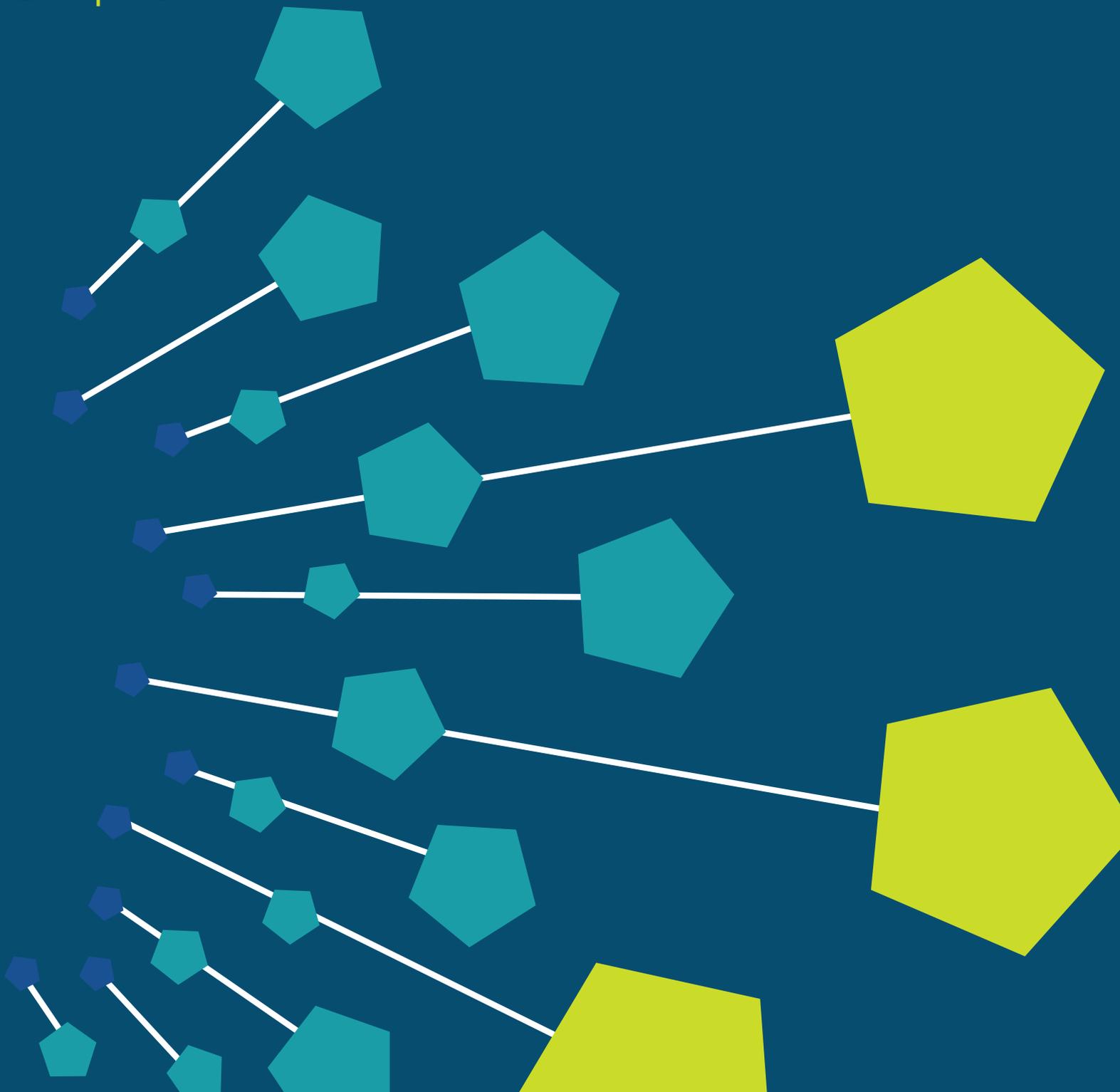




Conference report

9-11 April 2018
Liverpool



Foreword from joint general secretary, Mary Bousted

The association had a momentous 2017. The amalgamation of ATL with the NUT to form the National Education Union created a milestone in education trade union history. With nearly half a million members, across all sectors in education, the NEU is a strong force for good for education professionals – teachers, support staff, lecturers and leaders – but also for the children and young people we serve, who deserve schools and colleges that are adequately funded, and a curriculum that engages their interests and motivates them to achieve their potential.

