School Teachers' Review Body (STRB): Remit for the 33rd Report

Supplementary comments from the Association of School and College Leaders on the evidence provided by statutory consultees

Introduction

1 Following the submission of evidence provided by the statutory consultees with regard to the 33rd remit of the School Teachers' Review Body (STRB), we wish to thank the organisations involved for the considerable thought and wisdom demonstrated in their responses.

2 It is again pleasing to see so much consensus amongst the majority of consultees, as demonstrated in the joint union statement from ASCL, Community, NAHT, NASUWT and NEU [1] and in our individual submissions.

3 We must reiterate our frustration and disappointment at delays to this process, yet again, caused by the Department's inability to meet the published deadline, despite the remit being issued earlier than in recent years.

4 This required the STRB to write to all consultees on 16 February with a revised timetable '*to minimise impact on the overall timeline*'. The deadline was revised to 22 March, almost eight weeks later than the original deadline.

5 It was therefore surprising that the Department then published its evidence just five days later and a month before the revised deadline, causing an extra month's delay completely unnecessarily.

6 We note that the recent negotiations on industrial action, to which Treasury and No10 were party, included the offer of a commitment to align the STRB process with the school budget cycle to make it easier for schools to plan their budgets. It is therefore clear that it is perfectly possible for the process to work better for schools. The question has to be, therefore, why the government insists on hampering school leaders in this year after year, ultimately to the detriment of the children and young people in their care.

7 The setting of school teachers' and leaders' pay in England is descending into farce. The STRB's 2022 findings were held back by the government and released just as the Summer term was ending. By this point inflation had risen drastically, making the STRB recommendation hopelessly out of step with economic reality.

[1] Joint union statement to the STRB, March 2023

8 The government rejected the medium term recommendation of a 3% award from September 2023 only to then re-introduce this amount in its own evidence to the review body. This was then followed by a proposed increase of 4.3% from September 2023.[2] This proposed increase has now been withdrawn.

9 The dispute with all of the education unions in England over pay and the ongoing industrial action by the NEU cannot be ignored. Any award emerging from the 33rd remit of the STRB must be sufficient to end this dispute and begin to address the real term decline in the pay of school teachers and leaders over the past 13 years.

10 ASCL hopes too that the STRB can bring about the systemic change needed to relegate the dither, delay and obfuscation of the pay setting process to history.

11 The context of pay settlements for school teachers and leaders in Wales and Scotland cannot be ignored. The 2023 pay award in Wales will now be 5% on the back of an additional 3% for the 2022 award. In Scotland pay has risen by 7% and 5% respectively for 2022/23 and 2023/24. School teachers and leaders in England are rapidly becoming the poor relations of their colleagues elsewhere in the UK.

DfE evidence to STRB 32nd remit[3]

£30,000 starting salary

12 The Department's opening chapter states that it sets out the considerations and aims that should inform pay recommendations and confirms that targeting pay at early career teachers remains a key priority in this context. It also states that the Department used this chapter to highlight how the socio-economic context has changed in the years since this policy was initially proposed.

13 It is therefore surprising that the Department still deems that a £30,000 starting salary remains appropriate and competitive when the graduate and wider labour market are proving to be more attractive and offering better salary prospects coupled with more flexible working opportunities.

14 Data from High Fliers[4] showed that the median graduate starting salary increased from £30,000 between 2015 and 2021, to £32,000 in 2022.

15 The latest report[5] from High Fliers shows that the median graduate starting salary for 2023 is expected to increase again to £33,500. This represents an increase in graduate starting salaries of 11.7% over the last two years.

16 Even if the government's manifesto commitment to increase starting salaries to £30,000 had not been delayed by the ill-timed and unnecessary pay freeze in 2021, it would still have been insufficient. But with the continuing high levels of

[2] Letter dated 24 March 2023 from the Secretary of State to the education trade unions

[3] Government evidence to the STRB, February 2023

[4] The Graduate Market in 2022, High Fliers

[5] The Graduate Market in 2023, High Fliers

inflation it has fallen even further behind and does nothing to make teaching a competitive and sought after graduate career choice.

