



## **Independent Welsh Pay Review Body (IWPRB) 4<sup>th</sup> Remit Part C: Strategic Review of teachers' pay, terms and conditions in Wales**

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

#### **Introduction**

1. The Association of School and College Leaders (ASCL) represents over 21,500 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. 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 under Part C of its 4<sup>th</sup> Remit.

#### **Current situation**

3. The recommendations made by the IWPRB since its inception in 2019 have made some welcome improvements to teachers' pay and conditions in Wales.
4. ASCL Cymru, and no doubt other consultees, is grateful that the Review Body and Welsh Government have acted on some of the areas where there has been consensus amongst consultees, although we do feel that some could have been taken further.
5. We believe that this strategic review presents a unique and exciting opportunity for the Review Body to be bold and creative and make recommendations for a pay framework and conditions package which is specific to the Welsh context. Recommendations should ensure that teachers and school leaders are appropriately recognised and rewarded for the vital roles they carry out in providing a world class education to the children and young people of Wales – our future leaders.
6. This should not only reaffirm the 'no detriment' commitment of the previous First Minister, that no teacher or school leader should receive less pay in Wales than in England, but go much further to make Wales the first and only choice for teachers to want to train and work in.

7. The First Minister's comments in the Welsh Labour Manifesto should be remembered by the Review Body when making its recommendations and by the Minister for Education and Welsh Language when he issues his response:

*'We have, all of us, battled against the pandemic. We owe a big debt of gratitude to those heroes in health, care services, the police, education, other key workers and to countless volunteers. We have relied on them all to help us through the crisis. At the same time, we have all done our bit to keep things going, often under the most difficult of conditions.'*

### **ASCL Cymru response**

8. Our response includes answers to the six questions posed by the Review Body in their letter of 16 May 2022, but we also provide further information on issues we believe are important that may not be covered in the questions.
9. In some of our answers to Question 1 we have been able to be discretely explicit on the potential impact on teachers' pay, terms and conditions, in others the impact is detailed in within the answer.
10. The review is of teachers' pay, terms and conditions in Wales, but it must be remembered that whilst responsibility for some aspects of teachers' pay and conditions, including the School Teachers' Pay and Conditions (Wales) Document was devolved to the Welsh Government in 2018, there is a national agreement document, the 'Conditions of Service for Teachers in England and Wales (known as the Burgundy Book), which remains applicable in Wales.
11. This statutory document is not under the purview of the Welsh Government and as such no changes to any of the provisions therein can be considered as part of this review.
12. Furthermore, any proposed changes to any element of teachers' pay, terms and conditions as a result of this review must not conflict with or contradict any of the provisions of the Burgundy Book.

### **Consultation Questions**

**Question 1:** *What major changes do you anticipate will happen in the education system in Wales over the next decade, and what impact will these changes have on teachers' and leaders' pay and conditions? Please differentiate between:*

- a) *Known and planned changes, for instance driven by policy and already on an implementation path;*
- b) *Other changes, for instance driven by external factors or by policy not yet fully developed.*

#### **a) Known/planned changes**

## Proposed reform of school terms and school day

13. Consultations are currently taking place on proposed reforms to the school terms and the school day.
14. This is happening as a result of items which were included in the Welsh Labour Manifesto '*Moving Wales Forward*' and the Plaid Cymru Co-operation Agreement.
15. The Manifesto contained a promise to '*Explore reform of the school day and the school year to bring both more in line with contemporary patterns of family life and employment.*'<sup>1</sup>
16. The Co-operation Agreement said: '*School term dates – Aim to reform school term dates to bring them more in line with patterns of family life and employment. We will also explore options to reform the rhythm of the school day to create space for more wide-ranging, culturally accessible activities and opportunities.*'<sup>2</sup>
17. In January 2022 the Welsh Government began a trial on school day reforms in Wales.<sup>3</sup>
18. The trial involves up to 14 schools, and just 1,800 pupils out of a total of 470,224<sup>4</sup> pupils in local authority maintained schools in Wales, less than 0.4 per cent.
19. The Welsh Government has committed funding of up to £2 million<sup>5</sup> for the trial which clearly will not be replicated to all schools if it decides to go ahead with the same model.
20. The Minister for Education and Welsh Language has declared his intention to move to a public formal consultation on the reforms to the school terms following the publication of the Beaufort Report on 30 June 2022.
21. ASCL Cymru wrote to the Minister on 29 April 2022 to voice our concerns over this move and request a meeting to discuss (see annex 1). Other unions wrote to the Minister in similar terms.
22. In a letter from the Minister to ASCL Cymru dated 16 May 2022 (see annex 2), he states that Beaufort were carrying out social research, so we were extremely concerned to discover that the research they carried out was in fact market research, and not academic research.
23. Furthermore, it is our view that the content of the report does not warrant the move to a public consultation. It also raises the issue of impact on terms and conditions for those employed in schools.

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<sup>1</sup> [Moving Wales Forward, \(pg 10\)](#)

<sup>2</sup> [The Co-operation Agreement 2021, \(pg 8\)](#)

<sup>3</sup> [Trial begins on school day reforms in Wales, Welsh Government](#)

<sup>4</sup> [Schools' census results, February 2022 \(provisional\)](#)

<sup>5</sup> [Written statement: Reform of the school day and year](#)

## Potential impact on terms and conditions

24. There is the potential for significant impact on terms and conditions for teachers and school leaders from these two proposals.
25. ASCL's letter to the Minister for Education and Welsh Language highlighted issues relating to changing school terms and the conflict this presents with the provisions of the Burgundy Book (see annex 1).
26. The reforms of the school day presents similar issues as there is a risk of conflicting with the provisions on the STPC(W)D in regard to working time.
27. This is a particular concern for us and our members, because as school leaders they do not receive the protections of directed time that teachers do, by way of the 195 school days/1265 hours.
28. The nature of the changes being consulted on would constitute a significant change to the contractual terms and conditions of the school workforce. Such a substantive alteration to working time and patterns would need bilateral agreement (either a collective agreement or individual agreement) to avoid breach of contract and/or unfair dismissal claims.
29. The Beaufort Report and the informal consultation exercise has not provided sufficient evidence to demonstrate that there is a need to make drastic changes to the school calendar and the consequential changes necessary to contracts of employment. Such evidence is a pre-requisite if proposing to change the employment contracts of an entire workforce.
30. Many education staff also have caring responsibilities and commitments or other jobs which mean that they cannot change their current working pattern of days/hours or term dates
31. These changes could impact on our members as individuals in relation to their own terms and conditions, but also in their roles as school leaders where they may be faced with staff conflict over the implementation of such changes, and recruitment and retention issues as a result of them. Wales has a 160 mile border with England which will impact as a result of a lack of synergy between border schools.
32. This could cause recruitment and retention issues, and may discourage any teachers in England applying to work in schools in Wales and vice versa.
33. It could also create logistical problems for those who already do work across the border by creating a different working/holiday pattern between parents working in schools and their children.
34. Headteachers and school leaders have limited opportunity to take a longer break in the summer holiday due to being in school from mid-August in preparation for exam results and then the start of term. They are also often in school at the very start of the holidays finalising tasks for the end of the school year.