The NEU benefits from the strong and close working relationship, and respect, between the two joint general secretaries, Kevin Courtney and myself. We are committed to, and focused upon, the NEU's campaign priorities: achieving adequate levels of school funding to properly educate all pupils; paying education professionals a proper wage for the skilled and essential work they do for society; reforming the accountability system; and driving down teacher and school leader workload, which is the major cause of the current exodus from the profession. It is a startling fact that over half of England's teachers leave before they have spent 10 years in the classroom, driven out by exhaustion and stress. This situation must change, and the NEU is committed to achieving that change.

This is the final ATL Conference. I am confident that it will be a fitting testimony to all that ATL has achieved in its 134-year history. I look forward to informed, cogent debate, based on the experience and knowledge of the Conference members. We have serious issues to discuss, policies to determine and the opportunity to engage in sector meetings and CPD that will enrich and refresh us as professionals.

I look forward to meeting as many of you as possible at Conference.

ATL section president and chair of Annual Conference 2018, Niamh Sweeney

This report highlights the extensive work carried out since Conference 2017. The motions passed last year have been put into action by the Executive Committee, and inform the far-reaching work of our professional staff in the policy, legal, communications and organising departments, and across our regions and nations.

The snap general election last summer gave us an excellent opportunity to campaign alongside other education unions, and, most importantly, parents and community organisations, to highlight our grave concerns at the impact of underfunding across our sector.

Education, from early years to post-16, was back on the political agenda, and we made a difference. Independent research suggested some 750,000 voters were influenced by education issues when making their decision at the ballot box in June, and our voice secured £1.3 billion extra cash for schools from the then secretary of state, Justine Greening, in July.

With the School Cuts campaign, we saw glimpses of the future and how the NEU, as the largest education union, can build on our existing research, policies and campaigns to deliver the education service our profession, children, young people and society deserve.

I would like to thank all our professional staff and members who have developed and advanced the work of ATL to support our members and progress the issues that impact on their working lives. I especially want to thank all those members who took an active role, however small, in shaping the work of their trade union this year.

New union

The successful outcome of the ballot to amalgamate the ATL and NUT to form the National Education Union was reported to last year's ATL Conference. Following the ballot, approval was sought from the Certification Officer for trade unions and employers' associations for the amalgamation. Formal approval was received following a six-week period to allow for complaints regarding the conduct of the ballot: no complaints were received. ATL and NUT were removed from the register of trade unions at the end of August and the NEU registered from 1 September. Both ATL and NUT were required to submit AR21 returns to the Certification Officer for the period up until 31 August 2017, together with audited accounts for the same eight-month period. The audited accounts are included elsewhere on the agenda for Conference.

The NEU Joint Executive Council (JEC) was established on 1 September 2017 with 12 members appointed by the ATL Executive and 18 members by the NUT Executive. During the 16-month transitional period until 31 December, ATL and NUT will operate as autonomous sections within the NEU. The JEC is responsible for NEU matters and making preparations for January 2019, when a new Executive Committee will be established as the two sections disappear. So far, the JEC has met on four occasions and is chaired on an alternating basis by each section's president. One of its first decisions was to authorise a ballot for a political fund. Approval was sought from the Certification Officer for the political fund and ballot rules and, once this had been received, a postal ballot of members was held. The ballot overwhelmingly supported the establishment of a political fund and the contribution in 2018 is £1.79 per contributing member. Work is underway on financial planning for the new union together with consultation on the new staffing and committee structures. Notification has been sent to districts regarding the ballot for members for the new Executive, which will take place in the autumn term.

The NEU sent a combined delegation to the Trades Union Congress in Brighton in September. Joint delegation meetings were held and a unified position was adopted on all business at the congress. A similar approach is being adopted for congress and TUC equality section conferences in 2018.