17 As highlighted in our initial evidence submission, the current ITT cohort will be the first to receive the £30,000 starting salary from September 2023 (if the proposal goes ahead). Yet the recruitment figures for the same cohort are disastrous, with just 59% of the target for secondary achieved.

18 Applications to date and forecasts for ITT recruitment for 2023 show a similar pattern emerging.

19 This is in stark contrast with the overall picture for graduate recruitment. Again, the latest High Fliers report[6] states: '*The number of graduates recruited in 2022 jumped by 14.5%, compared with graduate recruitment in 2021, the biggest-ever annual increase in graduate vacancies, taking graduate recruitment to its highest level yet.'*

20 In its evidence[7] the Department states its view that '*a £30,000 starting salary and an overall less steep pay progression structure will improve teacher recruitment and retention.'*

21 It lists five key ways in which it believes that the £30,000 starting salary will do this. We offer our views on each of them below:

a) *It will position a career in teaching as more competitive relative to other professions. Since 2019, substantial progress has been made to improve the attractiveness of starting salaries for teachers relative to alternative graduate professions. Increasing teacher starting salaries to £30,000 will help close the gap with the most prestigious careers. Economic theory would suggest that potential recruits place extra weight on short-term salary offers rather than long-term progression.*

As highlighted in the data from High Fliers[8] above, the gap between the target of £30,000 starting salaries and the median graduate starting salaries is currently 11.7%, and this may well widen further in 2024. Furthermore, this is just the comparison with median graduate pay, not with the most prestigious careers. The highest published graduate starting salaries for 2023[9] were all in the region of £50,000.

The data therefore continues to support the case that targeting pay towards a higher £30,000 starting salary will position teaching higher within the graduate labour market, improving its attractiveness to future graduates (especially those in high demand such as STEM) and so supporting recruitment. The links between the relative position of pay to other graduate salaries and improvements in recruitment and retention are outlined in the 'Recap: targeting uplifts at early career' section of the Department's 2021/22 written evidence.

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[6] Ibid
[7] Government evidence to STRB, February 2023
[8] Ibid
[9] Ibid

In our initial evidence submission, we highlighted an article from Adzuna which showed that Physics (a STEM subject) was number four in the top ten most valuable degrees. Yet ITT recruitment for Physics is consistently disastrous, with just 22% of the target met in 2022 – again, the first cohort who would be in receipt of the proposed £30,000 starting salary.

b) *It will have strong public impact, signalling investment in teachers and creating a public perception of teaching as a prestigious and financially rewarding profession.*

The reducing real terms value and lack of competitiveness of the £30,000 starting salary does not signal investment in teachers, nor indeed does the industrial unrest and ongoing pay dispute. Furthermore, the government itself has caused significant damage to the public perception of teaching, the recently leaked WhatsApp messages between the former Health Secretary and former Education Secretary are just one example of that.

c) *A £30,000 salary provides an offer that is memorable and impactful, helps to distinguish a career in teaching from other professions and ensures that the financial benefits of teaching are recognised. This is important as historically the salary of teachers has been underestimated. Over half of final year students expected new teachers to earn a salary of £24,000 or less inside London and around two-thirds thought that the salary would be £21,000 or less in the rest of England[10].*

As this research quoted is not referenced accurately it is not possible to date this. However, this is also part of the problem, the message is not getting to prospective graduates to make the profession attractive and appealing to them, other professions are offering a competitive challenge to teaching.