35. Proposals to shorten the summer break would limit this even further. Annual leave is important to help people get enough rest and remain physically and mentally healthy.
36. At a time when mental health issues have been exacerbated by the impact of the pandemic, a move to reduce the opportunity to take a summer holiday of a reasonable length when in such a responsible and demanding role is wrongheaded.
37. The pandemic has presented many more flexible working opportunities in other sectors and professions. Staff who work in schools have many transferable skills and if they are not happy with changes to the school day and or/school year, they may well choose to move to another role with higher pay and better terms and conditions, with more flexibility over when they can take their leave and offering flexible working opportunities.
38. ASCL supports measures that improve education for children and young people so long as such measures are evidence based. The recent Beaufort report<sup>6</sup> presents no evidence that changes to the school year would be of educational or societal benefit to children and young people. The report contains a lot of opinion and conjecture but nothing to justify change on educational grounds.
39. At a time when recovering from the effects of the pandemic and implementing a raft of reforms elsewhere across schools, moving ahead with a wider consultation on reforming the school year is nothing short of a kick in the teeth for the schools' workforce. The following quote from an ASCL member neatly sums this up:

*"It sounds great at present that head teachers get six weeks off in summer. The reality is that if I'm lucky I can get away from work for a couple of weeks at the end of the summer term and then I'm back to oversee exam results and help A level students with clearing. After that it's the foot to the floor to get ready for the start of term. A shorter summer break effectively removes any chance I have of a meaningful summer break."*

### **Additional Learning Needs (ALN) Bill**

40. The ALN Bill brought with it the statutory requirement for all maintained schools (with the exception of special schools) to designate an Additional Learning Co-ordinator (ALNCo). This role is statutory, whereas the SENCo role was non-statutory.
41. The Additional Learning Needs Code for Wales 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*

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<sup>6</sup> <https://gov.wales/sites/default/files/publications/2022-06/attitudes-towards-school-year-reform-in-wales-research-and-engagement-findings-beaufort-research.pdf>

*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.'*

42. It is our view that this description is not helpful for schools when designating or appointing an ALNCo.
43. There is a huge difference between someone who is a member of the senior leadership team and someone who has a '*clear line of communication to the senior leadership team.*'
44. In September 2021, the provisions within the STPC(W)D for SEN allowances were amended to become ALN allowances. These allowances are payable only to classroom teachers.
45. The criterion for these allowances is not reflective of the description of the role in the ALN Code as detailed in paragraph 32 above, nor the values of the pay range for the allowances reflective of the level of strategic responsibility it warrants. The role and the Bill also bring a huge increase in workload, not just for the ALNCo, but also for the school.
46. The Document does not permit schools to use a TLR1 allowance for the ALNCo role.
47. As it stands, a classroom teacher could be given this whole school strategic responsibility, and yet they may receive an ALN allowance of £2,310 and £4,558.
48. The Welsh Government needs to provide further detail and clarification on exactly where this role sits in terms of level of responsibility.
49. There also needs to be further consideration to how the role is remunerated where the ALNCo is not a member of the teaching workforce, as the provisions of the STPC(W)D will not be applicable in any case.
50. It is our view that until the Welsh Government provides the clarity needed, the criteria for TLR1 allowances should be amended to allow schools to remunerate ALNCos appropriately, by either using the leadership pay range if that is appropriate in their structure, or by allocating a TLR1 allowance to recognise the level of strategic responsibility that the role holds.

## **Estyn**

51. Changes to the inspection regime in Wales will inevitably increase workload for school leaders. It is simply not possible to double the frequency of inspections without increasing workload.
52. This increase in workload should be a factor when deciding what other burdens can be placed on school leaders. In relation to conditions of employment and the STPC(W)D, the increasing frequency of inspections is further evidence of the need to regulate and reduce the hours worked by school leaders.

53. This is an example of where a Workload Impact Assessment should be carried out before implementation, something which we have stressed the importance of in previous submissions.

## **Funding Reform**

54. Reforms to the distribution of funding to schools in Wales are long overdue. We have highlighted for a number of years now the disparity in the level of funding delegated to individual schools across local authorities – something which is widely referred to as ‘the postcode lottery’.

55. We included evidence of a perfect example of this in our supplementary evidence submission for the 4<sup>th</sup> Remit with regard to the funding of the 2021 teachers’ pay award.

56. Local authorities were advised to budget for 1%, but some decided not to do this. The Welsh Government then provided funding to local authorities to cover the additional 0.75% of the 2021 teachers’ pay award.

57. In a situation where the Welsh Government prioritised the additional funding to schools for a very specific purpose, local authorities then chose how, and in some cases whether, to pass on that additional funding to schools.

58. ASCL Cymru obtained information via a Freedom of Information request which showed the disparity in approach taken by local authorities<sup>7</sup>, despite receiving specific additional funding from the Welsh Government.

59. This is simply unacceptable and the IWPRB and Welsh Government must take urgent steps to address this and ensure that it is not allowed to happen again.

60. In a similar exercise in 2022, ASCL lodged a FOI request from each Welsh Local Authority around schools’ funding allocation in light of the 2022 pay awards. Across the 22 Local Authorities, only four had allocated an increase in funding for pay at or above the then anticipated 4% increase. With pay increases for teachers of at least 5%, and significantly higher increases for the vast majority of school support staff now in train, schools in Wales now face the impossible situation of finding the money to fund the 2022 pay increases from existing budgets which have already been set or by accessing reserves which will have been earmarked for specific projects. In any case salaries as recurring costs cannot and should not come from reserves.

61. The Welsh Government commissioned Luke Sibieta’s report almost 3 years ago in 2019.

62. The report<sup>8</sup> was published in October 2020 and amongst its findings were the following:

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<sup>7</sup> <https://www.ascl.org.uk/News/Our-news-and-press-releases/ASCL-reveals-postcode-lottery-on-local-authority-s>

<sup>8</sup> [Review of School Spending in Wales](#)

- **Similar schools experience different levels of funding** – Schools with similar levels of deprivation often see differences of about £1,500 or 35% spending per learner.
- **Large differences in spending across similar areas** – Even after accounting for learner and school characteristics, many local authorities spend up to £300 per learner more or less than the national average.
- **Expected future cost pressures** – In the short-run, schools are set to grow with the move to starting salaries of £30,000 for teachers in order to be on a par with England. Over the next few years, demographic change is likely to increase the already high cost of running small schools in rural areas. Demand for adult social care is likely to grow significantly, placing pressure on overall local government budgets.

