



# **Independent Welsh Pay Review Body: Remit for the 4<sup>th</sup> Report**

## **Response of the Association of School and College Leaders**

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## **Introduction**

1. The Association of School and College Leaders (ASCL) represents over 21,000 education system leaders, heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of state-funded and independent schools and colleges throughout the UK. ASCL members are responsible for the education of more than four million young people in more than 90 per cent of the secondary and tertiary phases, and in an increasing proportion of the primary phase. ASCL Cymru represents school leaders in more than 90 per cent of the secondary schools in Wales with an increasing proportion of the primary phase. This places the association in a strong position to consider this issue from the viewpoint of the leaders of schools and colleges of all types.
2. ASCL Cymru welcomes the opportunity to make a written submission in response to the Independent Welsh Pay Review Body's (IWPRB) call for evidence on considerations for:
  - A) Multi Year Approach (2 years) and
  - B) short and/or medium-term amendments to remedy particular items of concern
  - Item C) Longer term - for implementation from September 2023 is not to be covered in this remit.

## **The IWPRB 3<sup>rd</sup> Report**

### **Timing of the report**

3. We were pleased to see that the report and the Minister's response to it were published earlier than in previous years and that it was not dependent on the publication of the STRB's report and Secretary of State for Education's response to it.
4. This may have been at least partly due to the fact that the STRB were not given a remit to recommend a pay award for all teachers in England due to the public sector pay freeze imposed by the Chancellor. The Minister must ensure that this practice does not return in future years and that the report and written response are published as early in the summer term as possible.
5. Notwithstanding the above, it was still disappointing that, even though the consultation on the report and written response was concluded by 9 July 2021, the STPC(W)D was not published until 8 September when the pay order was laid, meaning it did not come into force until 30 September.
6. The report and response to it need to be published earlier in the academic year. Schools and colleges need to know what the proposed pay award is and this needs to be well before the final Governing Body meetings of the academic year.

## Content of the report

7. ASCL Cymru welcomed the recommendations made by the IWPRB in their 3<sup>rd</sup> Report<sup>1</sup>, and were pleased to see that they included a pay award for all teachers and leaders, particularly in light of the public sector pay freeze imposed in England.
8. We note that no amendments were made (or recommended) to the pay scales for the main pay range to address the discrepancy which was caused by local authorities applying the 2017 differentiated uplift<sup>2</sup> in different ways.
9. Some applied a two per cent increase to points M1 and M6 (minimum and maximum) and just one per cent to points M2 to M5.
10. A significant number of local authorities implemented the two per cent uplift across the MPR, which was in line with the joint union guidance, and reflected in the updated pay scales. These pay scales were the ones recommended by the STRB in and accepted by the Secretary of State for Education in England.
11. As we have previously stated, the difference created in these pay scales was one of the many reasons that consultees pushed for the reintroduction of pay scales into the Document to remove the inequality created by it.
12. This simply serves to compound the 'postcode lottery' that schools in Wales face with regards to funding and it creates confusion when teachers move between local authorities on the same pay range but to find that they receive less pay for the same pay point.
13. It stands to reason that where a teacher is considering two posts in differing authorities using different values, that they will choose the one paying the higher value.
14. Even worse, they may not be aware of this and end up unknowingly suffering a pay cut by being paid on the same pay point but with a lower value.
15. This seems to completely contradict and undermine the principles of pay portability which have recently been reintroduced into the Document.
16. None of this will help with the recruitment and retention of early career teachers who are just joining the profession or are already in post.

## Overview of the Welsh Context

17. In January 2021, there were 1,473 maintained schools and 80 independent schools in Wales. There were seven less maintained schools than in January 2020.
18. In November 2020 there were 25,930<sup>3</sup> qualified teachers in local authority maintained schools in Wales, up from 25,492 in November 2019<sup>4</sup>. Although this number has

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<sup>1</sup> [IWPRB 3rd Report, 2021](#)

<sup>2</sup> STPCD 2017

<sup>3</sup> [School Workforce Census Results: as at November 2020 \(revised\)](#)

<sup>4</sup> [School Workforce Census Results: as at November 2019](#)

increased for the first time in over six years, this increase was from the lowest number recorded since 2000, and this still represents the second lowest year since then.

19. In April 2021, there were 474,724 pupils in local authority maintained schools, an increase of 5,548 since 2020. However, it is reported that this increase is due to the delay in the Census from January to April 2021.<sup>5</sup>
20. The Pupil Teacher Ratio (PTR) has increased from 18.4 on 2015 to 19.3 in 2020, this is due to an increase in class sizes.<sup>6</sup>

### **Matter for recommendation**

***What adjustments should be made to the salary and allowance scales for classroom teachers, unqualified teachers and school leaders, to ensure the teaching profession in Wales is promoted and rewarded to encourage recruitment and retention of high quality practitioners.***

### **Pay Award**

21. In order to ensure education recovery and the retention of school leaders, there needs to be recognition of their contribution during the pandemic. Part of this recognition must be to ensure that their pay remains competitive. The huge volume of reforms faced by leaders in Wales before the pandemic and as we emerge from this global crisis, must be recognised by the IWPRB.
22. ASCL's position is that annual uplifts must at least keep pace with inflation (RPI) and must be applied to all pay points within all pay ranges and allowances. We do not support differentiated awards.
23. We therefore look to the review body to make a recommendation for a significant increase that applies to all teachers and leaders and is at least in line with inflation.
24. The Office of National Statistics (ONS) has an online tool for people to check if their salary is keeping pace with inflation. We used the calculator to check the salary increase needed next year using the 2021 values for points M6, U3 and L24<sup>7</sup>. The results showed that to simply keep pace with inflation, a 4.9 per cent increase would be needed. (The results from the salary calculator can be found in Appendix 1).
25. The calculator uses the CPIH inflation rate, the increases would need to be even higher when using the RPI rate. We believe that RPI is the most appropriate measure of inflation to be used for pay purposes, as this reflects increases to more costs faced by individuals.
26. Latest projections for RPI for 2022 stand at 6.4 per cent<sup>8</sup>.

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<sup>5</sup> [Ibid](#)

<sup>6</sup> [Ibid](#)

<sup>7</sup> [ONS Salary Forecast calculator - results – appendix one](#)

<sup>8</sup> [Forecasts for the UK economy February 2022 \(GOV.UK\)](#)

27. However, we note that even RPI does not include energy costs, and as we now know, the energy price cap will increase by 54 per cent from April 2022<sup>9</sup>, meaning that households bills will rise dramatically.
28. National Insurance contributions will also increase in April 2022<sup>10</sup>. Both of these increases will leave our members facing even more increases in their living costs.
29. We do not agree with information in the HM Treasury Economic Evidence to Pay Review Bodies<sup>11</sup>, as was the case last year. Much of it is ideological. Review bodies cannot view the public sector as a whole, nor compare to the private sector as a whole.
30. Individual review bodies will receive evidence that is specific to the groups of staff that their remit covers, in this case school teachers.
31. Teaching is a graduate profession, and any pay comparisons with the private sector must be made with comparable professions therein.
32. We believe that the report is another attempt to constrain the review body in making their recommendations.
33. The report states that *'The Pay Review Bodies have been, or will be, remitted in full for Pay Round 2022/23.'* but then goes on to attempt to constrain their recommendations in relation to target CPI and by retaining *'broad parity with the private sector and continue to be affordable.'*
34. Writing in response to NFER's recently published research report *'What teachers do next after leaving and the implications for pay-setting'*, Jack Worth of NFER points out that the *'Office for Budget Responsibility (OBR) forecasts that average pay in the economy is set to grow by over four per cent per year over the next three years, meaning that the government would need to set teacher pay at a similar level just to maintain the competitiveness'*. He goes on to warn that *'setting pay lower than this risks lower levels of recruitment and retention, and the risk that teacher supply weakens and shortages emerge.'*<sup>12</sup>
37. *A report by the Institute for Fiscal Studies (IFS) in July 2021 makes the following observation: 'unless salaries for more experienced teachers grow by 13% in cash terms over the next two years, they will still be lower in real terms than in 2007, which would still be a remarkable squeeze on pay over 16 years.'*<sup>13</sup>
38. As school leaders have received pay awards equal to or lower than experienced teachers, they will be in a similar or even worse position.
39. Although some of the information is written about the situation in England, it is still relevant as since the devolution of pay and conditions in Wales, pay awards have been broadly in line with those in England, with the exception of 2021, when there was a pay freeze for the majority of teachers in England.

<sup>9</sup> [Energy price cap increase, Ofgem, February 2022](#)

<sup>10</sup> [Four things to know about National Insurance contributions and the April increase \(IFS\)](#)

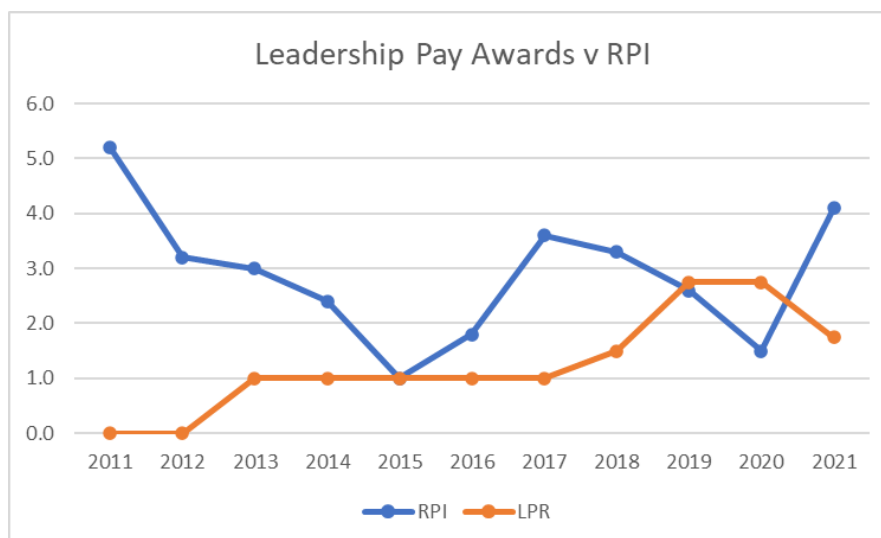
<sup>11</sup> [Economic Evidence to the Pay Review Bodies, HMT, December 2021](#)

<sup>12</sup> [The implications for teachers' pay of the new NFER research findings, January 2022](#)

<sup>13</sup> [Understanding Teacher Retention, \(RAND 2021\)](#)

## Real terms impact on leadership pay

40. Teacher and school leader pay has been seriously eroded since 2010, with experienced teachers and school leaders suffering the biggest real terms pay cuts as a result.