Furthermore, this is not a new problem. Research by High Fliers commissioned by the Teaching Agency in 2012[11] showed that '*one in three students were being deterred from a career in teaching because of inaccurate salary perceptions, with four in five of final year university students underestimating the figures, by as much as £4,000.*'

d) *It will support progression from ITT into the classroom. Only 73% of postgraduates awarded QTS in 2020/21 went on to teach in state-funded schools in the following year (down from 74% in 2019/20 and 78% in 2018/19 – although these figures are likely influenced by the effects of Covid-19 on recruitment and retention rates).[12] A higher, more competitive salary – plus the overall better offer at early career – could encourage more trainees to enter the profession after qualifying.*

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[10] High Fliers research on UK Graduate Careers

[11] [UK Graduate Careers Survey and other research, High Fliers, 2012]

[12] Initial teacher training performance profiles, Academic Year 2020/21, Explore education statistics, GOV.UK (explore-education-statistics.service.gov.uk).

This would not appear to the be the case based on the recruitment to ITT which is falling rather than improving, or by the graduate perceptions of starting salaries as noted above. Unless there is a significant improvement in recruitment to ITT this would not have the required impact.

e) *Higher starting salaries could drive greater competition for entry into the profession, enabling us to attract the very best into teaching and so driving up teacher quality. International evidence supports this link between higher starting pay and teachers who are more effective at raising pupil attainment on average.*[13]

The evidence above suggests that, while higher starting salaries could indeed drive greater competition for entry, £30,000 is simply not enough to position teaching as an attractive and competitive graduate career choice.

22 The Department's submission also states: *'In particular, delivering a starting salary of £30,000 will provide a substantial boost to recruitment and retention with a memorable and competitive starting salary.'*

23 Evidence to date does not point to a boost in recruitment or retention as a result of this commitment, substantial or otherwise.

2022/23 Pay award

24 The Department's boast that a 5% pay award in 2022 is the highest pay award in a generation is simply disingenuous.

25 In September 2022[14], the effective date of the pay award, RPI was 12.6%, so experienced teachers and school leaders actually experienced a real terms cut of 7.6%. Even the government's preferred measure of inflation, CPI, was at 10.1%, which would still represent a 5.1% real terms cut. Neither appears to us to be boast-worthy.

26 In the context of over a decade of real terms pay cuts and against a backdrop of inflation running at a forty-year high and the biggest drop in living standards since records began in 1956/57[15], this actually represents the biggest real terms cut in a generation and, most likely, ever.

27 The Department's evidence appears to almost celebrate the wastage rates amongst experienced teachers as a justification for their continued targeting of early career teachers. However, 'less stark' wastage rates give no call for celebration. This highlights that there is an issue, but that the situation isn't quite as dire as for early career teachers – as yet.

28 ASCL, and other consultees have provided significant evidence both this year and in recent years to show that urgent action is needed to address recruitment and retention across the profession.

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[13] Nagler et al (2019), Weak Markets, Strong Teachers: Recession at Career Start and Teacher Effectiveness.

[14] Inflation and price indices, ONS

[15] 'UK still faces record hit to living standards, OBR predicts' Reuters, March 2023

29 The Department feels that it should be noted that: '*many teachers who remain in consecutive service are often eligible for a pay rise over and above the headline pay award, due to pay progression or promotion, as they move through the main and upper pay scales. For example, in 2022/23, teachers who progressed up the pay scale could see pay rises of up to 15.915% in total from the combination of the pay award and progression or promotion.'*

30 This actually demonstrates why there such major issues in the profession. This not only conflates annual uplifts with pay progression based on performance, but also with pay increases as a result of promotion – for taking on a higher level of responsibility. This is an astounding statement for the DfE to include in its evidence and is completely misleading and inappropriate.

2023/24 Pay Award

31 We find it staggering that after rejecting the STRB's recommendation of a 3% uplift for September 2023/24 for the majority of teachers in July 2022 and setting a new remit for 2023, the Secretary of State recommends the exact amount that was rejected.

32 The economic changes that have taken place since last Summer, which we covered in our initial evidence submission, have clearly had no influence on the Department's recommendation.