63. Recommendation 5 in the report states: **Local authority school funding formulae should be more consistent and transparent.**
64. This disparity in the distribution of funding means that Headteachers and Governing Bodies are at the behest of their particular local authority when it comes to the amount of money they will receive to run their schools, and they will be expected to do exactly the same as a school of similar size and context in another local authority but with significantly less money.
65. This is immoral on many levels. Firstly, the children and young people in those schools deserve to receive the same high-class education as those in any other local authority. Secondly, school leaders cannot be held to account in the same way as those in local authorities where schools receive higher levels of funding, as they are then expected to provide the same level and quality of education when they do not have the same level of resources to do so.
66. We know that the biggest expenditure for schools is staffing, and when funding is reduced, this is sadly the area that savings are made. Lower budgets also make it difficult to recruit and retain staff, and to utilise the flexibilities offered by the STPC(W)D as we have raised many times.
67. All of this has a direct impact on class sizes, provision, option choices, the delivery of the Curriculum for Wales, the quality of education and ultimately unfairly places headteachers and school leaders under immense pressure and can also make them more vulnerable under ever increasing accountability measures.
68. We have highlighted this issue repeatedly, yet no action has been taken. The Welsh Government simply must ensure that this practice is not allowed to continue.
69. ASCL believes that:
- a There needs to be a long-term commitment to funding over a number of years in order that the significant real term decline in pay rates can be reversed together with the re-establishment of previous differentials



between pay scales

- b Pay increases be fully and directly funded through the allocation of school budgets with additional funding provided should pay awards be higher than anticipated when the budget was set.

## **Recovery programme**

70. The recovery programme for learners coming out of the pandemic, requires funding, staff and training. The effects of the pandemic have not evaporated and yet schools are facing financial hardship as well as a recruitment and retention crisis due to poor pay settlements, which means there will be fewer adults to support learners. This is an impossible position for ASCL Cymru members and will impact negatively upon learners. A policy of recovery requires resource, not just a document outlining an ideal.

## **Supply Teachers**

71. ASCL Cymru supports the consideration of including supply teachers under the provisions of the STPC(W)D in order to provide them with a level of security and protected terms and conditions that they do not currently receive.

72. The results from the Education Workforce Survey 2021 showed that supply teachers felt undervalued during the pandemic and there were also suggestions that supply staff should be employed through local authorities rather than agencies.<sup>9</sup>

73. In 2019, 4,759 registered school teachers had supply listed as their main employment, this represented 13.4% of the teaching workforce.<sup>10</sup>

74. Of the 4,759 supply teachers, 3,292 (69.2%) were employed through an agency, 1,359 through a local authority and 1,023 (21.5%) were able to work through the medium of Welsh.

75. Over half (56.5%) were trained in Wales, and over a third (38.3%) trained in England.

76. In 2021, even though the overall number of supply teachers has fallen to 4,222 (a drop of 11.3%), the number of those working through an agency only fell to 3,232 (a drop of 1.9%), whereas those working through a local authority fell to 930 (a drop of 31.6%).<sup>11</sup>

77. At present the Welsh Government has no power to insist that agencies employ supply teachers under the STPC(W)D or Burgundy Book. We do not see a way for this to happen, that is either possible, or timely and cost effective.

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<sup>9</sup> [National Education Workforce Survey 2021 \(School teacher\)](#)

<sup>10</sup> [Data Insights: Supply within the school teacher and school learning support worker categories, 2019](#)

<sup>11</sup> [Data Insights: Supply within the school teacher and school learning support worker categories, 2021](#)

78. It would therefore seem a sensible solution for supply teachers to be brought into local authorities, and under the STPC(W)D.
79. This would protect supply teachers' terms and conditions and would also bring a more ethical approach with greater value for money for school leaders when managing their budgets. It would mean schools avoid the often extortionate costs of supply agency rates with the supply teachers concerned receiving just a proportion.
80. However, it must be the case that Welsh Government and local authorities ensure that schools receive sufficient funding to cover any transitional arrangements and that these are not met from existing school budgets.

### **Welsh in education workforce plan**

81. We note the intention to incentivise Welsh medium teachers in secondary schools in Wales.

### **Community Schools**

82. Whilst we are supportive of the principle and aim of community schools and their value to communities, we do have concerns about the expectations placed on school leaders and their staff.
83. We are already aware of the pressures schools are under due to staffing issues, through recruitment and retention and also staff absence.
84. We note the warning from Jack Worth of NFER in the latest Teacher Labour Market in Wales report:

*'The pandemic-related increase in teacher recruitment and retention in Wales is likely to ease teacher supply challenges over the next two years. However, the emerging evidence from England suggests that the environment for recruiting and retaining teachers after that may be significantly more challenging. Action by the Welsh Government to address these trends should focus on improving the attractiveness of teaching to enter and stay in, targeting action at the subjects and areas that most need support.'*

85. Anecdotally, we are hearing that schools are also struggling to recruit and retain support staff across a variety of roles. These things must be addressed before schools can be expected to take on any of these new initiatives which require additional staffing to the school's current capacity.
86. Furthermore, opening school premises for longer than normal school use will increase the running costs, including utilities, the costs of which we are seeing double and treble, and are set to rise even further later in 2022. Issues of health and safety responsibilities as well as safeguarding are not addressed in this weak policy document and cannot fall on the shoulders of leaders.

87. Schools cannot be expected to solve the causes of poverty on their own. This is simply passing the buck.
88. We are concerned that Estyn will be adding this to their list in holding schools to account when they do not have the wherewithal to deliver this.
89. We also have concerns about where the responsibility for the community focussed elements sits. This is not something that is included in the terms and conditions for headteachers and school leaders, and we worry that this is yet another burden that will be placed on them, on top of everything else.

### **Additional Considerations Related to Question 1**

90. The sheer scale of reforms to education in Wales must be recognised and considered in light of the demands such reforms place on school leaders. In answering question 1 above, ASCL's testimony highlights the urgent need for caution to be exercised in not trying to go too far, too quickly in terms of education reform that inevitably draws on the already stretched time, resources and energy of school leaders.
91. Significant reform imposes demands on all education employees but the main burden falls on school leaders. In the 2021 Education Workforce Survey for Wales<sup>12</sup>, school leaders reported that they worked an average of 54 hours a week. Furthermore, only 20.2% of school leaders stated that they agreed with the statement that they could effectively manage their workload within contracted hours. 70% also expressed concern about workload.
92. The 2021 Teacher Wellbeing Index<sup>13</sup> by Education Support contains a wealth of evidence that education practitioners in general, and school leaders in particular, suffer damagingly low levels of mental wellbeing. School leaders score an average of 43.37 on the WEMWBS wellbeing scale with a score between 41-45 associated with a high risk of psychological distress and increased risk of depression.
93. Other headline statistics from this report are that 84% of senior leaders are stressed and 66% of senior leaders work more than 51 hours a week.
94. This strategic review provides an opportunity to address the two systemic forces affecting the education workforce in Wales of major recruitment and retention pressures, and excessive workload and associated physical and mental burnout. ASCL proposes the following approach:
  - a In the absence of additional resources being made available (especially in terms of the number and capacity of school leaders), all

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<sup>12</sup> <https://www.ewc.wales/site/index.php/en/research-and-statistics/workforce-statistics.html#education-workforce-survey>

<sup>13</sup> <https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/>

proposed reforms should undergo independent impact assessments to measure the capacity of the workforce to be able to implement the suggested reform without a significant impact on workloads.