41. The chart above shows the annual uplifts to the leadership pay range since 2011, along with RPI inflation<sup>14</sup> rate over the same period.
42. The lowest inflation rate is one per cent, which happens only once. Yet leadership pay uplifts exceed one per cent in four years, from 2018 to 2021 following the lifting of the public sector pay cap and the devolution of pay and conditions in Wales.
43. Leadership pay has increased by just one per cent or less for seven of the last eleven years, with two years seeing no increase at all.
44. We have calculated the impact of the real terms cuts that school leaders have experienced over the last ten years using a range of values from the leadership pay range.
45. The School Workforce Annual Census (SWAC) gives average pay for Headteachers and for other leadership roles excluding Headteachers<sup>15</sup>. We have taken the overall average for both of these, along with the average for these roles within the secondary phase and aligned them to the nearest points on the leadership pay range, which are L12, L16, L20 and L33.
46. We have increased the 2010 salary for each of these points in line with RPI<sup>16</sup> each year until 2021. We have then compared that to the actual value of these points each year and calculated the difference in gross annual salary. (See Appendix 2 for rates used and calculation tables).

<sup>14</sup> ONS RPI by year

<sup>15</sup> School Workforce Census, November 2020

<sup>16</sup> Ibid

47. This gives us two measures of impact; a difference in annual salary and the total loss in real terms over the ten year period. The results, shown in the table below, are stark.

Point	2010 actual value	2021 actual value	2021 value if increased with RPI annually	Difference in annual salary	Salary loss over 10 years (gross)
L12	£ 49,130	£ 56,307	£ 67,108	-£ 10,801	£ 78,493
L16	£ 54,305	£ 62,237	£ 74,176	-£ 11,939	£ 87,128
L20	£ 59,809	£ 68,543	£ 81,694	-£ 13,151	£ 95,562
L33	£ 82,238	£ 94,295	£ 112,331	-£ 18,036	£ 131,414

48. School leaders on points L12 and L16 are being paid £10,801 and £11,939 less per year than they should be, and school leaders on points L20 and L33 are being paid £13,151 and £18,036 less per year than they should be. When the impact of those losses are calculated over the ten year period, the amounts are simply staggering, ranging from £78,493 to £131,414. This is purely the impact on gross salary, without calculating the impact on pensions
49. This demonstrates the extent to which pay has been eroded, and why a significant increase is critical to begin to repair this damage and ensure that school leaders are appropriately remunerated.
50. To bring their pay up to the level it should be at would require an increase of 16.1 per cent. Even this would not do anything to restore the losses experienced in the previous ten years.
51. Even if we carry out the same exercise using the government's preferred measure of inflation, CPI<sup>17</sup> which we do not agree with, the results still do not make good reading as the table below shows:

Point	2010 actual value	2021 actual value	2021 value if increased with CPI annually	Difference in annual salary	Salary loss over 10 years (gross)
L12	£ 49,130	£ 56,307	£ 61,402	-£ 5,095	£ 49,906
L16	£ 54,305	£ 62,237	£ 67,869	-£ 5,632	£ 55,530
L20	£ 59,809	£ 68,543	£ 74,748	-£ 6,205	£ 60,762
L33	£ 82,238	£ 94,295	£ 102,779	-£ 8,484	£ 83,559

52. School leaders on points L12 and L16 are being paid £5,095 and £5,632 less per year than they would have been if their pay had increased in line with CPI and Headteachers on L20 and L33 are being paid £6,205 and £8,484 less per year than they would have been. When the impact of those losses is calculated over the ten year period, again the amounts are staggering, ranging from £49,906 to £83,559. As before, this purely demonstrates the impact on pay and does not take into account the impact on pensions.

<sup>17</sup> CPI Annual Rate, ONS, January 2022 release



53. To bring school leaders' pay up to the level it would have been if it had kept pace with CPI would require an increase of 8.25 per cent. Again, this would not do anything to restore the losses experienced in the previous ten years.
54. We have used the four values for demonstration purposes, but the impact will have been across the whole of the leadership pay range.
55. Is this really what the leaders of our schools deserve? We do not believe it is. We call on the review body to make a recommendation which sees teachers and leaders rewarded appropriately, and which is not only at least in line with inflation but also goes some way to repairing the erosion of pay over the last decade.

### **Multi Year Approach (2 years)**

35. Multi-year awards can be helpful to schools in allowing them to complete their budget projections more accurately. This is particularly the case when there are issues over the late publication of the IWPRB's report and the Minister's response to it.
36. However, the economic climate is far from stable, and any future awards must ensure that teachers and leaders do not suffer any detriment if inflation costs increase which mean that the pay award represents a below inflation award.
37. As has been the case with previous multi-year awards before pay was devolved in Wales, we could only consider supporting this approach if there was provision for a review mechanism which was either initiated by a trigger based on a particular measure of RPI inflation or was scheduled to take place as a matter of course. Neither option should be at the discretion of the Minister for Education and Welsh Language.
38. For reference, the mechanism for the multi-year awards in 2006 and 2007 was: *'that should the average rate of headline inflation\* for the twelve months preceding April 2007 (ie March 2006 to March 2007) or April 2008 (ie April 2007 to March 2008) fall below 1.75 per cent or exceed 3.25 per cent, any of the consultees can ask the STRB to consider the case for seeking a remit from the Secretary of State to review teachers' pay.'*<sup>18</sup> (\*Calculations based on the RPI all items index rounded to one decimal place.)
39. However, this proved to be less satisfactory than the review body originally hoped for: *'Some of the problems relate to timing: the first period specified in the review mechanism (April 2006 to March 2007) ended just before our next programmed pay review; while the second period (April 2007 to March 2008) will end shortly after the award for the next period has been settled. The nature of the review mechanism has been a source of contention in its own right and has also been misinterpreted, affecting consultees' and teachers' expectations. In addition, whilst the Secretary of State's exercise of his discretion over the scope and timing of our review was fully within his entitlements, the end result was not the method of operation that we envisaged when we recommended the review mechanism.'*<sup>19</sup>
40. This led to an alternative approach in 2008, which was for the review body to recommend an increase for September 2008, along with indicative increases for September 2009 and September 2010 (a three-year multi-year award). Then would

<sup>18</sup> STRB 15<sup>th</sup> Report, 2005 (pg 36)

<sup>19</sup> STRB 17<sup>th</sup> Report – Part 1 2008 (pg 72)

follow a programmed mid-term review which the review body was remitted to carry out *'as a matter of course, without reference to a trigger or to the Secretary of State's discretion.'*<sup>20</sup>

41. ASCL's policy position<sup>21</sup> is that pay for all education staff should at least keep pace with inflation (RPI). This position is also referenced in the ASCL Blueprint for a Fairer Education System<sup>22</sup>.
42. We would therefore expect the uplift for each year to be at least in line with RPI inflation and if the award for any future years fell below this due to rising inflation, we would expect this to be addressed by the scheduled review, or for the review mechanism to be triggered, depending on which was in place.
43. We would need to be consulted on the proposed mechanism and any parameters to be used, including the measure of inflation which would trigger the review. As previously stated, this must all be based on RPI inflation.

## **Recruitment**

### Initial Teacher Education

44. The target for the recruitment of new secondary school trainee teachers was missed again in 2019/20, hitting just 46 per cent of the allocation. This is down from the previous year when 54 per cent of the target was met. The target for 2019/20 has also increased after remaining steady since 2012/13.<sup>23</sup>
45. The number of primary school trainees was 12 per cent below target in 2019/20, which was an improvement from 22 per cent below target in 2018/19, but this also coincided with a reduced target for 2019/20. The target for primary had also previously remained stable since 2012/13.
46. The table below<sup>24</sup> shows that the gap between entrants and targets for primary schools is closing, as a result of both an increase in applications and a reduction in allocations, for secondary schools the gap has widened even further, with targets not having been met since 2013/14.