33 Despite industrial unrest across the sector, the Department has chosen to recommend another real-terms pay cut for all teachers. Furthermore, due to the Department's continued targeted approach, this yet again impacts more on experienced teachers and school leaders.

34 It is little wonder that the recruitment and retention crisis is worse now than it was when the Department published its Recruitment and Retention Strategy in 2019.

35 The Department's evidence claims that, if the STRB recommendation had been accepted, the trigger for a review of the award would not have been met.

36 This is a view which we strongly dispute. As stated in our initial evidence, if the multi-year award had been accepted, we would not have supported the Review Body's chosen parameters for the review mechanism.

37 As it stands, the review mechanism was only a fraction away from being triggered[16]. In light of the ongoing high levels of inflation and the widespread industrial unrest and recruitment and retention crisis across the profession, we have no doubt that the majority of consultees would have been calling for a review.

[16] KAI9 % annual increase in AWE for December based over 3-months was 6.7%, whilst the review parameter was set by the STRB at 7%; source

38 The review trigger of 7% growth in average weekly earnings set by the STRB should be viewed in the context that private sector pay growth was (and is) outstripping public sector growth. In December 2022 private sector growth was 7.3% compared to public sector growth of 4.3% (based on the public and private sector equivalents of KAI9).[17] We can see no logic in setting a review trigger which is itself kept artificially low by the very pay restraint that warrants a review in the first place. Such a review process also ignores what else is happening in the wider economy.

39 A far more sensible approach was taken in Wales. The Independent Welsh Pay Review Body (IWPRB) made a recommendation for a 3.5% increase for all teachers and school leaders for September 2023, which the Welsh Minister for Education and Welsh Language accepted.

40 The report said: '*Most consultees requested a review mechanism for the pay award for the second year in the event of significant further changes in the economy, the labour market, and inflation, compared with current forecasts. The IWPRB agrees that this would be a sensible precaution.'*

41 Recommendation 2 in the report was: '*We recommend to the Welsh Government that all statutory scale points on all pay scales, and all allowances, are increased by 3.5% for 2023-2024. This figure should be kept under review and revisited if there is a significant change in economic conditions compared with the current forecasts.'*

42 ASCL and other consultees immediately called for the award to be reviewed due to the change in economic conditions.

43 In February, the Welsh Minister agreed to review the pay award for 2023, and as part of the pay negotiations due to industrial unrest in Wales, made an increased offer of 5% for September 2023. This has been accepted[18].

44 It therefore begs the question why the STRB and the Secretary of State do not see the need for a review when it is clear that the economic situation is far worse than it was when the recommendations were made and rejected.

45 Overall, the Department says that it would like to see the STRB deliver recommendations for an award that:

- *Delivers the manifesto commitment of a £30,000 starting salary, supported by a competitive early career pay package and training;*
- *Provides uplifts for all teachers and leaders that are comparable with the rest of the public sector and broader workforces, and competitive especially when taking into account wider benefits including pensions;*
- *Supports schools to manage their overall budgets, without creating unnecessary or unmanageable pressures.*

[17] ibid
[18] Teachers in Wales accept new pay offer ending dispute, BBC News

46 It is our view that the Department's proposals only achieve one of the above, i.e. delivering the manifesto commitment of a £30,000 starting salary, albeit a year later than promised.

47 The proposals would not achieve the second or third items, for the reasons provided by ASCL and all other consultees.

48 The Department's evidence is contradictory around the level of pay award that is appropriate for experienced teachers and leaders. In paragraph 63 it 'recognises the merits of a 3% uplift' and yet goes on to say in paragraph 70 that *'significant change over the coming months may support delivering a higher award for experienced teachers – such as if more 'headroom' becomes available as a result of changes to energy cost pressures'.*

49 This suggests the Department recognises that their proposed 3% uplift is insufficient: if it was sufficient, why suggest that it could revisited if more money becomes available? Paragraph 70 alone negates all of the Department's arguments that school teachers' and leaders' pay is competitive and that recent pay awards have kept pace with the private sector.