- b A review for school leaders (not covered by the 1265 directed time provisions of the STPC(W)D) to determine and codify expectations of working hours and entitlement to time off.

**Question 2: What aspects of the current structure of teachers' and leaders' pay and conditions in Wales work well at present, and could be retained?**

95. ASCL welcomes the changes to the STPC(W)D made in 2021 to remove the direct link between appraisal and pay progression. ASCL maintains that performance related pay is not suitable as a mechanism for determining school leaders' pay and believes that the new system works well and should be retained. The new system allows for excellent performance to be rewarded and this should also be retained.
96. We welcome the flexibility in the determination of school leaders' pay through the provision of an increase of up to 25% (and beyond in exceptional circumstances) and believe this should be retained. We believe, however, that there needs to be better guidance in how this flexibility can be applied.
97. Additionally, we have grave concerns about any drift towards centralizing the setting of head teachers' pay, which we firmly believe should be carried out at school level. We would be strongly opposed to any plans to change this.
98. Similarly, ASCL welcomes the flexibilities in establishing TLR payments for teachers with leading responsibilities and believe that such flexibilities need to be maintained. We have already provided significant evidence to support this and feedback from our members on how they value those flexibilities as school leaders<sup>14</sup>.

**Question 3: In the light of the changes you anticipate, and their impact on teachers and leaders, what aspects of the current structure could be retained in some form but need to be improved and 'future-proofed', and how?**

99. The perennial erosion of school teachers' and leaders' real term pay is the most pressing issue facing the IWPRB. As we stated in ASCL's submission the fourth remit of the IWPRB, our calculation is that prior to the 2022 pay award school leaders' pay had reduced by 16.1% in real terms since 2010. This gap has significantly widened with a 2022 pay award of 5% against RPI in September 2022 of 12.6%.
100. At 14.2% in October 2022, inflation (as measured by RPI) is at its highest in over 40 years (since 1980)<sup>15</sup> with the Office for Budgetary Responsibility not expecting inflation to return to normal levels until at least the middle of 2023.<sup>16</sup>

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<sup>14</sup> ASCL Cymru evidence to IWPRB 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Remits

<sup>15</sup> ONS, <https://www.ons.gov.uk/economy/inflationandpriceindices>

<sup>16</sup> OBR, <https://obr.uk/forecasts-in-depth/the-economy-forecast/inflation/#CPI>

101. ASCL appreciates that this Part C review is intended to be strategic in its nature and that we have already submitted evidence to the pay review body for 2022/23<sup>17</sup> and responded to the subsequent recommendations.<sup>18</sup> However, ASCL's position is that a more strategic view needs to be taken on overall pay rates and that there needs to be a long term strategy to reverse the decline of school teachers' and leaders pay'.
102. There is a profusion of evidence that there is a growing crisis in school leadership recruitment and retention across the UK. In addition to the evidence already submitted in support of a significant increase in all leadership pay points<sup>19</sup>, we draw your attention to the following:
103. The results of an ASCL survey of school leaders in Wales are detailed in Annex 3. In summary, this survey showed that:
- a. 67% of school leaders in Wales said that pay had a bearing on their intentions to stay in or leave the profession.
  - b. However, 85% of this group said that they would remain in the profession if pay improves in real terms.
  - c. 67% also said there were other factors that meant they would consider leaving the profession.
  - d. The two most significant reasons for considering leaving were exhaustion/fatigue and unsustainable workload/hours.
  - e. Only 8% of school leaders felt that pay was adequate to attract the best graduates, support retention of teachers, encouraging teachers to become leaders, and support retention of leaders.
104. The recent report by Edurio<sup>20</sup> into staff intentions in English Academies points to a major problem in teacher and leader retention. Whilst it is appreciated that this report covers English Academies it is in line with our members' experiences in Wales. In the absence of evidence to the contrary and with no meaningful data collected in Wales related to this, ASCL hears the alarm bells this report sounds.
105. The Edurio report indicates that the percentage of headteachers at risk of retiring has jumped from 21% in 2021 to 32% in 2022.
106. As the following chart from the Education Policy Institute (EPI) shows<sup>21</sup>, the number of school leaders quitting early has risen whilst the numbers getting to retirement age has fallen:

Chart 1 – Extract from EPI report on the teaching workforce after the pandemic

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<sup>17</sup> ASCL,

<https://www.ascl.org.uk/ASCL/media/ASCL/Help%20and%20advice/Pay%20and%20Conditions/ASCL-Cymru-evidence-to-IWPRB-4th-remit-fv.pdf>

<sup>18</sup> <https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Consultation%20responses/2022/ASCL-reponse-to-IWPRD-4th-Report-fv.pdf>