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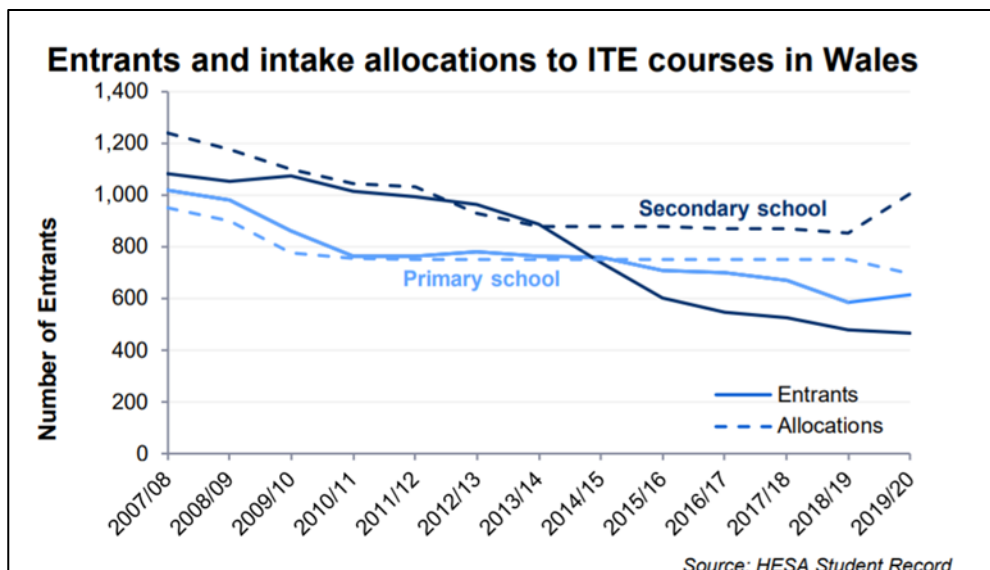
<sup>20</sup> ibid

<sup>21</sup> ASCL Position Statement – National Pay Awards

<sup>22</sup> ASCL Blueprint for a Fairer Education System

<sup>23</sup> Initial Teacher Education Wales, 2019/20

<sup>24</sup> ibid



47. We have previously voiced our concern over the fact that the annual targets are not increased to address the cumulative impact of the numbers missed year on year. This means that numbers missed in one year are not added on to the next year. This remains to be the case and the table below demonstrates the shortfall each year since 2014/15 and the totals across the six years.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	Total
ITE Targets	1630	1630	1621	1621	1601	1702	9805
ITE Entrants	1500	1310	1245	1200	1065	1080	7400
ITE Shortfall	130	320	376	421	536	622	2405

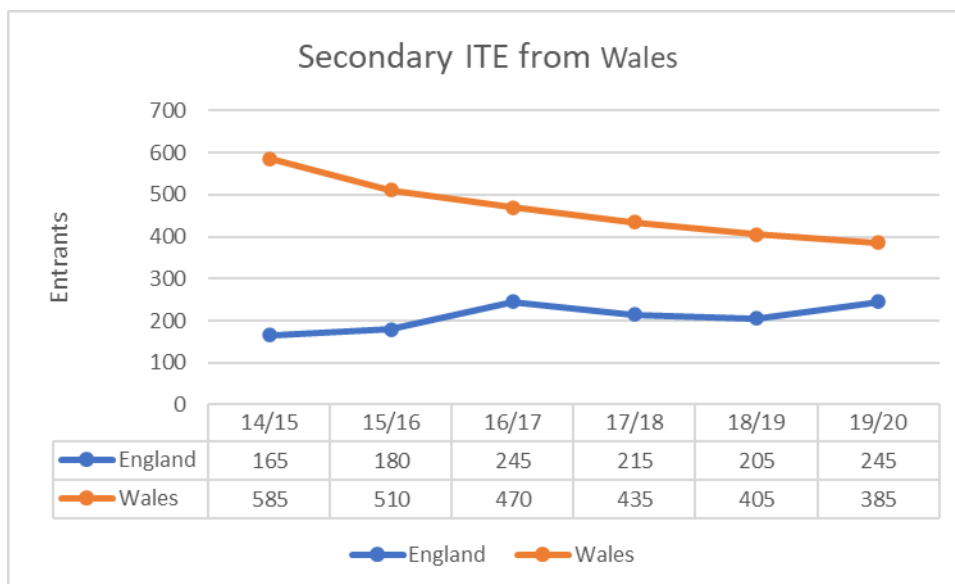
48. After a five-year decline, there was finally an increase in the number of ITE students able to teach in Welsh, from 175 in 2018/19 to 235 in 2019/20.<sup>25</sup>

49. The number of ITE entrants from Wales on secondary school courses in Wales fell again, by five per cent in 2019/20 compared to seven per cent 2018/19. The number starting to train in England increased again, from five per cent in 2018/19 to 17 per cent in 2019/20.

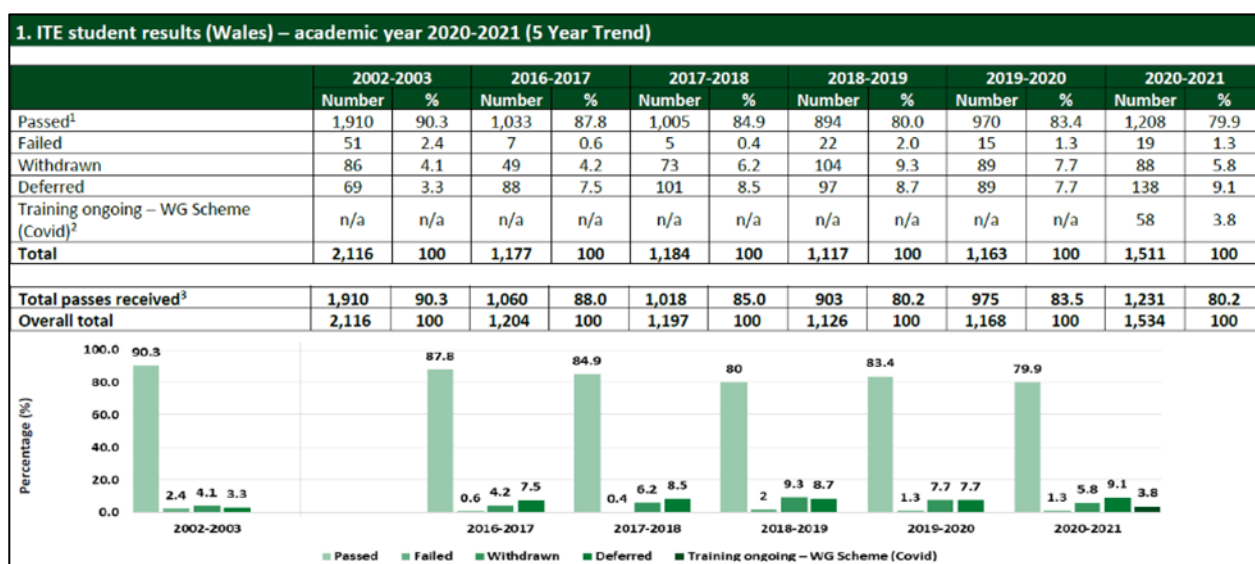
50. As shown in the table below, there has also been a steady decline (34 per cent) in the number of ITE entrants from Wales on secondary school courses in Wales over the last six years<sup>26</sup>.

<sup>25</sup> Ibid

<sup>26</sup> Ibid



51. However, over the same period, the number starting to train in England increased (33 per cent).<sup>27</sup>
52. In primary, there were small increases in those training in both England and Wales.
53. The Initial Teacher Education (ITE) student results that following a slight increase in the pass rate from 80 per cent in 2018/19 to 84.3 per cent in 2019/20, the rate dropped back to 80 per cent in 2020/21. A further 3.8 per cent are classed as 'training ongoing' due to Covid, which gives those who have passed the academic content of their course the change to complete their classroom practice in order to obtain QTS. Even if these did all go on to achieve QTS, the total would still fall far short of the 90.3 per cent of 2002/03.<sup>28</sup> as the table<sup>29</sup> below shows.



<sup>27</sup> Ibid Pg 8

<sup>28</sup> ITE Student Results 2019/20, EWC

<sup>29</sup> ITE Student Results 2018/19, EWC

54. There were quite a significant proportion of withdrawals or deferrals in English (15 per cent), History (13 per cent) and Physics (37 per cent), and both English and History with 5 per cent in *'training ongoing'*.

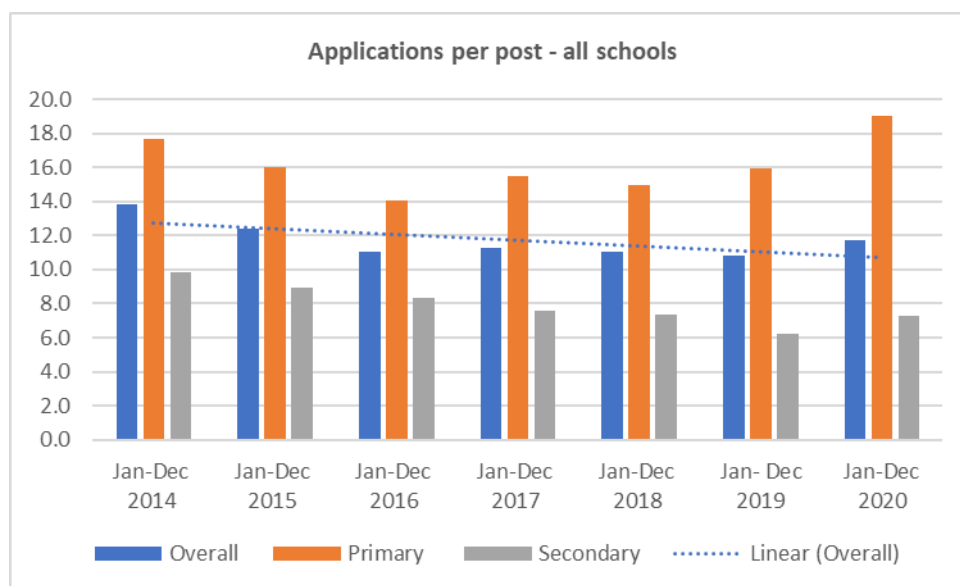
Vacancies – all schools

55. Between January and December 2020, the number of applications received for each post advertised increased slightly after declining for the previous five years<sup>30</sup>.

56. For the one-year period ending December 2020, the number of applications per post for schools overall increased from 10.8 in 2019 to 11.7, with increases of three applications per post in primary and one application per post in secondary<sup>31</sup>.

57. The increase in these could be due to the reduction in the number of posts advertised, particularly in primary, with just 458 in 2020, 285 less than during 2019<sup>32</sup>.

58. The chart below using the latest data from StatsWales<sup>33</sup> demonstrates that there is still a downward trend overall.



59. The StatsWales<sup>34</sup> data shows there was a decline in the percentage of vacancies filled overall during 2020. This was caused by drop in primary from 93.7 per cent in 2019 to 88.6 per cent in 2020, the lowest in the last six years.

