 Voice – the Union for Education Professionals became a distinct section of Community Union. The Voice Section of Community Trade Union (hereafter referred to as Voice Community), represents teachers, lecturers, tutors, school support staff, early years and childcare professionals in all workplaces and across the UK.

Voice Community welcome the invitation to submit written evidence to the School Teachers' Review Body in response to the remit for its latest report. We remain committed to working productively with the Review Body and the different departments of government on matters of teacher pay as we have done in previous years and look forward to playing an active part in the discussions.

Roy Rickhuss CBE, General Secretary of Community, said:

"Community appreciate the invitation and ability to make a submission to the pay review body. Voice Community, as a section of Community, will continue to bring thoughtful and appropriate evidence on behalf of our members. We look forward to engaging with and contributing to this year's review. Working with government and our sister unions in this process, we hope to secure the best outcome for teachers, the children they teach and wider society."

We were shocked by the Chancellor's decision to freeze public sector pay following the recent spending review and are disappointed by the narrowing of the remit levelled by the Secretary of State. We continue to be dismayed by attempts to quash and limit the options open to the Review Body, since affordability and such constraints have no place in the work of a truly independent Review Body.

Deborah Lawson, Assistant General Secretary of Community, Voice Section, said:

"While there will at least be something for those on less than £24,000-a-year, this is a kick in the teeth for thousands of dedicated teachers, headteachers, support staff and early years professionals who have been working under extreme pressure during the pandemic, with more and more expectations placed on them.

"This will have a damaging impact on staff morale. We recognise that economic recovery is essential, but this is counterproductive when there is already a recruitment and retention crisis in education and the early years.

Understandably, we find it highly divisive to be making recommendations on a remit limited to one sector of the workforce, albeit one which is often overlooked. We feel that narrowing our focus onto this singular issue will have a detrimental impact on the whole workforce consequently we feel that there is no option but to look beyond the boundaries of the remit and to recommend more widely in support of all schoolteachers and leaders.

Therefore, we encourage the Review Body to look beyond the constraints of the established parameters and to recommend on the basis of the totality of evidence, written and oral, presented to it and not in response to external control.

Background

1. The Graduate Labour Market

- 1.1 The recruitment and retention of teachers of the right quality and in sufficient quantity has been a constant difficulty over the past decade. As we mentioned in our previous submission¹ the number of teachers leaving state funded schools for reasons other than retirement continues unabated, rising to around 85 per cent of exits in 2018 as compared with 60 per cent in 2011², and with teachers highly likely to leave the profession during their first few years and at an increasing rate over time, there is a distinct risk of this acute problem becoming the crisis so widely reported last year.
- 1.2 The impact of Coronavirus Covid-19 has yet to be fully understood but we must consider how it has affected the workforce, and how it may inspire applicants to join the workforce as part of this response. There must also be reflection on its impact of the wider graduate labour market. Similarly, we await further information on Brexit now that the UK has formally separated from the European Union.
- 1.3 Research such as *What do Graduates Do*, published in December 2020, is able to take account of the initial impact of Covid-19, noting “the graduate labour market has been, with certain exceptions in the arts and media, the least affected part of the economy.”³
- 1.4 Recruitment into teaching, at immediate post-graduate level, has to be considered against the backdrop of the wider graduate labour market and the demand for the right calibre of candidates that teaching has within the career marketplace.
- 1.5 Each year the *High Fliers’* research report research and comment on graduate recruitment at organisations listed within the Times Top 100 Graduate Employers. Although this research does not specifically identify teaching it does include public sector employment and is therefore able to give a consistent view of general demand across industry. They note that Covid-19 has had an impact upon recruitment and report, “the net effect of the Coronavirus crisis on 2020’s graduate recruitment was that the number of graduates recruited decreased at more than half of the UK’s leading graduate employers and year-on-year, entry-level recruitment dropped by 10.8%, the largest annual decrease in vacancies since 2009.”⁴ Though, for balance, it is worth noting that following the global financial crash graduate recruitment fell much more sharply by 23.3% before rebounding in the following years by over 39%.
- 1.6 Public sector recruitment also fell, but by a relatively small 2.0%, however it remained far and away the biggest recruiter of new graduates. And teaching is well represented in this group as “the largest individual recruiter of graduates during 2019-2020 was Teach First, with an intake of over 1,600 graduates.”⁵ Furthermore, it is anticipated that the public sector will continue to be the largest recruiter into the next year.