50 It is also simply unacceptable to base school teachers' and leaders' pay on what happens in international energy markets. We welcome, however, the (somewhat hidden) acceptance by the Department that 3% is not sufficient.

51 We agree with the Department that the STRB should consider the labour market context (paragraph 64) but disagree with its analysis that the total package is competitive. The Department lists those items in its favour (pension and incremental progression) yet fails to list items on the other side of the scorecard, such as working hours, responsibility, comparability with other graduate professions and year-on-year real-term pay cuts.

52 The Department refers to incremental progression and promotion (paragraph 65) and confuses this with annual pay awards. Progression and promotion both carry increased responsibility, which is recognised and rewarded by higher pay. Failure to increase all pay reference points ultimately means a reduction in real terms pay, which in turn exacerbates the already dire recruitment and retention situation.

53 We shall not repeat the evidence made in our original submission, but we should emphasise that we disagree with the Treasury's premise that public sector pay has kept pace with the private sector. Nor do we agree (as outlined in our initial evidence) that an inflation proof pay award for teachers and leaders would be inflationary.

<u>Equality Impact Assessment</u>

54 We note that in her remit letter to the STRB[19] the Secretary of State requests that the equality impact of any changes is assessed. As we stated in our initial

[19] STRB 33rd remit letter

evidence, we believe that this assessment should not just be based on proposed changes and that there are significant issues with pay and sex.

55 It is both surprising and regretful that there is no consideration of equality or sex in the DfE's evidence. A word search for 'equality' produces a nil return.

56 The lack of enthusiasm on the part of the DfE for addressing pay inequalities is no reason for inaction. As per our initial evidence, ASCL reiterates the need for a comprehensive review of the pay system for school teachers and leaders, which should include:

- *Comprehensive analysis of the equality implications of the teachers' and leaders' pay system, including consideration of the role that performance-related pay has on the gender pay gap*
- *Review of the factors determining pay for school leaders*
- *Review of the question of which leadership roles are covered by the existing pay structure*

<u>Workload and Flexibility</u>

57 We welcome the Department's position in paragraphs 94-102 that *'Excessive teacher workload has a negative effect on teacher wellbeing, and could impact teaching quality and, in turn, pupil outcomes'* and that *'there is still more to be done'*.

58 We also welcome the suggested reduction in the working week of teachers and leaders by five hours as proposed in the letter from the Secretary of State to the education unions.[20]

59 It appears that all consultees agree that there is a compelling case for workload reduction and increased flexibility across the school workforce.

Affordability

60 We submitted our own evidence on affordability and cost pressures, and we offer the following challenges to the assumptions used in the Department's affordability assessments set out in the School Costs Technical Note, February 2023.

<u>Assumption: 'There is £2.1bn headroom in school budgets nationally.' (paragraph 47).</u>

61 This assumption is lifted form the School Costs Technical Note (SCTN) 2023 which assumes funding increasing by 6.7% and costs by 2.1%. Therefore, DfE indicate headroom of 4.6% on average or £2.1bn nationally. We believe that these income uplift and cost pressure assumptions are unsafe, which causes us to challenge the availability of the headroom figure. Paragraphs 62-64 below, explain our reasoning.

[20] Letter dated 24 March 2023 from the Secretary of State to the education trade unions

Assumption: Core funding going into mainstream schools is expected to increase by 6.7%.

62 We believe that the average expected increase to delegated budget will be closer to 5.6%. We think this because in the DfE Dedicated Schools Grant (DSG) allocations document the per-pupil increase is calculated at 5.6%. The increase in total schools' block spending is slightly higher (6.3%) but includes funding for growth.

63 By definition, not all schools will receive the average uplift. DfE evidence does acknowledge this, but there are structural reasons for this which are related to insufficiency of funding, namely the continuing requirement for movement of funds from schools' block to meet increasing demands on the high needs block. At the local level this means that some schools cannot achieve the NFF allocation as intended.