60. There was an increase in the proportion of vacancies filled in secondary, from 89.9 per cent in 2019 to 92.2 per cent in 2020.

61. Again, the chart below demonstrates the downward trend overall and also the drop in primary.

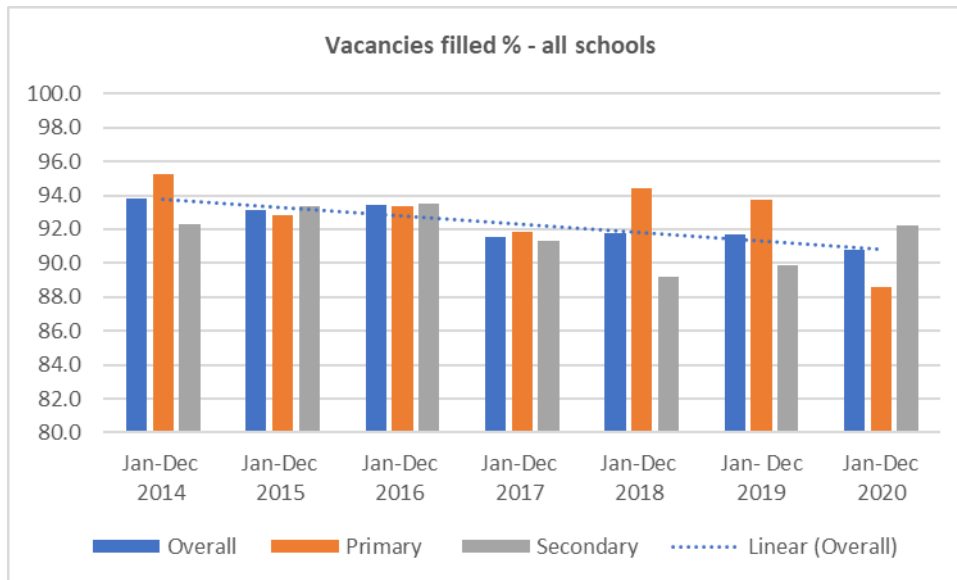
<sup>30</sup> [Teacher Recruitment and Retention, StatsWales](#)

<sup>31</sup> [Ibid](#)

<sup>32</sup> [Teacher Recruitment: number of posts advertised by subject and year, StatsWales](#)

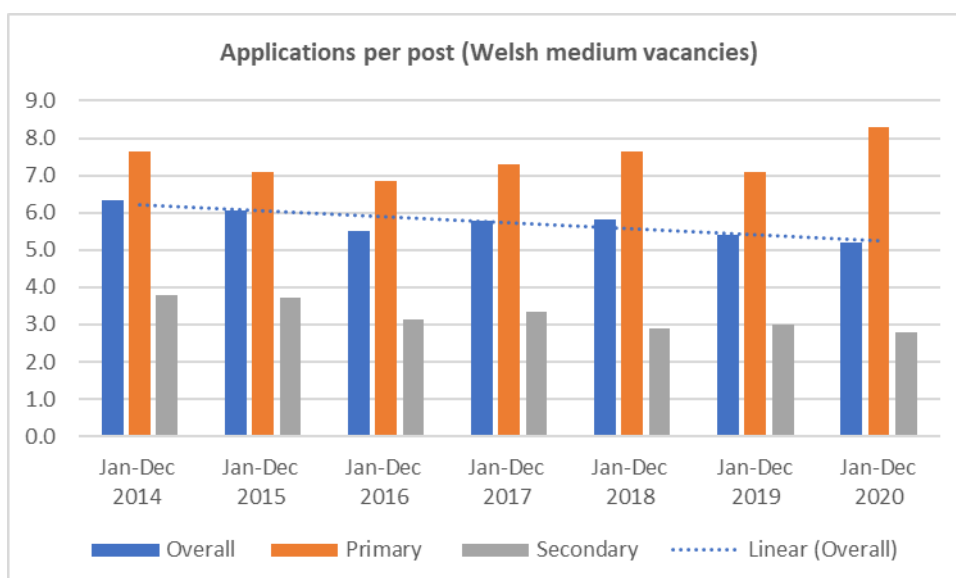
<sup>33</sup> [Ibid](#)

<sup>34</sup> [Teacher recruitment and retention, Stats Wales](#)



### Welsh-medium vacancies

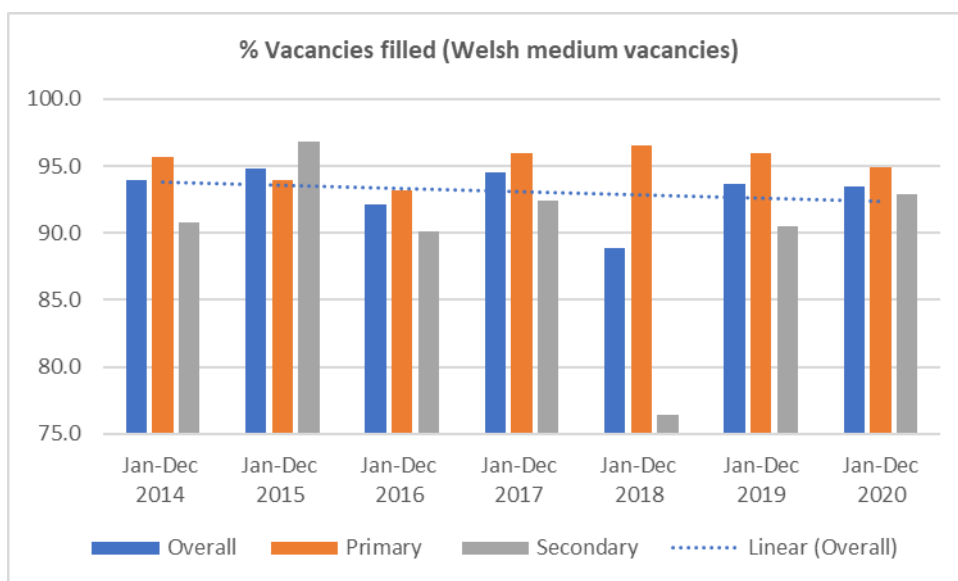
62. The situation for Welsh-medium vacancies is much worse and continues to deteriorate, with just 5.2 applications per post advertised in the one-year period ending December 2020<sup>35</sup>, down from 5.4 per post in December 2019.
63. There was an increase in the number of applications per post in primary, from 7.1 in 2019 to 8.3 in 2020, the highest in the last seven years, but there was a drop in the number of applications per post in secondary, from 3 in 2019, to 2.8 in 2020.<sup>36</sup>
64. Again, the chart below shows the pattern over the seven-year period ending December 2020, with a clear downward trend overall.



<sup>35</sup> Ibid, Welsh-medium schools filter

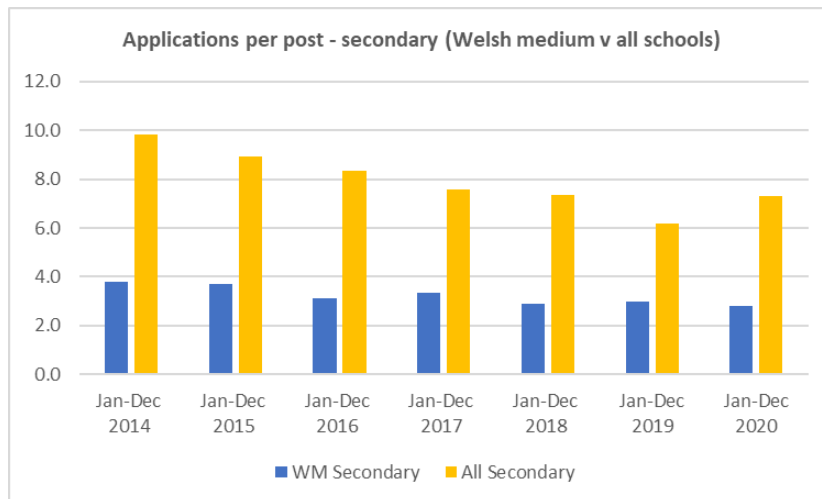
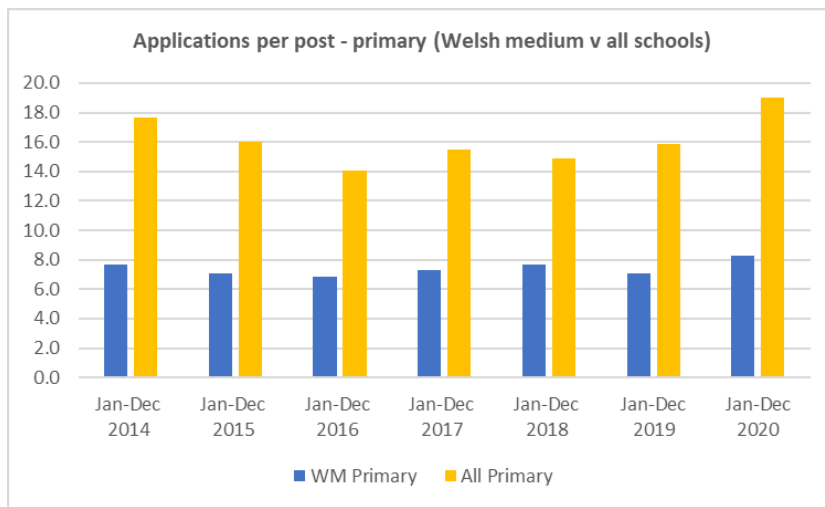
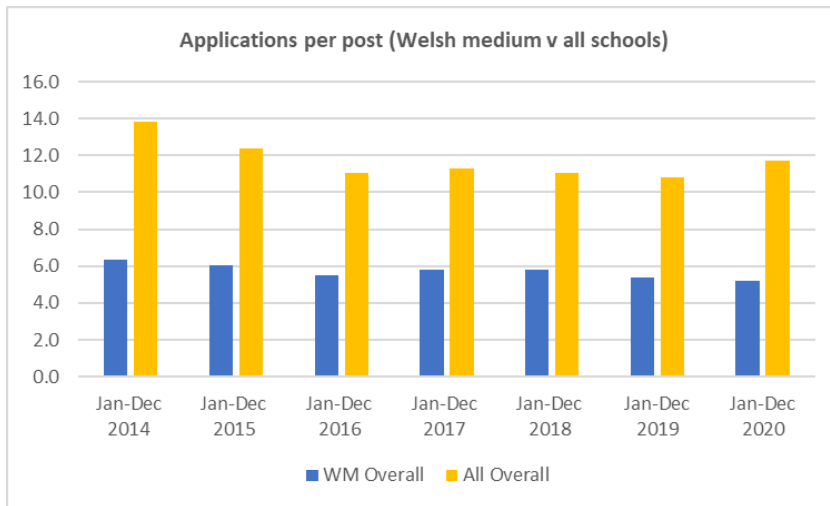
<sup>36</sup> Ibid, Welsh-medium schools filter