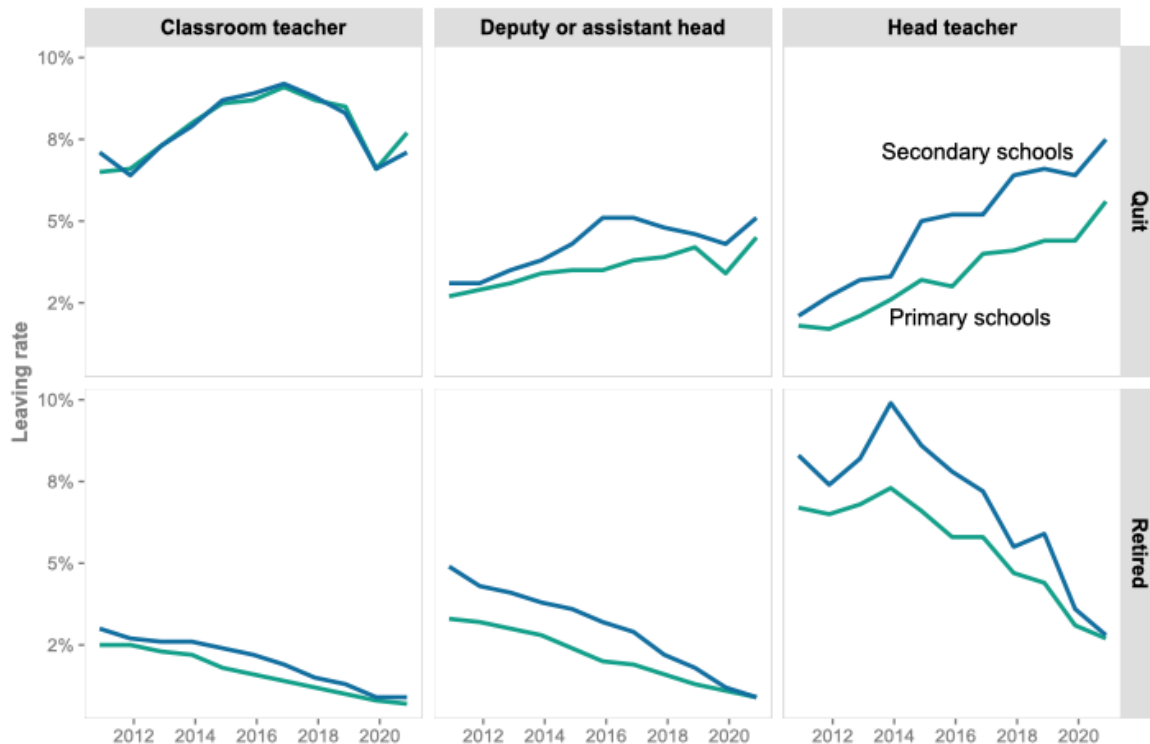
<sup>19</sup> *ibid*

<sup>20</sup> <https://home.edurio.com/insights/staff-retention-in-academies>

<sup>21</sup> EPI, <https://epi.org.uk/publications-and-research/the-teaching-workforce-after-the-pandemic/>

## Leaving rate by school type and grade

Percentage of the previous year's teachers who were no longer teaching



Source: School Workforce in England, 2021

107. The report “Leading After Lockdown” the research project led by The University of Nottingham and The University of Oxford<sup>22</sup> indicates that 30% of Headteachers intend to leave the profession within 5 years before normal retirement. Furthermore, the same research states that 41% of Headteachers either strongly agree or somewhat agree with the statement that “I would leave teaching if I could find a job that matches my salary”.

108. Addressing the pending crisis of recruitment and retention of school teachers and leaders is of strategic importance and this requires a strategic response. ASCL believes that it should not be left to an annual battle of wills based around a pay review body process that is inevitably subject to whatever public sector pay restraint and wider economic forces that are in play at any given time. This strategic review allows for the Welsh Government to set out how it intends to implement policies that:

- a. Repairs the erosion of school teachers’ and leaders’ pay through ringfencing the necessary finances to deliver above RPI increases over a number of years.
- b. Sets out a long term strategy to deliver on the promise at the outset of pay devolution that teachers and leaders in Wales would always be better off

<sup>22</sup> Greany et al, <https://schoolleadersworkandwellbeing.files.wordpress.com/2022/06/leading-after-lockdown-final-report-2-2.pdf>

than their English counterparts.

- c. Places teaching in Wales as the occupation of choice for graduates and school leadership as the progression route of choice for school teachers.

109. As indicated in paragraph 96 above, ASCL welcomes the flexibility provided within the STPC(W)D for the setting of school leaders' pay. As we stated in our submission to the IWPRB 3<sup>rd</sup> Remit<sup>23</sup>, we remain concerned, however, at the lack of guidance available to relevant bodies in how such flexibility can be applied. The Department for Education in England produces advice in its guidance document titled "Implementing your school's approach to pay".<sup>24</sup> In the absence of Welsh specific guidance it is inevitable that relevant bodies, school leaders, and trade unions will refer to the English guidance when debating pay setting in Welsh schools.

110. ASCL believes that a similar document should be developed to assist the formulation of pay across schools in Wales.

111. Pay flexibility for school leaders is essential if individual schools are to be able to attract the right leaders for their particular circumstances. It is simply not possible to establish a set pay formula at the Senedd and expect this to be applicable across all areas of Wales.

112. The role of the STCP(W)D is to provide structure and guidance to pay setting but at the same time to allow adequate variation for schools' to set their own levels of pay for school leaders.

113. ASCL welcomes the reintroduction of leadership pay scales back into the STPC(W)D. This helps to guide the determination of pay for leaders and how leaders' pay should progress in the years following appointment. We remain concerned, however, that the implementation of the 2017/18 pay award has resulted in confusion and pay differentials across local authorities in Wales. The strategic review provides an opportunity to reset all pay reference points across Wales to a single point of reference in line with those local authorities that adopted the higher rates in 2017/18.

**Question 4: Are there any aspects of the current structure which need to be transformed more radically? If so, what are they, and how could they be changed?**

114. The STPC(W)D rightly contains a number of measures to aid the recruitment and retention of teachers that go beyond uplifting pay. School leaders are specifically excluded from such measures.

115. ASCL believes that the potential effectiveness of such measures as an aid for school leader recruitment and retention should be explored.

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<sup>23</sup> <https://www.ascl.org.uk/Help-and-Advice/My-employment,-pay,-conditions-and-pension/Pay-and-conditions/ASCL-evidence-to-the-IWPRB-3rd-remit>

<sup>24</sup> DfE,

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/786098/Implementing\\_your\\_school\\_s\\_approach\\_to\\_pay.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786098/Implementing_your_school_s_approach_to_pay.pdf)

116. Recent improvements to starting salaries for teachers (including the removal of the M1 pay point) begin to address the issue of attracting new talent into the teaching profession but do little to help address the recruitment and retention crisis for school leaders. The increase in pay at the bottom of the scales has been at the expense of increases elsewhere and has resulted in a flatter pay scale and an erosion of the differential between teachers' pay and that of school leaders.

117. Across a number of scenarios, there has been a 5% erosion in the differential of school leaders pay compared to that of teachers since 2015. Teachers on the upper pay scale who are paid a TLR supplement may face the situation that a school leadership position offers little or no pay enhancement, which is clearly going to act as a disincentive to apply for leadership positions. The restoration of this differential on school leaders' pay points would be a useful first step in adequately rewarding school leaders.

**Question 5: What entirely new elements could be introduced to teachers' and leaders' pay and conditions? Please set out how such new elements would help to respond to change and to achieve the aspirations for education in Wales.**

118. A new element we would like to see introduced is the provision of directed time for school leaders.

119. Whilst we acknowledge and appreciate that the responsibilities and demands of the roles of headteachers and school leaders would not fit into the agreed 1,265 hour framework for teachers, it cannot be the case that their working hours are unlimited, protected only by reference in the Document to the Working Time Regulations 1998.

120. There must be some provision to protect school leaders' working days and hours to ensure that they are able to achieve a reasonable and acceptable work life balance as indicated in the Document.