¹ www.voicetheunion.org.uk/publications-resources/written-submissions-strb-2020

² 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.

³ <https://luminare.prospects.ac.uk/what-do-graduates-do>, p7.

⁴ www.Highfliers.co.uk, p2.

⁵ *Ibid.*, p5

- 1.7 Over the past 15 years, graduate starting salaries have risen significantly but "the research shows that for the sixth year running, the median graduate starting salary at the leading employers is £30,000,"⁶ a salary point not yet achieved by unqualified teachers, nor teachers at the beginning of their career. And whilst this remains some way from the potential starting salaries offered by some city employers, such as banking, accountancy, and law, which can range as high as £60,000, there is little argument that a teacher starting salary of £25,714 does not compare well to a retail sector where Aldi pay their trainee area managers £44,000.
- 1.8 Indeed, according to the 30th Report of the STRB, "starting pay for teachers remains lower than the median starting salaries offered by graduate employers in the UK. Survey evidence shows that median graduate starting salaries in London were £30,500 in 2019. The median starting salaries in other English regions ranged from £25,000 and £26,500."⁷
- 1.9 And this is confirmed independently by the Education Policy Institute who simply and succinctly state "teachers, on average, are currently paid less than most other professional occupations."⁸ And this, in the opinion of Voice Community, is a travesty.
- 1.10 Despite the relatively low starting pay, according to *What Do Graduates Do*, education employment remains within the top 10 of destinations, with 4295 graduates working in Primary and Nursery Teaching, and 3095 graduates working in Secondary after 15 months.⁹ But, there is real frustration that the decision to raise teacher starting salary to £30,000 by 2022 has been delayed by a year and comes as a slap in the face for the hard-working teachers hoping to see an increase in quality NQTs to share the workload burden.

⁶ www.Highfliers.co.uk, p6

⁷ 30th Report of the School Teachers' Review Body (July 2020), https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/902393/STRB_30th_report_July_2020.pdf

⁸ 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/>, p6.

⁹ <https://luminare.prospect.ac.uk/what-do-graduates-do>, p7.

2. Demand for Teachers

- 2.1 According to Education Policy Institute, affirming projections made by the Department for Education¹⁰, pupil numbers are projected to rise by 5 per cent between 2018 and the peak in 2024, and the challenges are likely to become greater in secondary schools, with numbers expected to rocket by 15 per cent by the middle of the decade. This means that recruitment into secondary school subjects needs to keep pace with these rises simply in order to maintain current staffing levels. However, staffing levels have not kept up and with demand and, according to EPI, teacher numbers have fallen by 7 per cent since 2007¹¹. With further growth of 10 per cent in pupil numbers expected between 2019 and 2023 it is clear there will need to be drastic action to match pupil figures with dedicated subject professionals to meet this demand.
- 2.2 The Department for Education figures suggest that peak numbers in primary schools were reached in 2019, but according to EPI growth in teacher numbers is also declining here too, leading to a net decrease in the number of staff. "In primary schools, growth in teacher numbers between 2007 and 2019 (13 per cent) fell behind growth in pupil numbers (16 per cent)"¹² clearly showing how demand is outstripping supply. Not only this but, "The population in state-funded nursery and primary schools decreased more slowly than projected between 2019 and 2020 (by 0.1% compared with 0.3% in the previous projections) meaning that this is likely to get worse if positive action is not taken.
- 2.3 Data from the Teacher Workforce Survey¹³ finds a decidedly mixed picture. Unsurprisingly the survey reports an optimistic picture with a slight increase in the number of teachers to 453,813 (FTE), but it is important to note that there has also been a decreasing number of new entrants - falling a further 3.3% since 2018, to 43,406 (FTE). The overall entrants' rate was 10%, lower than in 2018 when the rate was 10.4%.
- 2.4 The 43,406 FTE qualified new entrants to teaching in state-funded schools in 2019 were comprised of:
- 23,064 newly qualified teachers (53% of all entrants)
 - 15,754 who are returning to teaching after a break (36% of all entrants)
 - 2,611 deferred NQTs (6% of all entrants)
 - 1,977 teachers new to the state-funded sector (5% of all entrants)
- 2.5 The falling rate of entrants does not allow schools to increase their staffing even if their finances were to permit them to. And although the number of leavers is down slightly it is still 39,675 (FTE) contributing to an increase in the average class size. The average class size in secondary schools in England last year was 21.2 pupils, compared with 20.8 in 2017. Meanwhile, the percentage of pupils in classes with 31 pupils or more in secondary schools rose from 11.5 per cent in 2017 to 12.1 per cent last year.¹⁴