- 65. The proportion of vacancies filled in Welsh-medium schools had increased in December 2019 as a result of an increase in secondary, with a slight decrease in primary.
- 66. This dropped slightly from 93.7 per cent in 2019, to 93.5 per cent in 2020. This year, again, this was as a result of an increase in secondary and a decrease in primary.
- 67. For the one-year period ending December 2020<sup>37</sup>, 93.5 per cent of vacancies overall were filled, representing 94.9 per cent in the primary sector and 92.9 per cent in secondary.
- 68. The chart below demonstrates the downward trend over the seven-year period ending December 2020.



- 69. This all demonstrates that there are ongoing recruitment issues for Welsh-medium vacancies, and that although the proportions for secondary are starting to increase, those in primary are starting to decrease.
- 70. The charts below show the comparison between vacancies for all schools with Welsh-medium.

<sup>37</sup> Ibid, Welsh-medium schools filter



71. The 2020 EWC Policy Briefing: ‘*Teacher recruitment and retention in Wales*<sup>38</sup>, also reported that recruitment is more challenging in the following areas: Welsh-medium; STEM subjects; rural schools; leadership roles (particularly in Welsh-medium, rural schools and faith schools).

<sup>38</sup> EWC Policy Briefing: Teacher recruitment and retention in Wales



## School leaders

72. There is little data available for school leaders, with the majority of the data available being for Headteacher/Deputy Headteacher posts. We have highlighted on more than one occasion now, that this vacancy data raises concerns. The number of vacancies recorded seems unrealistically low and gives a false picture of recruitment to these posts.
73. Furthermore, data for school leaders is only reported at secondary level, making it impossible to identify or track any issues at primary level.
74. The table below shows the low numbers over the last few years.

Headteacher/Deputy Headteacher etc	Jan-Dec 2013	Jan-Dec 2014	Jan-Dec 2015	Jan-Dec 2016	Jan-Dec 2017	Jan-Dec 2018	Jan-Dec 2019	Jan-Dec 2020
<b>Posts advertised</b>	24	10	16	11	22	4	2	2
<b>Applications received</b>	451	185	154	62	271	100	68	7
<b>Applications per post</b>	18.8	18.5	9.6	5.6	12.3	25.0	34.0	3.5
<b>Appointments made</b>	21	7	12	8	22	4	2	1
<b>Vacancies filled %</b>	87.5	70.0	75.0	72.7	100.0	100.0	100.0	50.0

75. This is clearly not representative of the situation, and figures for 2019/20 and 2020/21 may well be skewed by the impact of the coronavirus pandemic.
76. A search on a job vacancy website (eTeach) carried out on 23 February 2022 found fifty live leadership vacancies in Wales, including 27 Headteacher vacancies, and 14 Deputy Headteacher vacancies across the primary and secondary sector.<sup>39</sup>
77. There is clearly a disparity between the vacancy situation in schools in Wales and that which is published.

## **Retention**

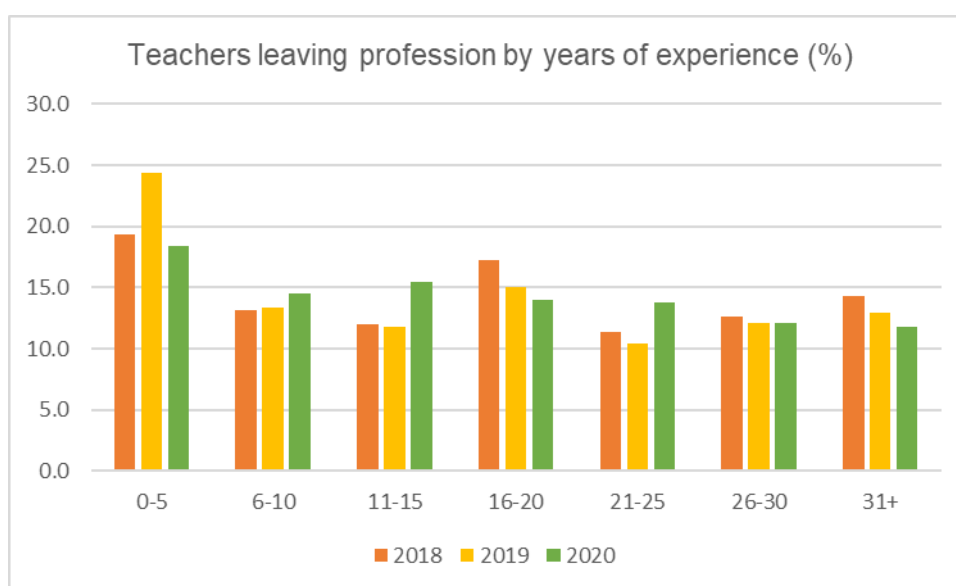
78. Retention continues to be a problem across the sector. However, we note that the summary from the EWC Policy Briefing (2020) states that teacher retention in Wales is not a significant problem.
79. The first Teacher Labour Market in Wales report, published in 2020 stated: '*Our analysis shows that the Welsh school system faces a substantial and growing challenge of ensuring there are sufficient numbers of teachers. The recruitment and retention challenge is most acute in secondary schools, in shortage subjects (such as Welsh, maths, science and modern foreign languages), in Welsh medium schools and in schools in areas with high levels of disadvantage.*'<sup>40</sup>
80. As with recruitment, caution must be exercised with any changes to retention figures in 2020 and 2021, which may be as a result of the effect pandemic has had on teacher

<sup>39</sup> Appendix 3 – screenshot of vacancies

<sup>40</sup> [Teacher labour market in Wales, 2020](#)

and school leader career and life choices. Please see section below on ‘Impact of Covid-19 pandemic’ for detailed information.

81. The EWC Annual Education Workforce Statistics for Wales 2021<sup>41</sup> show that the number of registered teachers continues to fall year on year, and that since 2011 numbers have fallen by over 10 per cent (38,770 in 2011 to 34,766 in 2021).
82. The proportion of registered teachers able to work through the medium of Welsh also continues to fall from 9,987 in 2017 to 9,429 in 2021.
83. This data also shows that 12.1 per cent of registered teachers in Wales are working as supply teachers and 8.3 per cent are ‘*others out of service*’.
84. The key findings of school teachers in the Education Workforce Survey 2021 showed that 61.3 per cent of respondents were employed on a salaried full-time permanent contract and 14.3 per cent on a salaried part-time permanent contract. The results for school leaders showed that almost all were employed on permanent contracts.
85. 15.9 per cent of school teacher respondents were planning to leave the profession in the next three years, 7.3 per cent planning to retire and 20.9 per cent looking to progress into a more senior role.
86. For school leaders, 25.2 per cent were planning to leave the profession or retire and 21.5 per cent were looking to progress to a more senior role.
87. Retention of school leaders is another area of concern, which we believe will be compounded further by the impact of the pandemic. This has led to increased demand, workload and accountability on school leaders, and continues to do so.
88. When looking at teachers who left the profession by years of experience, there was a decline in the numbers leaving with 0-5 years’ experience in 2020. However, at the same time there was an increase in those with 6-10 and 11-15 years, and also those with 21-25 years.



<sup>41</sup> Annual Education Workforce Statistics for Wales 2021, EWC

89. This demonstrates the need to reward all teachers and leaders, and not just to target early career teachers with differentiated awards.

### Destinations of Leavers

90. The StatsWales data<sup>42</sup> on the destination of teachers leaving the profession shows a reduction in 2020, this is perhaps unsurprising and is due to the uncertainty presented by the onset of the coronavirus pandemic.
91. The table below shows the breakdown in 2007 and then for the last three years<sup>43</sup>, from December 2018 to December 2020.

Teachers Leaving	NT role in education	Outside education	Early Retirement	Other	Unknown	Total
<b>2007 Total</b>	<b>68</b>	<b>67</b>	<b>479</b>	<b>246</b>	<b>53</b>	<b>913</b>
<b>%</b>	<b>7</b>	<b>7</b>	<b>52</b>	<b>27</b>	<b>6</b>	<b>100</b>
<b>2018 Total</b>	<b>55</b>	<b>103</b>	<b>183</b>	<b>201</b>	<b>59</b>	<b>601</b>
<b>%</b>	<b>9</b>	<b>17</b>	<b>30</b>	<b>33</b>	<b>10</b>	<b>100</b>
<b>2019 Total</b>	<b>40</b>	<b>108</b>	<b>169</b>	<b>215</b>	<b>80</b>	<b>612</b>
<b>%</b>	<b>7</b>	<b>18</b>	<b>28</b>	<b>35</b>	<b>13</b>	<b>100</b>
<b>2020 Total</b>	<b>34</b>	<b>68</b>	<b>120</b>	<b>141</b>	<b>51</b>	<b>414</b>
<b>%</b>	<b>8</b>	<b>16</b>	<b>29</b>	<b>34</b>	<b>12</b>	<b>100</b>

92. Although the overall numbers declined the proportions for each category remained broadly in line with 2019, with a slight increase in those taking early retirement.
93. The figures for 2021 and 2022 will need to be closely monitored, as we have yet to see the impact on recruitment and retention at all levels when the country emerges from the pandemic and teachers and leaders resume retirement or career change plans which had been put on hold.
94. This may well be the explanation behind the number of leadership vacancies seen being advertised, but with no prior comparable data it is difficult to judge.