Assumption: Known costs are expected to increase by 2.1%

64 We think that school costs align more closely with CPI than the GDP deflator. DfE evidence uses a GDP deflator projection of +3.2%. HM Treasury forecasts (February 2023) project CPI at +7% for 2023. This suggests that school costs are likely to increase by twice the level included in the evidence – say around 4% – and consequently the headroom will be significantly reduced.

Assumption: The Energy Bill Discount Scheme, EBDS will provide sufficient support to schools (paragraph 51)

65 DfE evidence suggests that the EBDS will provide support for schools to manage their energy bills for the twelve months from 1 April 2023 to 31 March 2024. Whilst we welcome the inclusion of schools in the scheme, early indications are that the price threshold is set high and therefore the scheme will not be accessible for many schools which are still managing significant increases in energy costs.

66 Member feedback on the current Energy Bill Relief Scheme suggests that this has not been as effective as at first thought. Some examples below:

- *Electricity costs have increased by 96%, but the trust did not qualify for support under the relief scheme.*
- *Current energy bills for our school of 1500 students are around £150K per year. We have been in discussions with our energy broker who is offering packages that will mean our costs will be around £530K per year. This is after the discounts from the latest business support package from the Government have been applied.*

Assumption: The DfE evidence indicates that a 1% increase in teacher pay equates to circa £250million across two financial years (split 7/12 £140million and 5/12 £110million) nationally. (paragraph 54)

67 Implications of different funding years on scope for spending must be considered. At the individual school level, academies must fund a full twelve months award from the budget in one funding year. This reduces their scope for spend on other things even more.

68 The additional £2billion in 2023/24 (in the Autumn statement) which supports the affordability assumptions will not be available for schools until 2023/24. In the current budget year (2022/23) schools are faced with meeting the costs of the 5% award which exceeded the DfE's own affordability calculations for this year (3%) with no additional funding, for at least 7/12th of the academic year.

<u>Funding assumptions linked to March 2023 pay offer</u>

69 At the end of March the Secretary of State made a pay offer to teachers. The offer included details of some new money and a review of the DfE affordability assessment. We think it sensible to include comment on this in our evidence.

70 The DfE revised its assessment of school costs in 2023/24 to reflect new assumptions on energy and support staff pay. We also note that the DfE assumptions on headroom are across two funding years from 2021/22 to 2023/24. This figure includes an estimate of £300million headroom across the sector for the year 2022/23, based on the assumption that energy prices grew in line with the GDP deflator at 4.9%. We think that the level of uncertainty around energy prices and the variance at individual school level makes this assumption unsafe.

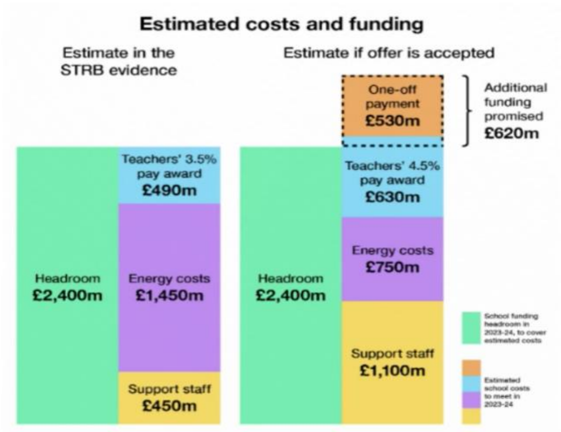
71 DfE has revised its assumption on the cost of energy price increases in 2023/24 down by almost 50%. Once again, given the level of variance at individual school level we think this assumption is unsafe.

72 DfE have revised their assumption on a support staff pay award, based on an offer from the employer that has not been accepted, but is below the award requested by the union side.