¹⁰ <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections>

¹¹ 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/>, p5.

¹² Ibid, p5.

¹³ <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

¹⁴ Eleanor Busby in the Independent (18 April 2019), www.Independent.co.uk

2.6 In a normal school year this increase would be noted, but with an increased focus this year on reducing numbers in classes to facilitate social distancing it is now plainly obvious that the supply of teachers is insufficient and no longer able to keep up with demand. And who knows what impact Covid-19 will have on these figures? Early anecdotal indications suggest that an exodus of staff could well be on the cards, especially from within senior leaders. And this should be a particular worry for the whole sector.

3. Teacher Supply

- 3.1 England currently has the youngest teaching workforce in the OECD. "In England (UK), teachers are, on average, 39 years old, which is lower than the average age of teachers across OECD countries and economies participating in TALIS (44 years old). Furthermore, 18% of teachers in England (UK) are aged 50 and above (OECD average 34%)."¹⁵ 25 – 34 years olds make up the largest proportions of the workforce and yet they also make up the largest proportion of people leaving the profession. 2017 statistics show that the number leaving after just one or two years in teaching is high and continuing to rise. The Review Body acknowledged this haemorrhaging of staff in last year's report reporting that 15% leave after one year and a further 7.5% leave after two years. After five years 32% of the 2013 cohort has left the teaching profession¹⁶ leading to the highest number ever of unfilled vacancies.¹⁷
- 3.2 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 example, amongst the cohort who qualified in 2010, 87 per cent remained in the state-sector teaching profession one year after qualification, 71 per cent after five years and 63 per cent after eight years. For the 2012 cohort, exit rates were similar after one year, but now only 68 per cent remain after five years. For the 2016 cohort, only about 85 per cent remained after one year and 77 per cent after two years, the latter down from 82 per cent for 2010 cohort."¹⁸
- 3.3 The Review Body reported that "while the deterioration in retention rates is most marked for teachers early in their career, we are concerned that there are also indications of a growing challenge in retaining experienced classroom teachers and those in leadership roles."¹⁹ Indeed, around 85 per cent of exits in 2018 are now due to reasons other than retirement, an increase of 25% since 2011. And had it not been for a large reduction in retirements, the teacher exit rate would have risen even faster.

¹⁵ http://www.oecd.org/education/talis/TALIS2018_CN_ENG.pdf

¹⁶ 30th Report of the School Teachers' Review Body (July 2020), 3.25
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/902393/STRB_30th_report_July_2020.pdf

¹⁷ Ibid., 3.26

¹⁸ 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.

¹⁹ 30th Report of the School Teachers' Review Body (July 2020),
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/902393/STRB_30th_report_July_2020.pdf