### School leaders

95. In previous evidence submissions we have highlighted our concerns over the retention of school leaders in Wales.
96. There is very little new data available on this, something which we have also previously highlighted. Data is either not recorded or not reported via StatsWales.
97. We have already cited the figures from the Teacher Wellbeing Index that 63 per cent of school leaders have considered leaving the sector during the past two years due to pressures on their mental health and wellbeing.

<sup>42</sup> [Ibid](#)

<sup>43</sup> [Ibid](#)

98. The report found that one of the most important long-term, sustained issues over the past five years was *'a consistently high percentage of staff consider leaving the profession each year'*.
99. Anecdotally, we are aware that many school leaders who may have been planning to leave decided not to for various reasons connected to the pandemic, whether that be a sense of duty of wanting to see their schools through an unprecedented situation or due to an inability to fulfil plans such as travelling in retirement.
100. In ASCL's Member Pay and Conditions Survey 2021, 30 per cent of respondents from Wales were considering leaving for early retirement or a role outside education.
101. Three quarters felt that they had an unacceptable work/life balance and 52 per cent felt that their workload was not manageable. 34 per cent reported working more than 10 additional hours per week since the onset of the pandemic (15 per cent 10-15 additional hours/19 per cent 15+ additional hours).
102. Whilst we know that pay is not the only factor affecting recruitment or retention, it is an important one. This was evidenced in the Department for Education's own commissioned research report in 2018 where teachers who had left the profession stated that: *'Although pay was not the driver for many teachers, most felt the salary was not reflective of teachers' expertise, experience and dedication. It also did not match the workload and number of hours that the profession required. Some teachers felt that teaching should be more in line with the pay and conditions of that within commercial organisations.'*<sup>44</sup>
103. It was also evidenced in a research report commissioned by the Welsh Government in 2019, which found that *'pay was not the most important factor in keeping NQTs in the profession, but that it would assume greater significance as individuals took on more personal responsibilities in life such as mortgages, a family and consideration of a reasonable pension towards the end of their career.'*<sup>45</sup>
104. Also, one of the main findings of the report was that one of the factors that may discourage individuals from considering a teaching career, and contribute to leaving the profession was *'the image of teaching – some young people believed that they could access higher salaries with less stress and workload by pursuing other careers.'*<sup>46</sup>
105. EPI's report in May 2021 said: *'Evidence suggests that pay can play a key role in teachers' decision to remain in or leave the profession. While there are other factors which may affect teachers' career decisions, pay is one that can be altered immediately by a change in government policy.'*<sup>47</sup>
106. This view is also shared by the NFER in a recent blog which states: *'Everything else equal, an increase in teacher pay is still likely to encourage some teachers to consider staying when weighted up against the relative merits of all the other factors influencing their decisions of whether to leave or stay.'*<sup>48</sup>

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<sup>44</sup> [Factors affecting teacher retention: qualitative report, \(March 2018\)](#)

<sup>45</sup> [Research study on the attractiveness of teaching and retention of teachers](#)

<sup>46</sup> [Ibid](#)

<sup>47</sup> [Ibid](#)

<sup>48</sup> [What teachers do next after leaving and the implications for pay-setting \(NFER, January 2022\)](#)

107. It is also supported by the key findings from the OME commissioned research report by RAND, '*Understanding teacher retention*' which stated: '*Pay and rewards are important retention factors, but they are not the only factors that shape teachers' retention choices.*'<sup>49</sup>
108. This is why the Westminster Government's plan to only raise salaries for early career teachers, which appears to be being mirrored by the Welsh Government, will not address retention.
109. A significant increase to all pay ranges and allowances is needed, in order to ensure that teaching is seen as desirable career and to restore pay to the levels it should be at had it kept pace with inflation.
110. (Whilst some of these reports are based on teachers in England, the principles can also be applied to teachers from Wales.)
111. We look forward to the second Teacher Labour Market in Wales report being published, so we can see detailed information and analysis that is specific to Wales.

### **Impact of Covid-19 pandemic**

112. Teachers and school leaders have worked tirelessly since the onset of the pandemic and continue to do so. School leaders have seen very little reprieve from the constantly changing demands placed on them, meaning they have worked evenings, weekends and holidays dealing with track and trace, remote learning, staff absence, setting up testing, CDGs and much more.
113. Various research has been carried out into the impact of the pandemic on education staff and in particular school leaders.
114. The EWC's Annual Workforce Survey<sup>50</sup>, looked at the impact on school leaders and concluded that there was a significant increase in workload and well-being.
115. The Teacher Wellbeing Index 2021<sup>51</sup> makes several recommendations for government and policy makers, one of which is that '*the recruitment and retention of school leaders must be prioritised.*'
116. The findings of the report show that 54 per cent of education staff had considered leaving their role over the previous two years. When broken down by groups of staff this was 53 per cent of teachers and 63 per cent of senior leaders.
117. The four main reasons cited for this were: volume of workload, not feeling valued, seeking a better work/life balance and unnecessary paperwork or data gathering.
118. Volume of workload was cited as the main reason for thinking about leaving their jobs by 70 per cent of staff overall, and this rose to 80 per cent for senior leaders.

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<sup>49</sup> Understanding Teacher Retention, (RAND 2021)

<sup>50</sup> [Education Workforce Survey 2021](#)

<sup>51</sup> [Teacher Wellbeing Index 2021, Education Support](#)

119. Additionally, 24 per cent of teachers and 16 per cent of senior leaders<sup>52</sup> said that they were seeking higher pay.
120. Sadly, it is no surprise that 66 per cent of senior leaders reported working 51+ hours per week, or that senior leaders experienced the highest rates of insomnia or difficulty sleeping (57 per cent) and signs of exhaustion (38 per cent).
121. The 2021 Teacher Wellbeing Index score for Wales was 44.30, much lower than the National Adult Population score of 51.40 for the same period. This score is lower than it was in 2020 (47.44) or 2019 (46.30).
122. When asked how the mental health of the workforce could be improved, although reducing workload was the suggestion made by the highest proportion of respondents (52 per cent). However, one of the other main suggestions (28 per cent) was for employers to offer flexible working hours to fit with other commitments, with 29 per cent of senior leaders suggesting this.<sup>53</sup>
123. The response to the pandemic saw a huge and rapid switch to flexible working practices from most employers, including schools. This has demonstrated that there are far more opportunities for flexible working in schools than was previously perceived.
124. Many other businesses are not planning to return to pre-pandemic working practices.
125. The ISE report on student recruitment trends in 2021, states that 24 per cent of student recruiters are now recruiting student hires who will be mainly based from home.<sup>54</sup>
126. A CIPD report '*Flexible Working: Lessons learned from the pandemic*'<sup>55</sup> showed that 63 per cent of employers planned to introduce or expand the use of hybrid working to some degree, combining time in the workplace with time at home, depending on the needs of the job, the individual and the team.
127. The key findings of the report also showed that wellbeing has increased as a result. The main reasons were avoiding the commute (46 per cent) and enhanced wellbeing due to greater flexibility of hours (39 per cent).<sup>56</sup>
128. With such an increase in flexible working opportunities, and better pay<sup>57</sup>, the graduate market-place will become much more competitive. If the government wants to solve the recruitment and retention crisis, then both of these issues need urgent action.
129. We note that the previous administration of the Welsh Government 'stated its long-term ambition to see around 30 per cent of Welsh workers working from home or near from home, including after the threat of Covid-19 lessens.'<sup>58</sup> We hope that this is something that the current administration of the Welsh Government is still committed to. We look forward to seeing how this will apply to schools and education staff, and would want to be involved in discussions around this. We hope to see more flexible

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<sup>52</sup> [Ibid](#)

<sup>53</sup> [Ibid](#)

<sup>54</sup> [Ibid](#)

<sup>55</sup> [Flexible working: lessons from the pandemic \(CIPD, April 2021\)](#)

<sup>56</sup> [Ibid](#)

<sup>57</sup> [The Graduate Market in 2022](#)

<sup>58</sup> [Press release, Welsh Government Aim for 30% of the Welsh workforce to work remotely, September 2020](#)

working opportunities being promoted by the Welsh Government for implementation in schools, in the same way that they are in England.<sup>59</sup>

## **Matter for recommendation**

***Consideration of the case for further statutory guidance within the School Teachers' Pay and conditions (Wales) document in addition to that currently provided in Section 3 of the Document, with specific reference to the statutory guidance previously provided in the STPCD for England and Wales prior to 2012.***

130. We would be supportive of further guidance within the Document. As stated in our evidence over the last two remits, we have suggested that this would resolve several of the issues that have been considered in those remits, and this is a view that the review body has agreed with in many instances.
131. However, our members welcome and value the flexibilities offered by the provisions of the current Document and we would not want to see these replaced with guidance of a statutory nature which would therefore remove flexibilities.
132. The amount of guidance that was removed from the STPCD is significant, and much of this will now be irrelevant or have been superseded by changes that have taken place since the devolution of pay and conditions, for example, performance related pay, pay portability.
133. The guidance that remains relevant would then need to be reviewed, along with any further guidance recommended by the IWPRB, and all consultees would need to be involved with this. It is our view that this should be undertaken by the Pay Partnership Forum (PPF).
134. As a member of the PPF, we look forward to working with trade union colleagues, WLGA and Welsh Government on progressing this item.