121. There must be an upper limit to the days and hours on which headteachers and school leaders can be *required* to work.

122. We have seen throughout the pandemic the additional demands placed on headteachers and school leaders, many of which were not within the remit of their roles such as Test, Trace and Protect and yet resulted in them being required to work in evenings, weekends, school holidays and public holidays.

123. We were aware of questions being asked as to whether headteachers had 'requested to take their annual leave entitlement' as though they were expected to book time off in advance and if they hadn't, they were required to carry out the additional demands.



124. The 2021 report “Closing the Gender Pay Gap in Education: A Leadership Imperative”<sup>25</sup> contains detailed analysis of the extent of the gender pay gap in England. This showed a gender pay gap across different roles as follows:

- a. Classroom Teachers – men are paid on average 2.4% more than women
- b. Headteachers – men are paid on average 11.3% more than women
- c. Other Leadership – men are paid on average 6.4% more than women

125. Analysis of the Schools Workforce Census results for Wales<sup>26</sup> shows the following gender pay gaps as at November 2020:

- a. Classroom Teachers – women are paid on average 0.8% more than men
- b. Leadership – men are paid on average 8.1% more than women

126. Such a significant gender pay gap across Leadership in Welsh schools is a major cause for concern, which requires further investigation and action. The 2021 report referenced above<sup>27</sup> calls, amongst other things, for the following actions (all of which are equally applicable in Wales):

- a. Improve national level analysis of the pay gap trends
- b. A comprehensive review of the pay framework for both classroom teachers and leaders. This should include:
  - i. comprehensive analysis by the Department for Education on the equality implications of the teachers’ and leaders’ pay system,
  - ii. review of the factors determining pay for school leaders
  - iii. review of the question of which leadership roles are covered by the existing pay structure
- c. Provide greater support to help mitigate some of the systemic barriers to flexible working opportunities for all roles, including senior leaders.

127. ASCL believes that a review of the gender pay gap in Education in Wales is essential and its findings should be fed into this strategic review.

128. More data and subsequent research is also needed in relation to flexible working. In their report<sup>28</sup> for the Department for Education, Cooper Gibson Research highlighted the potential benefits of flexible working. Such benefits include improvements to recruitment and retention, staff morale and wellbeing, and capacity and skills development – all of which are of critical importance to the future of high performing schools in Wales and are referenced elsewhere in this submission. Increasing the availability of flexible working is also likely to help close the gender pay gap across school leadership positions.

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<sup>25</sup> ASCL et al, <https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Closing-the-gender-pay-gap-in-Education-a-leadership-imperative.pdf>

<sup>26</sup> <https://gov.wales/school-workforce-census-results-teacher-pay-interactive-dashboard>

<sup>27</sup> ASCL et al, <https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Closing-the-gender-pay-gap-in-Education-a-leadership-imperative.pdf>

<sup>28</sup> Cooper Gibson Research, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/938537/Exploring\\_flexible\\_working\\_practice\\_in\\_schools\\_-\\_final\\_report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/938537/Exploring_flexible_working_practice_in_schools_-_final_report.pdf)

129. The report<sup>29</sup> also highlights the many challenges that stand in the way of implementing flexible working in schools. ASCL believes that such challenges will inevitably prove insurmountable in many schools unless deliberate and positive steps are made to promote and enable flexible working.

130. There are many positive examples of flexible working within school leadership positions, including case studies highlighted on the ASCL website.<sup>30</sup>

131. In England, the DfE has published a series of resources<sup>31</sup> to support and promote the take up of flexible working. The resources include non-statutory guidance, case studies, research and flexible working ambassador schools. There is much in these English resources that is equally applicable in Wales.

132. ASCL proposes that the following steps are taken as part of this strategic review:

- a. Research into the current state of play regarding flexible working across Welsh schools, including analysis of the roles currently benefitting from, and hoping to benefit from, the different options of flexible working arrangements.
- b. Developing active measures that can promote and support the adoption of flexible working practices across schools in Wales.

#### **Question 6: Do you have any other comments you would wish to make?**

133. This strategic review provides an opportunity to assess the availability of data to support the pay review process. ASCL has reported in previous submissions to the IWPRB our frustrations at the lack of data (or indeed inaccurate data) relating to leadership roles.<sup>32</sup>

134. This strategic review provides an opportunity to take stock of available data and to plan for building a comprehensive system of data collection that will fully inform future remits of the IWPRB. In the absence of Welsh specific data, consultees are pushed towards a reliance on England or UK wide data which, in the absence substantive evidence to the contrary, we must assume applies to Wales.

135. There is a particular gap in data relating to leadership roles. For example, there is no accurate, publicly available data relating to:

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<sup>29</sup> Ibid

<sup>30</sup> ASCL, <https://www.ascl.org.uk/Our-view/Campaigns/Equality,-diversity-and-inclusion/Flexible-working-practice>

<sup>31</sup> <https://www.gov.uk/government/publications/flexible-working-in-schools/flexible-working-in-schools--2>

<sup>32</sup> ASCL, paras 75-77, 96;

<https://www.ascl.org.uk/ASCL/media/ASCL/Help%20and%20advice/Pay%20and%20Conditions/ASCL-Cymru-evidence-to-IWPRB-4th-remit-fv.pdf>

- a. Different types of leadership vacancies, numbers of applicants, vacancies filled.
  - b. Age of retirement across the different leadership roles.
  - c. Retention in different leadership roles, including destinations and reasons for leaving roles.
136. More widely available and interrogatable data can help improve transparency and aid relevant bodies and school leaders alike ensure pay is appropriate and equitable.
137. ASCL proposes a broad system of pay transparency that would enable school leaders to assess pay rates in their own school with comparable schools.
138. ASCL wishes to note that caution needs to be applied when seeking to introduce changes to teachers' and school leaders' terms and conditions of employment. Whilst specific terms and conditions are covered by the STPC(W)D, the provisions of the Burgundy Book arrangements, applicable across England and Wales, apply to other terms and conditions. Any changes made in relation to the Burgundy Book can only be done so with the explicit consent of the parties to this existing agreement.

#### Summary

139. This strategic provides an opportunity to implement the following:
- a. Restoration of pay rates and differentials with a commitment to embedding equality, fairness and transparency.
  - b. Improvement to teachers' and school leaders' wellbeing through a variety of measures.
  - c. Measures to ensure the future efficacy of the IWPRB process.
140. ASCL believes that the measures in the following table are necessary to achieve these three broad aims:

1.	A long-term commitment to funding over a number of years in order that the significant real term decline in pay rates can be reversed together with the re-establishment of previous differentials between pay scales.
2.	Additionally, that pay increases be fully funded through the allocation of school budgets with additional funding provided should pay awards be higher than anticipated when the budget was set.
3.	An immediate tri-partite review of the gender pay gap to establish its prevalence and measures needed to address it.