- 3.4 The continued staff retention issue is not solely about those leaving the profession but is also reflected in the number reducing their hours and opting for part-time work. Government statistics show that in 2019, 3.7% of qualified teachers increased their working hours but a greater percentage (5.4%) decreased their working hours. The overall effect resulted in a decrease equivalent to approximately 3,200 FTE qualified teachers between 2018 and 2019.²⁰
- 3.5 “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.”²¹
- 3.6 Voice Community remains concerned about the impact of the government Recruitment and Retention strategy on the retention of teachers which is leading to an exodus of experience. For the second year running there have been over 35,500 resignations from the workforce and if urgent action is not taken this will result in significant vacancies across all phases and contribute to a brewing leadership vacuum. 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”²²
- 3.7 Yet again, ITT recruitment remains below target having not been met since 2011/2012. For the year 2019/20 this was 89% of those required and when drilling down into subject specific data for recruitment to secondary schools, things look even worse. This means fewer staff doing more and increasing workload, stress, and pressure.
- 3.8 Although there has been an upturn in applications, undoubtedly related to Covid-19, this must not be taken as proof that the recruitment problem has been solved. Data show that previous recessions also lead to an upturn in recruitment, but these are not sustained, and attrition rates remain too high.²³
- 3.9 In conversation with the department over the last few years Voice Community have raised the issue of retention of teachers and improvements to their conditions. We continue to engage to highlight the issues our members are daily experiencing and to jointly develop strategies which seek to address them.
- 3.10 Feedback from members shows that issues such as workload and the accountability regime are issues which urgently need to be overcome in order to assuage the outward flow. These are issues which are repeatedly overlooked and fail to be adequately addressed. There may never be a better time for the Review Body to consider what it can do to address this and answer the question of what will keep teachers teaching?

²⁰ <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

²¹ 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.

²² 30th 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

²³ Ibid.

4. Other matters pertaining to supply and demand

BREXIT

- 4.1 At the time of writing, it is difficult to understand the impact that Brexit may have on the teaching workforce. Whilst we are aware that there may be Teacher shortages from European countries which might impact recruitment especially in language subjects it is too early to say. Similarly, there may be an influx of teachers to the UK though this is unlikely under the new points-based immigration system. There may also be some teachers who return to work in the UK but these numbers will likely be small.

Covid-19

- 4.2 The impact of Covid-19 will be vast, and it will continue to dominate our news for some time to come. According to Office for Budget Responsibility (OBR) & Bank of England impact studies the Bank expects unemployment to peak at 7.75% in the middle of 2021. This would be the highest rate since 2013 but lower than the 9% that the Bank had previously predicted. Bank of England modelling previously estimated that average weekly earnings would fall 2% in 2020 but 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.
- 4.3 Although there has been an upturn in applications undoubtedly related to Covid-19, this must not be taken as proof that the recruitment problem has been solved. 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.

Matters for Recommendation

5 General

- 5.1 There is so much to reflect upon that has impacted education and learning over the past twelve months. During that period, teachers, leaders, support staff and other public sector workers have toiled tirelessly, often putting themselves at risk of illness. They have worked through holidays with no additional pay to support children displaced from their schools because of Covid-19.
- 5.2 It should come as no surprise to the Review Body that the profession is deeply hurt by the decision of the Chancellor of the Exchequer's decision to freeze public sector pay. Even though this announced freeze is temporary, it comes on the back of years of austerity and inadequate recompense for teachers which has led to salaries that are almost 10% below where they were a decade ago.²⁴ Meagre reward for being critical workers.
- 5.3 Last summer's announcement that the government had accepted all the recommendations from the Review Body was great news. It was stated that "Inspirational teachers change millions of lives"²⁵ and we would not disagree. We believe that the overall 3.1% increase was actually less than that deserved by many and had called for a fully funded increase of 5% for all.
- 5.4 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. And now to be told that a pay freeze will reward their continued hard work, is a bitter pill to swallow.
- 5.5 This year, the Government's message on pay contrasts sharply with last year. The limited remit and pay freeze must not prevent the Review Body from acting as would ordinarily and therefore, it is entirely appropriate for it to outline what would otherwise have been recommended.
- 5.6 Should the Review Body decide to operate within the artificial constraints laid upon them it is likely to be necessary, especially in the light of the current working situation, to consider enhancements to the terms and conditions of employment.