## **Matter for recommendation**

### **B. Short and/or medium-term amendments to remedy particular items of concern**

#### **i. review of the proposal to remove the pro-rate principle from TLR payments to part-time teachers**

135. It is our view that the pro-rata principle in relation to TLR 1 and 2 in the Document should remain. We have concerns that if part-time staff were awarded a full-time TLR allowance, there would then be an expectation for them to carry out that work on the days they are not contracted, and therefore paid, to work.
136. We already see that requests to reduce hours or to work part-time are often made to allow teachers to work on their non-contracted days to keep on top of workload<sup>60</sup>. This

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<sup>59</sup> Flexible working in schools, DfE

<sup>60</sup> Factors affecting teacher retention: qualitative investigation (DfE, 2018)

is not what flexible working should be about, the job and workload should be manageable within the contract that the teacher or leader is employed on.

137. The EWC Annual Workforce Survey showed the average number of hours worked per week compared with the average contracted hours per week. Full-time teachers reported that they worked an average of 56.0 hours against an average of 38.8 contracted hours. This equates to 17.2 additional hours per week, and 44.3 per cent of contracted hours.
138. Part-time teachers reported that they worked an average of 36.7 hours against an average of 20.9 contracted hours. This equated to 15.8 additional hours per week and 75.5 per cent of contracted hours.
139. We already know that 20.3 per cent of the teaching workforce in Wales work part-time, and that a higher proportion of part-time teachers in Wales are female.<sup>61</sup>
140. The clearly demonstrates the disproportionate time that part-time teachers work in comparison to full-time teachers and does not reflect the less favourable element of the part-time workers regulations.
141. We believe that further flexibility could be incorporated into the Document, by allowing job shares for TLRs that may not necessarily reflect the pro-rata contract of the part-time teacher. For example, a part-time teacher (0.7 FTE) and a full-time teacher could job share a TLR2 responsibility with clear job descriptions breaking down and sharing the responsibility equally. The current arrangements in the Document require that a TLR 1 or 2 paid to a part-time teacher must be paid at the same pro-rata proportion as the contract, so in this case it would have to be awarded at 0.7 FTE rather than at 0.5 FTE.
142. Another example could be where two part-time teachers on 0.8 FTE want to job share a TLR 1 as described above, but the Document would require the TLR to be paid 0.8 FTE to each of them, rather than 0.5 FTE.
143. This can be a barrier to part-time staff being able to apply for a job share on a TLR 1 or 2 post as the cost would be prohibitive to schools.

## **ii. review into the remuneration of ALNCoS**

144. The Additional Learning Needs and Education Tribunal (Wales) Act<sup>62</sup> includes the new Additional Learning Needs Co-ordinator (ALNCo) role which came into force in January 2021.
145. The Act requires all maintained schools, with the exception of special schools, to designate a person who will have responsibility for co-ordinating provision for learners with ALN as the ALNCo.

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<sup>61</sup> SWAC 2020

<sup>62</sup> [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#)



146. The new ALNCo roles are statutory, whereas the SENCo role was a non-statutory role.
147. The Additional Learning Needs Code for Wales<sup>63</sup> states that *‘While all teachers and education staff are educators of children and young people with ALN, the ALNCo is the individual who at a strategic level ensures the needs of all learners with ALN within the education setting are met. The role is a strategic one within the education setting and should, therefore, either form part of the senior leadership team or have a clear line of communication to the senior leadership team.’*
148. For the SEN allowances in the Document, there is very specific criteria for the circumstances in which they should be awarded. This criterion does not directly relate to ALN.
149. The Act makes clear that this is a strategic role (as detailed above), and also states that: *‘ALNCos should (in addition to the qualification and experience prescribed in law as a prerequisite – see “Prescribed experience and qualifications of ALNCos” in paragraphs 8.22 – 8.23) be highly qualified and should have expertise in person centred practice and dealing with a broad spectrum of ALN.’*
150. This would appear to imply that the remuneration for this role should be more akin to the leadership pay range or a TLR1, both of which have very specific criteria in the STPC(W)D, and therefore deem the SEN allowances not fit for purpose in their current form.
151. We believe that the guidance and criteria for this role need to be included in the Document, so it is clear that where the role is part of the leadership team it should be remunerated accordingly, and that where it is not, the level of allowance awarded to it should reflect the level of strategic responsibility, qualification and expertise required of the role.
152. As the role is so new, it would also be helpful for data relating to it to be included within the SWAC in future.

### **iii. Comments on all pay scales in the STPC(W)D**

#### **a) Case for separate teacher main and upper pay scales**

153. Our position on this has not changed since we submitted robust evidence on it as part of submission for the 2<sup>nd</sup> remit. Again, we do not intend to re-rehearse the substantive points previously made.
154. We reiterate our view that the old single pay range system was discarded with strong justification, and there is no evidence which supports returning to it. Adequately funding the sector would resolve any issues that there are with the current system.
155. As stated earlier, we believe that this area should not be considered in isolation of the other pay ranges, and feel it would be more appropriate and fairer, for it to be considered as part of the wider strategic review under part C.

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<sup>63</sup> [Additional Learning Needs Code for Wales](#)

## **b) Consideration of Leadership Group pay scales**

156. We have demonstrated throughout our evidence how school leaders' pay has been hit hardest with real terms cuts and diminishing differentials. This has created and added to recruitment and retention issues across the sector, both in those in leadership posts and the supply pipeline of teachers to progress into leadership roles.
157. Since the onset of the pandemic, the pressure, additional accountability and responsibility on headteachers has been phenomenal, and this has been witnessed first-hand by other teachers and school leaders.
158. This, along with the erosion of pay since 2010 and differentiated pay awards, do not make these teachers and leaders aspire to move into headship roles.
159. Furthermore, there is little incentive to move into other positions with more responsibility for what is now very little additional remuneration and where the move is onto the leadership pay range, this is coupled with giving up the protections of directed time and 195 days/1,265 hours.
160. This was evidenced after the pay award in 2018, where the STRB recommended a 3.5 per cent increase to all pay ranges, but where the Secretary of State for Education in England chose to disregard the recommendation of that independent review body, to and chose instead to penalise experienced teachers and school leaders by awarding 2 per cent and 1.5 per cent respectively.
161. In their report for the following year, the STRB stated:

### ***'Consideration of targeting***

*The remit letter also asked us to outline what consideration had been given to targeting. We noted the following points:*

- *With ITT targets repeatedly missed and the demand for teachers forecast to rise, the pay framework still needs to support recruitment to the profession.*
- *A focus on pay for early career teachers, at the expense of those on the upper or leadership pay ranges, risks being ineffective even in its own terms. Those considering joining the profession, and particularly career changers, look ahead at their possible future earnings, as well as at starting pay.*
- *We also have significant concerns about declining retention rates for experienced teachers, who have a key role in supporting pupil outcomes and mentoring new recruits. Reducing the leaving rates of these teachers is an essential part of any strategy to achieve well-staffed schools, not least by reducing the pressures to recruit new entrants.*
- *The evidence about the recruitment and retention of school leaders suggests their position is deteriorating. We heard on our school visits and from our consultees concerns about narrowing pay differentials reducing the incentives for career progression.*

*Overall, while in previous years we have recommended some targeting of early career teachers, we do not think that this is the right approach for this round. On visits, we were struck by how negatively many school leaders and senior staff viewed the Government's targeted approach to uplifts last year. If the most experienced teachers*

*believe they are being repeatedly disadvantaged in order to direct resources towards the newest recruits, this will not create a good environment for the retention of teachers at any stage of their careers.’<sup>64</sup>*

162. The report<sup>65</sup> also includes the following points:

- *‘During our 2018 visits, many school leaders told us that they recognised that their earnings were high in comparison to their local labour market. However, several noted that they could earn more in senior roles in other professions while working considerably fewer hours. A number of assistant and deputy heads, particularly those in primary schools, told us that the differential between their pay and that of an experienced classroom teacher on the UPR was small. These leaders felt that they were not adequately rewarded for the additional responsibilities that they had taken on and that this reduced the incentive for others to progress into leadership roles. Many of the school leaders we spoke to expressed disappointment that the Government had decided to apply a smaller uplift to the Leadership Group pay range in 2018. They told us that this was unjust given the significant challenges they had to deal with in managing their schools. Most classroom teachers and middle leaders told us that they did not aspire to become head teachers. Alongside pay, accountability pressures and workload were identified as the main factors that put them off.’*
- *‘..a majority of the classroom teachers we spoke to on school visits told us that they did not wish to progress into leadership roles, while most assistant and deputy heads told us that they did not aspire to become head teachers.’*
- *‘The Government’s decision to target increases at early career teachers in 2018, following on from the STRB’s targeted recommendations in 2015 and 2017, has reduced the pay differentials between the MPR, the UPR and the Leadership Group pay range. We heard concerning reports that narrowing differentials have reduced the incentive for teachers to consider progression to leadership roles.’*

163. Although this report was published after the devolution of pay and conditions in Wales, the report relates to the 2018 pay award which was made when teachers and leaders in Wales were still under the remit of the STRB and STPCD in England.

164. We feel that this should be addressed as part of the wider strategic review under part C.

**c) Consideration of specific pay scale for remuneration of headteachers with responsibility for more than one school**

165. Our view on this area has not changed since we submitted our evidence for the 2<sup>nd</sup> and 3<sup>rd</sup> remits.

166. As there are relatively few of these roles in Wales, we see this as a marginal issue. The IWPRB 3<sup>rd</sup> Report stated that in 2019 there were 80 instances of a headteacher or executive headteacher being responsible for more than one school, out of a total of 1,475 headteachers in Wales.