The Joint Executive Council has spent much effort in preparing the arrangements for the first NEU conference being held in Liverpool in 2019. At its meeting in March it will approve the Conference Standing Orders/Business Committee arrangements together with the

Conference Standing Orders so that they can be included on the agenda for both section conferences in 2018 for approval.

Member recruitment and development

There was a 2.6% increase in the number of working members recruited to the ATL section during the last academic year, compared to the previous 12 months. During the final four months of 2017, the NEU's creation accelerated this upward trend, more than doubling the number of joiners during the year to January 2018. Although working membership of ATL had fallen by 1.9% at the end of August 2017, working membership of the ATL section of NEU had risen by 11% by the end of the year. This is despite working member leaver numbers remaining historically high, up 4.4% in 2017 compared to 2016. Members who are either retiring or leaving the profession continue to account for three in four of these leavers.

The year-on-year membership growth recorded for the whole ATL section during 2017 is replicated across all sectors and roles. Support staff membership is up 21%, post-16 and independent school membership up by 2.5% and leadership has increased by one per cent. The creation of the NEU has also boosted year-on-year growth of our newly qualified (up 9.7%) and student/trainee membership (up 48%). A total of 23,850 trainees and students had been recruited and entered onto the NEU membership system during October and November 2017 - almost a two-and-a-half times the number recruited the year before. Membership of newly qualified teachers is also on the up.

While this rise in overall student/trainee and newly qualified teacher (TNQ) membership is pleasing, it masks the most serious membership challenge facing the NEU: the recruitment of School Direct trainees. Our latest estimate puts NEU membership density amongst these school-led trainees at just over one-third - at the end of November, the NEU had 4,901 trainee members following a school-led route. Although this is double that achieved by ATL on its own a year previously, it is still less than half the density that both the ATL and NUT typically achieve amongst higher education institution-led students. Given that these school-led routes now account for two in five trainee teachers, and rising, this relatively low membership density amongst School Direct trainees presents a clear and present danger to future NEU teacher membership.

Our organising team has been very active on a range of fronts, raising the profile of the NEU, recruiting new workplace reps, delivering our campaigns and reaching out to ITT and

School Direct trainees and newly qualified teachers in conjunction with NUT colleagues. The organising team worked with NUT section colleagues to launch the NEU in over 650 workplaces across the country over 15 weeks, recruiting 120 new workplace reps as part of that process. The team also made over 200 presentations at ATL section learning events and district and branch meetings.

The organising team has continued to play a leading role in the workload and School Cuts funding campaigns. Workload campaign activity has included helping reps and members complete the workload tracker, running CPD sessions as part of the learning programme, delivering workplace presentations on the campaign and developing new resources and materials for the campaign group, including a survey of members and new tools for reps and members to use to tackle workload in the workplace (*resolution 26: Workload*).

The workload campaign has reached almost every corner of the country thanks to the organising team's efforts. Seven workload campaign events were developed and delivered and gave us an opportunity to recruit new ATL section reps. To date, over 500 have been recruited, many through workload campaign visits and at local learning events.

Ahead of the June election, members and reps were encouraged to highlight the impact of £2.8 billion school cuts with their MPs (*resolution 1: Worth less? An urgent need for fairer funding in all our schools; resolution 2: Inadequate school funding; resolution 3: Effects on SEND students of funding cuts; resolution 5: Funding crisis in provision for pastoral care; resolution 6: Funding gap*). Members joined with parent groups to take part in community campaign activity. The School Cuts website highlighted how much each school would lose and, once the Government realised education funding was a key issue for voters at the ballot box, in July the then secretary of state Justine Greening found £1.3 billion extra for schools.

To keep up the pressure, in October, we organised a joint ATL and NUT mass lobby of Parliament on funding. Over 1,000 parents, members of the public and NUT and ATL section members gathered in Westminster to raise the profile of this crucially important issue with their MPs.