4.	An immediate tri-partite review of flexible working arrangements across schools in Wales to promote and facilitate access and uptake of flexible working across all roles.
5.	A commitment to assess the impact on school teachers' and leaders' working hours before progressing new initiatives across schools in Wales.
6.	Drawing the investigation into school term times to a swift close and establishing that the arrangements which have endured for decades should continue.
7.	The implementation of guidance for relevant bodies on implementing pay arrangements in schools together with the commitment that pay is best determined at local level for school leaders.
8.	Additions to STPC(W)D to establish fair and reasonable arrangements in terms of working time, breaks and leave for school leaders.
9.	Supply teachers to be brought under the auspices of STPC(W)D.
10.	An immediate tri-partite review into the workings of the IWPRB process, including: <ul style="list-style-type: none"> <li>i. Identifying how timescales and submission/reporting dates can work efficaciously for all parties.</li> <li>ii. Assessing the data currently available to support the process and how this can be improved.</li> </ul>

Louise Hatswell and Carl Parker

Conditions of Employment Specialists: Pay

Association of School and College Leaders

2 December 2022



Mr Jeremy Miles  
Minister for Education and Welsh Language  
Welsh Government  
5<sup>th</sup> Floor  
Tŷ Hywel  
Cardiff Bay  
CF99 1NA

29 April 2022

Dear Jeremy

**Proposed changes to school day and school terms in Wales**

We note that a non-statutory consultation is under way on changes to the school terms in Wales.

This is taking place as a result of the Welsh Labour Party Manifesto which stated that it would: *'Explore reform of the school day and the school year to bring both more in line with contemporary patterns of family life and employment.'* and the Plaid Cymru Co-operation Agreement which states: **'School term dates** – *Aim to reform school term dates to bring them more in line with patterns of family life and employment. We will also explore options to reform the rhythm of the school day to create space for more wide-ranging, culturally accessible activities and opportunities.'*

We would expect any proposals such as these to provide a clear, evidence backed benefit to the education of the children and young people in Wales. ASCL Cymru has repeatedly called for the Welsh Government to provide the educational rationale and supporting evidence base on which these proposals are based, but to date this has not been forthcoming.

In its recommendations, a report published by the Welsh Government in January 2022<sup>1</sup> states: *'Due to the mixed and inconclusive nature of the evidence identified in this review, it is recommended that any proposed programme of school calendar change in Wales should incorporate high quality and thorough evidence gathering, at all stages, from planning and consultation stages, through to setting out a clear rationale, and to assessing implementation and impact.'*

Furthermore, the report states *'It is recommended that the reasoning and logic behind any proposed changes to the school year be clearly set out. This should include details of anticipated outcomes, including benefits such as learner progress, attainment, health and wellbeing, practitioner health and wellbeing and workload and family life, and the economy. How and when these outcomes and benefits are expected to manifest themselves, and how they will be evaluated, should also be given explicit consideration and clearly described.'*

We remain concerned that these proposals are based purely on political rationale, rather than to improve the educational opportunities and outcomes in Wales.

Since the onset of the coronavirus pandemic in March 2020, schools have changed the way in which they work, adapting at pace to the ever-changing situation and guidance from

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<sup>1</sup> [Effects of changes to the school year and alternative school calendars: review of evidence](#)

Cont'd

Welsh Government and Public Health Wales. Most workplaces have done the same, working more flexibly than ever before.

However, we note that Question 17 on the Beaufort School Workforce Survey does not include schools as employers in the groups who may be affected – there is just a category for employers of parents with school aged children. School leaders would be most affected by any of these changes, not only as individual employees but also as agents of the employer.

Whilst responsibility for some aspects of teachers' pay and conditions, including the School Teachers' Pay and Conditions (Wales) Document was devolved to the Welsh Government in 2018, the document 'Conditions of Service for Teachers in England and Wales' (known as the Burgundy Book), remains applicable in Wales. This statutory document is not under the purview of the Welsh Government.

We are concerned that no consideration appears to have been given to the impact of the provisions of the Burgundy Book on any changes to the school terms or school day. For example, Section 3: Appointment: Resignation: Retirement, 1.1 states:

*'Teachers shall be paid salary in accordance with the terms of the School Teachers' Pay and Conditions Document by monthly instalments and should receive not less than one-third of a year's salary for each full term's service. For the purpose of these arrangements the three terms in each year shall be constituted as follows:*

*the Summer term from May 1 to August 31;  
the Autumn term from September 1 to December 31;  
the Spring term from January 1 to April 30.'*

This section includes more detailed information in relation to payment, notice periods and resignation dates. These statutory provisions remain applicable and may not be changed.

It remains unclear how the Welsh Government anticipate that headteachers, local authorities and governing bodies will manage their responsibilities to the teachers and school leaders employed by them under the Burgundy Book if the school terms were to be changed.

The potential implications from this are wide ranging and include the risk of significant consequential impact on recruitment and retention of teachers and school leaders in Wales.

For the reasons stated above, ASCL Cymru cannot support the proposed changes to school terms and school day. We call on the Welsh Government to provide the rationale and logic for its proposed changes, in line with the recommendations of its own report.

We also call on the Welsh Government to explain its plans in relation to its proposals and the implications from the statutory provisions of the Burgundy Book for teachers and school leaders in Wales.

Sincerely

**Eithne Hughes**

ASCL Cymru Director / Cyfarwyddwr ASCL Cymru

**Matt Salmon**

ASCL Cymru President

**Hugh Davies**

ASCL Cymru Immediate Past President

**Claire Armitstead**

ASCL Cymru Vice President

**Neil Davies**

ASCL Cymru Vice President

## Annex 2 – Response from the Minister for Education and the Welsh Language

**Jeremy Miles AS/MS**  
Gweinidog y Gymraeg ac Addysg  
Minister for Education and Welsh Language



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref JMEWL/00919/22

Eithne Hughes  
Director of ASCL Cymru

corporateadmin@ascl.org.uk

16 May 2022

Dear Eithne,

Thank you for your letter of 29 April regarding the Programme for Government and Cooperation Agreement commitment to explore reform of the school day and school year in Wales.

As you are aware, we commissioned Beaufort Research to undertake a broad range of social research activity to understand current perceptions of the school year, potential appetite for change and implications of different types of reform. This activity has included online focus groups with parents and carers, children and young people and the education workforce, online surveys, quantitative research, business breakfasts and stakeholder interviews. I am grateful to you and your union colleagues for encouraging your members to take part.

I have been clear that, in line with the recommendations of the rapid evidence assessment "*Effects of changes to the school year and alternative school calendars: review of evidence*", commissioned by my officials, we will continue to develop the evidence and policy base before considering any options for reform. The Beaufort work helps contribute to that.