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<sup>64</sup> STRB 29<sup>th</sup> Report, 2019

<sup>65</sup> Ibid, para 4.18, 4.21, 4.24

167. The Welsh Government guidance document 'Federation process of maintained schools in Wales'<sup>66</sup> published in May 2014, considered how heads of federation should be paid and made reference to the fact that following a recommendation from the STRB, the DfE were updating the STPCD to address headteachers who take responsibility for more than one school.
168. The STPCD was subsequently updated in reference to this, and as this took place prior to the devolution of pay and conditions for Wales, this information is still contained within the STPC(W)D.
169. When these roles are used in Wales, the circumstances and context relating to the schools involved can vary significantly due to location, size and any contextual challenges.
170. We believe that the current provisions of the Document offer sufficient flexibility and provision to remunerate these roles appropriately, and we see no evidence to suggest that change is required.
171. The IWPRB 3<sup>rd</sup> report supported our view in relation this, saying '*The STPC(W)D allows for flexibility through the ability to pay above the maximum of the headteacher group when determining the salary of a headteacher (or executive headteacher) to take into account issues such as institutional context and complexity. We conclude that this flexibility, if used to its full potential, is sufficient to recognise these complexities in setting the pay of such posts.*'<sup>67</sup>
172. We see no evidence to require a separate pay scale being created for these roles for the reasons stated above. Moreover, we feel that this may actually end up being more restrictive than the current flexibilities contained in the Document.
173. Based on 2019 data as report in paragraph 132, these roles represent just over five per cent of all headteacher roles in Wales, and as such it seems non-sensical to be considering a specific pay scale for remuneration for such a small proportion of roles when the current provisions remain fit for purpose.
174. However, as we have previously stated, we do feel that it may be that more guidance may be needed for employers in order to support them in implementing the provisions.

#### **d) Requirement for Allowance Ranges to be replaced by set scales**

175. Our position on this item has not changed since it was reviewed in the second<sup>68</sup> and third<sup>69</sup> remits and as such we do not intend to re-rehearse the substantive points previously made.
176. We believe that it is important to retain the flexibilities offered by the current structure and cannot support any move to a national fixed scale for TLRs.

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<sup>66</sup> [Federation process of maintained schools in Wales: Guidance for governing bodies and local authorities](#)

<sup>67</sup> IWPRB 3<sup>rd</sup> Report, para 6.21

<sup>68</sup> ASCL Cymru evidence to IWPRB 2<sup>nd</sup> remit

<sup>69</sup> ASCL Cymru evidence to IWPRB 3<sup>rd</sup> remit

177. On the whole, it is our view that the current TLR arrangements are working effectively. Indeed, we have seen no evidence to suggest that they are not working.
178. They allow employers to reward staff for relevant responsibilities and give them the optionality of reflecting the size, context and any particular challenges faced by their individual school.
179. To implement a fixed scale would increase recruitment challenges that we have already seen reported for rural schools, and Welsh-medium schools, as they would lose the flexibilities and be bound by TLR rates that they were unable to afford to offer.
180. As previously reported, an area where our members do feel that current TLR arrangements could be improved would be for them to be less restrictive to allow for combining several responsibilities.
181. It remains our view that TLR3s are very valuable in the professional learning for less experienced teachers and that they help to motivate and develop staff.

**e) Impact of proposed changes on other Teacher and/or Leadership Group pay scales**

182. The result of differentiated pay awards over a number of years, is that the differentials between pay ranges has been significantly diminished.
183. The upper pay range and the Threshold Standards were introduced in September 2000 and implemented in September 2002. At the same time, the main pay range was shortened from 9 points to 6, starting at what was M2 on the old scale. The old point 9 and the new point 6 had exactly the same monetary value at the point of assimilation.
184. On the original 5 scale points, the first (U1) was approximately £2,000 more than the top of MPS (M6) which represented 8.35 per cent and the top (U5) was approximately £6,500 more, which represented 25.3 per cent.
185. The erosion of teachers' pay over time, through public sector pay caps and differentiated pay awards, means that there is currently just £1,394 difference between the maxima of the main pay range and the minima of the upper pay range. This represents 3.7 per cent, compared with the 8.35 per cent originally. There is currently £4,359 difference between the maxima of the main pay range and the maxima of the upper pay range, representing just 11.5 per cent – less than half the original differential.
186. In 2010, the difference between the maximum of the upper pay range and the minimum of the leadership pay range was £705, this is currently just £601.
187. This demonstrates the impact that changes made in isolation to one pay range can have on others.
188. We have seen that the government policy on early career pay in Wales is starting to mirror the intentions of the English government to increase starting salaries to £30,000. Our position on this is that any increases to starting salaries must be applied to all pay ranges and allowances. Early career salaries cannot be increased in this

way at the expense of the other pay ranges. This will simply serve to exacerbate the issues detailed above.

189. We therefore do not feel it is fair or appropriate to review any one element of the pay framework in isolation, and that any changes to the structure of the framework should be considered together as part of the strategic review in part C.
190. We, along with other consultees, pushed for several improvements to the structure, including the reintroduction of pay scales and the removal of performance related pay (PRP) which we are pleased have now been actioned. We feel that these have improved the structure with a view to making it fairer and more appropriate.
191. We still believe that the system is appropriate, but we find that employers are reluctant to use the flexibilities it offers. We have previously stated that we believe that some of these issues can be resolved with additional guidance, the consideration of which we welcome in this remit, however, others require sufficient funding for schools.
192. As we have also raised previously<sup>70</sup>, and have provided updated information on in our evidence on item e) above, we believe that the erosion of pay, particularly for experienced teachers and school leaders, needs to be restored. The differentials between the top of the MPR and the bottom of the UPR, and between the top of the UPR and the bottom of the LPR have significantly reduced over time. This makes it much less appealing for teachers to want to progress from the UPR into leadership roles.

## Conclusion

56. In summary, teachers and school leaders deserve to be remunerated appropriately and fairly for the crucial role they fulfil in society, which has been made even more clear since the onset of the pandemic.
57. We believe that a significant, fully funded increase is required to all pay ranges in order to address the erosion of pay since 2010 and the impact of differentiated awards on the pay of experienced teachers and school leaders.
58. The pay award must be fully funded centrally, and Welsh Government must ensure that sufficient funding is passed on to all schools by all local authorities.
59. We simply cannot see a repeat of what happened over the 2021 pay award, where all local authorities received additional funding from the government for the additional 0.75 per cent of the pay award, yet some of them chose not to pass this on to schools, either at all, or in part<sup>71</sup>. Yet more evidence of the postcode lottery on funding experienced by schools in Wales which must be addressed.
60. If a multi-year approach is to be adopted, we must see the inclusion of a review mechanism as detailed in our evidence on this section and we must be consulted on the mechanism to be used.

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<sup>70</sup> ASCL evidence to IWPRB 2<sup>nd</sup> remit

<sup>71</sup> ASCL press release

193. We recommend retaining the flexible TLR structure currently contained in the STPC(W)D.
194. We look forward to working with the IWPRB and other consultees on the longer term items in Part C for implementation from September 2023.
195. I trust that this response is of value to your consultation. ASCL Cymru is willing to be further consulted and to assist in any way that it can.

Louise Hatswell  
Conditions of Employment Specialist: Pay  
Association of School and College Leaders  
28 February 2022

## Appendix 1 – Are your wages keeping up with inflation? (ONS calculator results)

**M6: £37,974**

**Current inflation rate:**  
To keep up with the current inflation rate, your pay next year would need to

increase to **£39,835** per year    a pay increase of **£1,861** per year

**Your pay increase: 4.9%**

Next year I will earn

£  per year ▾

Or, my salary will increase by

%   

Tick to use average pay growth

Your earnings are worth  
**£0**  
more per year

Based on January 2022 CPIH figures released on February 16, 2022 and December 2021 growth in earnings figures released on February 15, 2022.

**U3: £42,333**

**Current inflation rate:**  
To keep up with the current inflation rate, your pay next year would need to

increase to **£44,407** per year    a pay increase of **£2,074** per year

**Your pay increase: 4.9%**

Next year I will earn

£  per year ▾

Or, my salary will increase by

%   

Tick to use average pay growth

Your earnings are worth  
**£0**  
less per year

Based on January 2022 CPIH figures released on February 16, 2022 and December 2021 growth in earnings figures released on February 15, 2022.

**L24: £75,596**

**Current inflation rate:**  
To keep up with the current inflation rate, your pay next year would need to

increase to **£79,300** per year    a pay increase of **£3,704** per year

**Your pay increase: 4.9%**

Next year I will earn

£  per year ▾

Or, my salary will increase by

%   

Tick to use average pay growth

Your earnings are worth  
**£0**  
less per year

Based on January 2022 CPIH figures released on February 16, 2022 and December 2021 growth in earnings figures released on February 15, 2022.



Appendix 2 – Screenshot from eTeach.com showing leadership vacancies as at 23 February 2022

**eteach** | JOBS | INTERNATIONAL JOBS | CAREER ADVICE | RECRUITMENT AGENCY | CONTACT US

Sign In | Register CV | Recruiting? Post a vacancy

Search jobs | WHAT: Job title, keywords or school name | WHERE: Wales, UK | SEARCH JOBS | Search school names, job titles and categories only

**Leadership/Management**

**Phase**

- Adult (2)
- Nursery (9)
- Primary (31)
- Secondary (27)
- Sixth Form (17)

**Role**

- Assistant Headteacher (8)
- Business Management (1)
- Curriculum Manager (1)
- Deputy Headteacher (14)
- Headteacher (27)
- MIS (1)
- Management (4)
- Operations Management (3)

**Institution**

- College (6)

**HEADTEACHER** (NEW) ID: 1214091

- Llanrumney, Cardiff
- L17-L23
- St Cadoc's Catholic Primary School
- Permanent

**Headteacher** (NEW) ID: 1214043

- Wrexham, Wrexham
- GROUP 5: L25-L31 (£77,474 - £89,...
- Ysgol y Grango
- Permanent

**Deputy Headteacher** (NEW) ID: 1213971

- Llandudno, Conwy
- Leadership Scale L19-L23
- Ysgol John Bright
- Permanent

**Head Teacher** (NEW) ID: 1213837

- Newport, Newport
- TBC
- Newport City Council
- Permanent

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Become

10°C Partly sunny | 15:24 | 23/02/2022