The ATL section's extensive learning programme remains a crucial part of our pitch to potential members and provides a starting point for members to engage in wider union activities and activism. Almost 120 events were held around the country between July 2017 and January 2018, attended by nearly 2,800 members. The learning event programme

included a wide range of established courses, looking at subjects such as mental health and well-being, managing workload and behaviour management along with several new topics, including metacognition and the role of memory in academic attainment. Several half-day 'pick'n'mix' style courses, designed to give our members more flexible, accessible CPD, were also introduced. This was in response to findings in the learning needs survey developed with the University of Ruskin, which also showed that one in five ATL section members had attended one of our training events. The learning offer for leadership members has also been developed during the year, with ethical and authentic leadership practices and principles underpinning the training, while CPD sessions formed a central part of the inaugural AMiE conference held in November (*resolution 17: Ethical progression into leadership*).

Equipping our network of workplace reps and branch and district officers with the skills, expertise and support they need to effectively represent and promote member interests continued to be a priority for the organising team. This CPD work has included the training of several workplace reps as mental-health first-aiders, equipping them with knowledge and skills to support staff and young people.

The organising team developed and delivered several important conferences during 2017. Over 300 reps attended the 2017 regional reps summer conferences, where they learned more about their role in NEU, how to create rep workplace teams and the workload and funding campaigns. A series of 'Back to Work' conferences were run across the regions during the summer, focused on managing workload. An ethical leadership debate in Manchester in November, hosted by ATL Future's New Professionals Network, featured contributions from Manchester City Council Labour leader Sir Richard Leese and AMiE's Mark Wright, among others, while January 2018 saw the first-ever national ATL section women's conference. The event, organised with the Equalities and Diversity Committee, was held in London and was attended by over 80 members. Issues discussed included women in leadership, women and STEM, and menopause.

As well as overseeing the ATL section's learning and training activities for reps and branches, our District and Branch Relations Committee (DBRC) has continued to develop new support resources for branches and districts, particularly on the amalgamation process. Support and advice on the amalgamation ballot and the transition towards NEU local districts due in January 2019 was provided to district and branch secretaries during termly meetings. Together with a mix of plenaries, workshops and FAQs, the DBRC has ensured

that ATL section local officers have been fully briefed on the amalgamation process over the last 12 months.

The DBRC has also continued to coordinate joint working wherever possible with the NUT in priority campaigns around funding and workload. A joint ATL-NUT secretaries briefing, held in June 2017, helped to cement this joint working approach. A second joint meeting scheduled for March 2018 will help to further consolidate local and regional NEU campaigning activities. Meanwhile, the DBRC has been busy supporting local officers in a range of other ways, including providing health and safety advice, embedding a mentoring system and refreshing the induction training for new officers.

Defending members

The Defence Committee has been working on the 2017 Conference resolutions allocated to the committee by the Executive. The professional staff within legal and member services have also had input into Conference resolutions where appropriate.

Guidance is being drafted around the issues of honour-based abuse and abuse related to faith and belief (*resolution 32: Honour-based abuse and child abuse related to faith and belief*). In addition, the committee is involved with the national working group set up by the Metropolitan Police to develop ways of educating and supporting members around these sensitive issues.

Factsheets advising members about supply agencies (*resolution 22: Support for supply teachers*), and informing members about rights in relation to copyright (*resolution 25: Defending the intellectual property and copyright of members' work*) have been produced. Whether further advice and support can be offered to members working as supply teachers is also being explored, as a joint project with the NUT section of NEU.

More than £4 million was negotiated by regional officials for members through settlement agreements, and over £550,000 was recovered by the legal team for members who had employment-related claims. In relation to personal injury claims, Morrish solicitors secured over £350,000 for injured ATL section members and their families.

The committee has continued to support members facing criminal proceedings in relation to matters arising from their employment. The majority of cases continue to be around allegations of physical abuse, which very rarely proceed beyond a police interview.

In September 2017, the industrial action processes for the ATL and NUT sections of NEU were brought together. Between January and September 2017, ATL carried out 12 industrial action ballots, mostly around workload, proposed changes to terms and conditions and redundancy. The national action short of strike in Northern Ireland continues; actions around non-cooperation with the Northern Ireland inspectorate ETI and on key stage assessment have proved solid and popular. At the time of writing (January 2018) NEU had eight live disputes in place; these are around transfer of employer, terms and conditions and a refusal to teach.