The social research activity has now concluded, and I look forward to receiving the final report from Beaufort Research. As you know, I have asked my officials to share the report with the school workforce Unions ahead of any subsequent publication. I hope we will be able to do this very shortly, after which I would welcome further reflection and collective discussion.

I am also aware of your concerns regarding Teachers' Pay and Conditions if any changes were to be made to the structure of the current school day or school year. I want to reassure you that the Burgundy Book will remain applicable in Wales and that full consideration will be given to this as proposals for reforms are considered. The Burgundy Book is an agreement of contractual matters between employers and unions and the Welsh Government has no authority, nor intention, to intervene in such matters.

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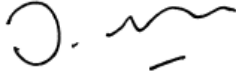
Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

We have no plans to change the statutory conditions of employment of teachers or head teachers regarding their professional duties or working time in relation to these policy areas. Consequently, we will also ensure full consideration is given to Teachers' Pay and Conditions as we develop policies around the school day and school year. The current process for reviewing statutory pay and conditions for teachers, as provided in the School Teachers' Pay and Conditions (Wales) Document (STPC(W)D), remain unchanged and will continue along previously agreed timescales.

I very much welcome ASCL Cymru's continued engagement both on these matters and on all aspects of education in Wales and look forward to continuing to work closely with you.

Yours sincerely,

A handwritten signature in black ink, consisting of a circular initial followed by a series of wavy lines and a short horizontal stroke at the end.

**Jeremy Miles AS/MS**

Gweinidog y Gymraeg ac Addysg  
Minister for Education and Welsh Language



## Annex 3

### Results of ASCL Survey of Members affected by the IWPRB 4<sup>th</sup> Report (2022)

This information was submitted as part of ASCL’s response to the 4<sup>th</sup> Report of the IWPRB.

1. ASCL surveyed its members in scope of the IWPRB recommendations over the last week of August and the beginning of September. In total 619 members were invited to complete the survey with 132 responses. This is a response rate of over 21% and is notably higher than pay surveys carried out previously.
2. ASCL also surveyed members in England covered by the remit of the STRB. This survey had broadly similar results with a total response of 2,203 school leaders in England.
3. The survey data contains compelling evidence that there is widespread dissatisfaction with the remuneration of school teachers and leaders and that pay is a significant issue with regard to recruitment and retention.
4. When asked “*does your salary have any bearing on your intentions to stay in or leave the teaching profession?*” 67.5% of respondents answered that their salary has an impact on them remaining in the profession.
5. Of those respondents (89 in total), a significant majority indicated that their decision to leave the profession would be altered if pay was to increase in real terms in the future. Table 1 below contains the data from the survey.

Table 1 – responses of school leaders who indicated that pay is a factor on their intentions to stay in or leave the profession.

<b>Please indicate your intentions in the circumstances below (answer the scenario/ scenarios that most apply):</b>						
<b>Answer Choice</b>		<b>Leave in the next year</b>	<b>Leave in 2-3 years time</b>	<b>Leave in 4-5 years time</b>	<b>Stay in the profession</b>	<b>Response Total</b>
1	Pay continues to decline in real terms	7	43	34	5	89
2	Pay remains broadly the same	2	20	41	23	86
3	Pay improves in real terms	0	4	9	73	86
<b>answered</b>						<b>89</b>

6. Table 1 indicates that less than 6% of respondents would stay in the profession beyond 5 years if pay continues to decline in real terms. This figure jumps to almost 85% of respondents stating that they would stay in the profession beyond 5 years if pay was to improve in real terms.
7. The potential destinations of those who intend to leave are shown in Table 2 below. This shows that almost two thirds (62.9%) are destined for either a role outside of education or early retirement.

Table 2 – potential destinations of school leaders who indicated that pay is a factor on their intentions to stay in or leave the profession

<b>If you do leave, what will your next role be? (choose one only)</b>		
<b>Answer Choice</b>	<b>Response Percent</b>	<b>Response Total</b>
1 Another role within education (not teaching or leadership)	32.6%	29
2 Another role outside education	40.4%	36
3 Normal retirement	2.2%	2
4 Early retirement	22.5%	20
5 Other (please specify):	2.2%	2
<b>answered</b>		<b>89</b>

8. Two thirds of all respondents to the survey indicated that other factors also impact on their intentions to stay in or leave the profession. It would appear that nothing has changed since ASCL’s survey of members in February 2021, which showed similar results. The factors impacting on respondents in terms of their intentions are shown in table 3 below.

Table 3 – Factors other than pay that impact on school leaders’ intentions to stay in or leave the profession

<b>Please indicate which factors prompt you to consider leaving the teaching profession (choose all that apply to you):</b>		
	<b>Response Percent</b>	<b>Response Total</b>
Unsustainable workload/working hours	69.3%	61
Exhaustion/fatigue	68.2%	60
Stress	46.6%	41
Wellbeing	46.6%	41
Lack of recognition of role/profession	45.5%	40
Lack of recognition/respect from the government	43.2%	38
Pressure from funding restraints	43.2%	38
Government education policy	33.0%	29
Accountability measures	30.7%	27
Other (please specify):	19.3%	17
Impact of covid	10.2%	9
Limited career progression	6.8%	6

9. There is much that can be done through the IWPRB remit and the associated provisions of the STPC(W)D to address a number of the concerns identified in table 3. This is further evidence to demonstrate that urgent action is needed to address these issues. Failure to

take such action will be seen in the impact on the retention of school leaders in our schools.

10. ASCL members also hold a dim view of the ability of pay rates for the profession to attract, retain and develop talent. Table 4 shows the responses.

11. Table 4 – How pay impacts on recruitment and retention

<b>Please answer this question from the perspective of how pay affects the teaching profession. How effective do you think the salaries proposed for school teachers and leaders in the 2022 pay award will be in terms of?</b>							
		<b>Very ineffective</b>	<b>Ineffective</b>	<b>Neutral</b>	<b>Effective</b>	<b>Very Effective</b>	<b>Response Total</b>
1	Attracting the best graduates to the profession	31	59	32	10	0	132
2	Teachers remaining in the profession	23	73	27	9	0	132
3	Teachers aspiring to become school leaders	28	49	46	8	1	132
4	Leaders remaining in the profession	29	62	31	10	0	132
<b><i>answered</i></b>							<b>132</b>

12. Table 4 shows that under 8% of respondents believe that salaries are effective in attracting the best graduates to the profession; under 7% believe that salaries will encourage teachers to stay in the profession; the same proportion believe that salaries encourage teachers to become leaders; and under 8% of respondents believe that salaries will encourage school leaders to remain in the profession.

13. The ASCL survey of members affected by the IWPRB pay recommendations provides clear and compelling evidence that current and planned levels of remuneration is having, and will continue to have, a significant detrimental impact on the recruitment and retention of school teachers and leaders.