²⁴ <https://www.theguardian.com/commentisfree/2021/jan/11/could-boris-johnson-be-eyeing-another-snap-election-dont-bet-against-it>

²⁵ Announcement made by Education Secretary, Gavin Williamson. July 2020. www.gov.uk/government/news/teachers-set-for-biggest-pay-rise-in-fifteen-years

Salary and Allowances

- 6.1 Teacher pay is currently 9% below the level of 2010;²⁶ a significant decrease in the real-terms earnings for teachers at all career stages since 2010, and this has caused serious and cumulative damage to morale, which has affected recruitment and retention across the profession. The evidence previously submitted to the Review Body shows that, “starting pay for teachers remains lower than the median starting salaries offered by graduate employers in the UK.” And goes on to conclude that “for the majority of teachers and school leaders, including those in London, there continues to be a significant gap between their earnings and the levels of pay in other comparable graduate professions”²⁷.
- 6.2 Additionally, the Review Body notes that “In 2018/19 the relative position of the MPR minimum has deteriorated compared to 2010/11 and has fallen below median earnings of comparable professions. Furthermore, the relative position of the UPR has also deteriorated and is below median earnings.”²⁸ This further evidences the deterioration of teacher pay across the whole pay range and demonstrates why front loading the pay structure is an unsustainable approach to recruitment and highly divisive when looking at retention.
- 6.3 Last year, inflation rose to 1.1% in September up from 0.5% in the year to August and this year the retail prices index is forecast to rise to 2.8% by September with the rates estimated to increase in the coming years to 3.1% by 2022.²⁹ It is essential that all teachers feel this increase as an absolute minimum. Therefore, we are calling for all salary points to be increased by not less than the rate of inflation, which is currently 1.21%.
- 6.4 Voice Community is concerned that the decision to raise teacher starting salary to £30,000 by 2022 is now delayed by a year. The much-trumpeted desire of the Education Secretary to increase starting salaries by up to £6,000 was cautiously welcomed last year. In recommendations made to the Review Body we made it clear that whilst we support an increase in teacher pay, this should be a universal entitlement and not simply an excuse to flatten the teacher pay structure. This delay is a further ‘slap in the face for the hard-working teachers’ hoping to see increase in quality NQTs to share the workload burden in our nation’s schools.
- 6.5 Schools are at breaking point. Voice Community Assistant General Secretary, Deborah Lawson, noted that, “staff are on their knees. We are hearing from teachers and school leaders that they don’t have the energy to carry on and will leave the profession as soon as they can.”³⁰ Adequate pay is a part of the solution here, alongside the necessary training and resources to do their job – which are the first things to go when budgets are stretched translucently thin. And with many staff working from home to support learning is there an entitlement to homeworking allowance?
- 6.6 Reform of the pay structure is long overdue. Voice Community appreciate that there may be merit in using the pay structure as recognition for achieving key career milestones such as teachers reaching the end of the new two-year early career framework (ECF) and the transition from M6 onto the UPR and would like to see more detail on any proposal of such a nature.

²⁶ <https://www.theguardian.com/commentisfree/2021/jan/11/could-boris-johnson-be-eyeing-another-snap-election-dont-bet-against-it>

²⁷ 30th Report of the School Teachers’ Review Body (July 2020), px.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/902393/STRB_30th_report_July_2020.pdf

²⁸ Ibid. para 3.62

²⁹ <https://www.statista.com/statistics/374890/rpi-rate-forecast-uk/>

³⁰ <https://www.voicetheunion.org.uk/Spending-Review-2020>

Though to be clear, we are not in any way supportive of the idea of career stage expectations or a salary structure that penalises teachers because they have no wish to progress through the threshold or into more senior and leadership positions.