73 Based on these revised assumptions the DfE estimates that a 4% pay award is affordable and that a pay grant worth £90million in 2023/24 and £150million in 2024/25 would be available to fund 0.5% of the whole offer, averaging 4.5% nationally.

74 The offer detail included an additional grant of £530million, but this would be to fund a one-off payment to teachers for the year 2022/23 only. It does not, therefore, contribute to the funding of any 2023/24 award.

75 A summary of the DfE revised assumptions and available additonal funding is below. The additonal funding is conditional on the pay offer from the Secretary of State being accepted.



76 We do not think that any of the above significantly changes our previously submitted affordability evidence.

77 Moreover, since our initial evidence submission we are receiving evidence from members based on actual budget allocations. This supports our assumptions that using national average income expectations is unreasonable as the variance at individual school level is so great. For example, we have heard from one trust whose actual income uplift per pupil for 2023/24 before the addition of the mainstream additional grant (MSAG) in eight out of thirteen schools is 0.5%. This means that even after including the additional funding delivered in the Autumn statement, their income per pupil uplift is likely to be less than 4%.

78 To summarise, we note that there is an overwhelming consensus amongst consultees on affordability and the variances that will be experienced at individual school level.

79 We are concerned that much of this shows that the only way to be able to afford to fund these costs is by reducing staffing costs by restructuring and cutting staff.

80 This will in turn lead to further increases in an already excessive workload as the remaining staff pick up the additional work of those staff, as in reality the job role is not redundant, the school simply cannot afford to keep it. This will simply exacerbate recruitment and retention issues even further.

81 Sufficient additional funding must be provided to ensure that this does not happen.

NEOST evidence[21]

82 We note with interest that the NEOST survey findings align with our views on affordability for pay awards, in that the figures suggested by the Department are not ‘manageable’ within existing budgets and that there is significant variance between schools.

83 We also note that the areas they recommend for future review include a review of safeguarding arrangements with a view to allowing employers to reduce the period of safeguarding, the inclusion of provision to allow ‘stepping down’ from the Upper Pay Range to Main Pay Range and the introduction of an apprentice pay range.

84 Two of these items have been suggested previously by NEOST and we remain firmly opposed to them.

85 Firstly, we cannot support any changes to safeguarding arrangements that would result in a detrimental impact on teachers and leaders employed under the Document

86 As we highlighted in our supplementary comments for the 30th Report[22], this issue was comprehensively considered by the STRB in its 23rd Report[23]. We repeat the recommendation that was made at the time: ‘w*e consider that the current safeguarding provisions remain appropriate, supporting schools’ ability to restructure when circumstances change without causing excessive disruption to individuals or schools and providing reassurance for staff moving to take up their first management roles. We recommend the existing provisions be consolidated into one place in the STPCD.’*

87 The government’s drive for all schools to be part of strong trusts brings with it the inevitable risk of restructuring at some point, and for those working in middle and senior leadership roles, the safeguarding protections within the Document are crucial.

88 We already see a reluctance and lack of motivation among many teachers to progress into more senior roles in schools. To consider reducing a basic protection such as safeguarding would only serve to worsen this and have a detrimental impact on recruitment and retention.

89 Secondly, we do not support the provision to allow stepping down from the Upper Pay Range to the Main Pay Range. This was specifically considered by the STRB in its 26th Report[24] and was something that neither the majority of consultees nor the Review Body supported, and as such there was no recommendation to allow this.

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21 NEOST evidence to STRB 33rd remit

22 ASCL supplementary evidence to STRB 30th Report

23 STRB 23rd Report (pg x, pg 51 para 3.58)

24 STRB 26th Report 2016 (pg 55)

90 On an apprentice teacher pay range, there is much that is still to be determined about how such a route into teaching would operate, and its genesis is very much in the early stages. It is ASCL's view that it is far too early to contemplate what the most appropriate pay arrangements for such a route would be, including whether there should be a pay range exclusively for Apprentice Teachers or what such a pay range should look like.

