



**SUPPLEMENTARY EVIDENCE TO
THE SCHOOL TEACHERS' REVIEW BODY
FEBRUARY 2020**

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1. In our January submission to the STRB, Voice was quite clear on the need to restore the place of teaching in the graduate job market and that this could only be achieved through the following:
 - i. A fully funded across-the-board increase of 5% for all teachers and school leaders.
 - ii. A review of the teacher pay framework with a view to introducing mandatory national pay scales to ensure that the pay framework provides a clear career pathway, meets current challenges and provides an attractive offer for teachers at **all** career stages
 - iii. Establishment of sustainable and appropriate pay levels in the long term.
2. Voice highlighted the fact that the evidence (High Fliers Report, 2019) shows that opportunities for the best graduates continue to grow and that the biggest increases in vacancies are expected at public sector employers, including schools, colleges and educational services as the graduate market moves away from these areas of employment.
3. Not only is there an increase in opportunity, but the pool of 21 year-olds is set to plummet by 8% between 2019 and 2023 (ONS Population Projection, 2018) meaning there will be fewer graduates available in the pool leading to a perfect storm in the recruitment of new teachers unless significant action is taken. Indeed, the government response notes (Government evidence, paragraph 14) that it has consistently missed recruitment targets in many key subjects.
4. Commensurate with previous evidence submitted and statements made on behalf of the joint unions, Voice remains convinced that salary increases made since the lifting of the 1% cap have remained insufficient to address the real term losses sustained by teachers over the last 10 years.
5. The recent government plans to invest an extra £7.1 billion in schools in England states that per pupil funding is expected to rise to £6,180 next financial year – which is 2.1 per cent higher than the 2010-11 total, in real terms. However, there is also an acknowledgement that without a rise in teacher pay and pension contributions it would actually amount to a real terms funding cut compared to 2010.
6. We have welcomed the Prime Minister's announcement that he intends to raise the starting salary for teachers to £30,000 by 2022, thereby finally bringing it in line with salaries available to graduates in other professions. However, we are clear that this move, and any interim increases to pave the way to this level of salary, must also be reflected in the rest of the pay structure. In our view it is not enough to have an attractive starting salary if it is not followed by an equally attractive prospect of career progression. The retention of experienced teachers must be an equal and corresponding priority for the government, pay differentials need to be maintained in order to retain teachers in the long term. Failure to do this will not halt the current trend for new teachers to leave within the first four years of service nor assuage the exodus of experience.

7. We continue to make the case that ongoing pay restraint is failing to incentivise the right kind of high calibre professionals to enter the profession. In the interim period and for the 2020 pay increase we remain of the view that a minimum of 5% is needed for all teachers to include the pay ranges and the allowances.
8. There is reflection (ibid, paragraph 17) on the action of DfE to tackle workload but much more must be done. Therefore, Voice wholeheartedly supports the decision of many prominent Academy Trusts to decouple pay and appraisal and strongly refutes the government assertion that pay reform has been successful – it has been a proven driver of workload and could be quietly withdrawn.
9. The government response argues that “economic theory would also suggest that potential teachers are likely to place extra weight on the salary that applies to them in the short-run”, (ibid, paragraph 8) and that “pay is a lower relative priority for ... whether to remain in the profession” (ibid, paragraph 20). Whilst pay is undoubtably an important driver in early career it is not an insignificant driver in later career stages and its import in retention must not be underestimated as shown by the number of experienced teachers leaving the profession.
10. From September 2013 teachers’ pay progression became overtly linked to performance in all areas of the pay scales. Since 2014 Voice and Voice members have taken part in a longitudinal study of performance related pay for teachers in England and Wales, carried out by David Marsden of the London School of Economics. The research found that the majority of teachers are sceptical about the benefits of linking pay directly to performance. They do not feel that 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.
11. The removal of the former Main and Upper Pay Scales and their replacement with pay “ranges” have created confusion and uncertainty. Most, if not all, schools do not have the financial capacity to reward some teachers more, even if they want to. Current school funding is so tight that some schools struggle even to implement the annual pay uplift.
12. Voice would urge the STRB to consider the reintroduction of pay scales as a statutory provision in all schools, including academies. The restoration of mandatory pay-scales as recommended in the Joint Supplementary Evidence (paragraph 2) would also demonstrate the government’s commitment to established teachers and senior leaders as well as new entrants providing certainty and stability at a time of considerable flux and change in the national picture.
13. In summary, the failure to address factors impacting on teacher wellbeing continues to cause teachers to leave the profession. This is having a direct impact on the ability of schools to recruit the necessary staff to ensure high-quality education for all learners. The promise of a £30,000 starting salary may help to assuage the issue at the recruitment end, but a flattening of the salary structure will not indicate the value of, nor support the retention of those with experience.