- 6.7 In our previous submission Voice recommended that consideration be made to removing the threshold and having one teacher pay scale and agree with the Review Body that “since all pay is linked to performance (according to the government guidance) is there merit to maintaining an artificial and bureaucratic barrier to the UPR?”³¹ And, as IES evidence states, so “many teachers and leaders are unclear about the requirements for progression to the UPR and the expectations of those working at the UPR” that the structure is ripe for reform.
- 6.8 Upon reflection we accept that there may be some merit in retaining the MPR / UPR and acknowledge this may have some impact in motivating teachers by allowing them to aspire to higher salaries for remaining in the classroom. However, we stand by our previous call for threshold to be removed on the basis that it is an artificial barrier, and it is becoming increasingly bureaucratic in many pay policies – especially those of multi-academy trusts, which dissuades teachers from progressing, further contributing to the exodus of experience.
- 6.9 Also, as previously noted, there is widespread misunderstanding of the roles and responsibilities of those on the upper pay scale leading to spurious demands being placed on experience, such that some staff deliberately choose not to progress. This abuse of the upper pay range leading to increased workload demands and responsibility is also contributing to the exodus of staff within the first few years of teaching and certainly reducing the number of skilled and experienced classroom practitioners.
- 6.10 Furthermore, we agree that the current MPR and UPR pay-point differentials may not be optimal and would encourage the Review Body to further investigate this for consideration in future remits.
- 6.11 Voice Community has growing concerns around inequality in teacher pay, ironically leading from the flexibilities within the pay structure and exacerbated by the appraisal process which links performance with pay. The OECD report ‘Does performance-based pay improve teaching?’ concluded, ‘Evidence from the OECD (2012) found no relationship between average pupil performance and the use of performance-based pay schemes’³² and if this is the case, why does it exist in schools at all?
- 6.12 There is mounting evidence of an emerging pay gap, and according to the School Workforce Survey³³ despite national pay scales there is evidence of higher average salaries for male teachers across all grades.
- For male classroom teachers the average salary was £37,885 compared to £36,985 for female.
 - For headteachers the average salary for males was £77,362 compared to £68,870 for females.
- 6.13 Since 2013 we have been campaigning for the return of mandatory pay points and for the decoupling of teacher performance from teacher pay. The Review Body noted the consensus from the joint teacher unions on the advantages of national pay points in their 30th Report and we were pleased to see the restoration of advisory pay points. This is a move in the right

³¹ 30th Report of the School Teachers’ Review Body (July 2020), para. 4.30.

³² PISA, In Focus 16, https://www.oecd-ilibrary.org/education/does-performance-based-pay-improve-teaching_5k98q27r2stb-en

³³ <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

direction towards the reintroduction of mandatory pay points, but we need the reforms to go further including the removal of mandatory Performance Related Pay (PRP).

- 6.14 Research carried out by Voice and David Marsden of the London School of Economics found that the majority of teachers are sceptical about the benefits of linking pay directly to performance. They do not feel that it recognises or rewards good teaching. Indeed, many are sceptical because they think that even if they do perform well, their schools will not have the resources to pay them an increased salary. Therefore, we support further consideration of the decoupling of pay from performance.
- 6.15 Performance related pay in schools is a failed experiment. This can be seen in the growing number of MATs who are decoupling performance and pay – including some of the largest MATs in England. As we have previously noted, we have significant concerns around equalities and it is clear that it creates needless additional workload and bureaucracy and reduces the scope for positive and open appraisal discussions.
- 6.16 The Review Body quoted from the conclusion of the NFER Report in its 28th Report stating, 'We are very concerned about... continued reports from consultees that the application of this [pay] system in schools is leading to discriminatory outcomes. It is important that there is a clear evidence base about the equalities implications of the pay system to determine whether any mitigating action is required³⁴. Voice Community is aghast that there should be discrimination in teacher pay and encourage the Review Body to mandate a full investigation by the department to explore the matter and to require equality impact assessment on this issue.

Terms and Conditions

- 7.1 Voice Community agree with the assertions made in the 30th report, that workload is a significant issue in teaching. That this is something which contributes considerably to teachers leaving the professions – especially early career teachers. Workload issues are caused by a number of different factors such as changes to education policy, increasing behavioural issues and increased class sizes. The resulting picture is clear, "teachers are highly likely to exit during their first few years of teaching and at an increasing rate over time"³⁵ and a major driver of this is workload. Whilst the Review Body may hold little sway over the changing governmental policy, a contributory solution to the issue of workload does lie within the remit of the Review Body – time.
- 7.2 According to *What do students want?* **"Money isn't everything.** While presenting clear salary information is important, employers should not just focus on money when they are trying to attract students. 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."³⁶

³⁴ 28th Report of the School Teachers' Review Body (July 2018), para. 4.30.