Other consultees' evidence

91 As with NEOST, we note that the NGA[25] report the same issues we see from our members, not only on affordability, but also on recruitment and retention, and that their survey data reflects the same findings as ours on the ineffectiveness of pay levels in aiding recruitment and retention. NGA members see at close hand the issues faced by school leaders and have raised concerns over their workload and wellbeing.

92 There are so many common threads running through all the evidence submissions, which have been skilfully crafted and carefully researched and are also evidence backed.

93 The overwhelming message is that, if the government is serious about wanting address the worsening recruitment and retention crisis, the answer is that teachers and leaders must see a significant increase to pay, and there must be changes to the high-stakes accountability and excessive workload and working hours across the sector.

94 The impact of these things is seen across all parts of the workforce, not only teachers and leaders employed under the STPCD but also all education support staff.

95 If the organisations representing the whole teaching workforce and the employers' organisations all recognise these problems and identify the solutions needed, why can't the Department for Education and the Secretary of State?

96 The introduction to the Department's evidence states:

> *'There are no great schools without great teachers. Teachers' knowledge, experience and dedication are central to their role in shaping the lives of children and young people. One of the Department's top priorities is to ensure that it continues to attract, retain and develop the high quality teachers needed to inspire the next generation, and ensure teaching remains an attractive career.*
>
> *Teaching should be recognised as the important, highly qualified and essential profession that it is, and teachers' pay should reflect that. Teachers are the single biggest in-school factor affecting pupil outcomes and pay is one of the most effective ways that the Department can invest*

[25] NGA evidence to STRB 33rd remit

in teachers. Evidence suggests that a high quality teacher can make around half a GCSE grade difference per pupil per subject.'

97 It is now time for the government to take action to back up these claims.

98 ASCL welcomes the consensus across all of the unions which submitted evidence that performance related pay (PRP) isn't working and should be scrapped. We also note that this formed part of the offer from the Secretary of State in March 2023. There appears to be no appetite for PRP from any of the consultees and, therefore, the time is right for it to be removed from the STPCD.

99 We do not agree, however, with the suggestion from a number of unions that the Upper Pay Range (UPR) should be merged seamlessly into the Main Pay Range nor that the pay range should be shortened. PRP and access to the UPR are two separate parts of the framework and provide distinct functions. We believe that the UPR provides a clear demarcation for additional pay for additional responsibility as well as experience and offers a career pathway for experienced teachers who wish to stay in the classroom. Maintaining a gateway to UPR is an important principle that should not be removed.

Evidence published since 22 March 2023

100 ASCL wishes to draw the STRB's attention to NFER annual report on the Teacher Labour Market in England 2023.[26] In particular, we draw your attention to the following findings:

- *The gap in real earnings growth between teachers and similar graduates has widened significantly since the pandemic.*
- *In 2021/22, real earnings growth since 2010/11 was 11 percentage points lower for teachers than for similar graduates.*
- *Teacher pay has deteriorated in real terms since 2010/11 and has lost competitiveness compared to average earnings and similar graduates.*
- *In 2021/22, teachers worked on average 4.5 hours per week more than similar graduates.*
- *Teacher autonomy, a measure related to how manageable workload feels, has also been consistently lower for teachers than for similar graduates since 2010/11.*
- *The pandemic has led to a widespread adoption of remote working in the graduate workforce, but teachers' opportunities to work from home remain very limited.*

[26] Labour Market in England Report 2023, NFER

101 Amongst the many welcome recommendations of the NFER report, we wish to highlight the need to immediately close the pay gap between teachers and the wider labour market. Also, that '*The government should develop a long-term strategy for improving the competitiveness of teacher pay relative to other occupations, while ensuring that schools have sufficient funding to enact these pay increases without making cuts elsewhere*'.

102 We look forward to discussing these issues further when we meet with the STRB on 20 April.

Louise Hatswell and Carl Parker
ASCL Conditions of Employment Specialists: Pay
11 April 2023