³⁵ Education Policy Institute (March 2020), 'Teacher shortages in England: Analysis and pay options', p11. <https://epi.org.uk/publications-and-research/teacher-shortages-in-england-analysis-and-pay-options/>

³⁶ 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

- 7.3 They go on to state, "It is notable that while respondents were positive about organisations that offered an above average salary (with 87% agreeing that this was important), it was far from the most important factor that motivated students."³⁷ The research highlights the importance of being treated fairly, having opportunities for and access to training and good work/life balance.
- 7.4 Data from the OECD and TALIS reports outline the amount of time different countries spend on planning and teaching, measured over a set period of time and whilst not always directly comparable, this gives an indication of the workload experienced by teachers in England.
- 7.5 In the 2018 TALIS report, England's teachers are recorded as working between 50 and 53 hours each week.³⁸ When multiplied by the 39 working weeks in a school year we have a very rough estimate of the amount of time a teacher spends working - and it is a worryingly high 1950 hours. This is almost 700 hours outside of directed time, or an additional 17 hours each week.
- 7.6 When compared with other high-performing countries such as Japan (511-615 hours per year) and Finland (551-677 hours per year) or even against the OECD average (672-772 hours per year) it is clear that teachers in England spend more time working in the classroom, and even more time working outside of the classroom.³⁹ They spend more time planning, preparing and resourcing, and delivering lessons than in many other jurisdictions and this, when combined with high-stakes testing, an unforgiving accountability regime and performance related pay is another driver for teachers leaving the profession.
- 7.7 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.
- 7.8 Voice Community call on the Review Body to look again at the Pay and Conditions Document and to consider increasing the basic amount of PPA time for classroom teachers to 20%.

³⁷ Institute of Student Employers. & Debut. (2020). What do students want? Listening to the voices of young jobseekers. London: ISE & Debut, p8. https://ise.org.uk/global_engine/download.aspx?fileid=0784BoF6-gACF-48AA-8793-08E17AF84870

³⁸ TALIS 2018, p75

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/618993/TALIS_2018_research.pdf

³⁹ <https://data.oecd.org/teachers/teaching-hours.htm>

8 Conclusion

- 8.1 In drawing a summary, it is important to highlight the highly unusual circumstances of this year and the way in which teachers, leaders and their support staff have risen to the challenge inflicted upon them with little hope of reward for themselves or their schools. That said, there is a real need to recognise the Churchillian effort that has been deployed by the school workforce and this can and should be financial.
- 8.2 Should the Review Body decide to operate within the artificial constraints laid upon them it may be conducive to consider enhancements to the terms and conditions of employment especially in the light of the current working situation.
- 8.3 We agree with the recommendation of the department 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. Any changes to the bottom of the pay range must be applied equally across the pay range and we would also expect the impact of this pay uplift to be applied in the main and upper scale of teacher pay ending divisive differentiated pay awards that solely favour early career teachers. Until they have been fully researched all teacher pay differentials must be maintained to prevent any further degradation.
- 8.4 We believe that the current MPR and UPR pay-point differentials may not be optimal and would encourage the Review Body to commission research to further investigate this, including the possibility of removing the division between the two pay ranges altogether to ensure that all teachers are able to access the Upper Pay Range without the bureaucracy, which is creeping in to pay policies, and to avoid teachers falling victim to additional workload and expectation that now seem to be expected of experienced teachers.
- 8.5 We call for the Review Body to use this opportunity to say what pay increases are needed to restore the position of teacher and school leader pay in competitive and real terms, without being limited by the current funding envelope. Whilst there is divergence between the home countries, we would expect the Review Body to ensure that pay within England remains competitive to attract the highest quality graduates and remains in line with other graduate professions.
- 8.6 It is not only pay, but also time which is needed. With this in mind we propose an uplift to teacher PPA entitlement to 20% of a timetabled week and if pay uplifts truly are not possible, it is essential that pay keeps pace with inflation as a minimum so that it does not fall further behind.
- 8.7 The remit for 2020/2021 is narrow and restrictive and we have recommended far beyond its boundaries. 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.