Policy

Policy Council continues to oversee work on the 2017 Conference resolutions. One of our major successes has been to successfully establish the content of the Programme of Talks with the Department for Education (DfE). The talks, involving ministers, senior civil servants and unions, is focused on the most important issues facing schools and our members: workload, funding, accountability and the recruitment and retention crisis.

Workload

The NEU workload campaign continues, recognising that, while the Government's attempts to reduce staff workload in schools through the publication and promotion of workload reports and the development of a new workload reduction toolkit are important and should be applauded, the fundamental causes of the issue still need to be properly addressed. At the Programme of Talks we have continued to urge the Government to honour its commitment to reduce staff workload (*resolution 26: Workload*), ensure that any actions take account of the 2016 teacher workload survey findings and the Workload Challenge's acknowledgement of national-level drivers of workload, and to develop a national strategy to recruit and retain staff. We are maintaining pressure on the Government to reform Ofsted, to review the overlapping accountabilities with regional schools commissioners, and to realise the impact of Government policies. The NEU is working with other teacher and headteacher unions to develop principles.

AMiE is working in partnership with the National Governance Association on a publication for teachers and leaders highlighting effective governance, considering the workload of all staff (*resolution 28: Support staff bearing the brunt of excessive workloads; resolution 29: Support staff workload pressures*). The leadership code of practice, developed by AMiE,

also focuses on the workload of all staff, and the need to temper the demands placed upon them.

We are pushing the Government to follow the Public Accounts Committee's recent recommendation that it works with others, including unions, to review teachers' working time in the light of growing concerns about the disparity among schools on what constitutes directed time. We are also reviewing our own guidance for schools on directed time in the light of amalgamation. (*resolution 27: Directed time and the need for clear guidance*).

The problem of excessive workload in Wales is beginning to be recognised, thanks in no small part to the activity of ATL Cymru, which has used every opportunity to highlight the issue with its contacts in the Welsh Government. In the autumn, the Welsh Government commissioned the Welsh inspectorate Estyn to produce a guide to reducing workload for teachers and headteachers which was distributed to every school in Wales. Reducing workload was also emphasised as one of the key actions in the Welsh Government's action plan, Education in Wales: Our national mission 2017-21.

Funding

School funding is of mounting concern to the profession and the public. According to Survation polling, some 750,000 voters switched parties during the 2017 general election campaign because of school funding policy. Our School Cuts campaign is at the forefront of our activity in this area and proceeds apace. We lobbied Parliament during 2017 to raise awareness of the issue and put pressure on the chancellor to release more funds for schools (*resolution 1: Worth less? An urgent need for fairer funding in all our schools; resolution 2: Inadequate school funding; resolution 3: Effects on SEND students of funding cuts; resolution 5: Funding crisis in provision for pastoral care; resolution 6: Funding gap*).

The School Cuts website (www.schoolcuts.org.uk) is playing an important role in raising the profile of this campaign and has had over eight million views since its launch in December 2016. We have worked with other stakeholders, unions and parent groups in a coordinated effort to raise the profile of this campaign and to put pressure on the Government to change tack. This has led to some significant wins; in July, the Government announced there would be an additional £1.3 billion going to schools in 2018 and 2019. We believe this big win was a direct result of our campaign and work but we have much to do. The additional funding falls far short of the £2.8 billion of cuts sustained since 2015 and we are unclear what the position will be for 2020 and beyond.

Our next steps include planning a campaign leading towards the 2018 local elections, keeping school funding cuts in the public eye, celebrating our victories, working closer with parent and headteacher groups, and organising more local events.

We have also responded to two Government consultations on the National Funding Formula (NFF), asking that cuts to school funding are reversed, that all schools are funded fairly, equitably and efficiently under an NFF, that no school should lose funding through the NFF and that funding for high needs was sufficient and allocated in a timely fashion. Although we are in favour of an NFF, we believe this can only be achieved by putting in sufficient money to increase funding for underfunded areas without taking it away from better funded areas.

The impact of funding pressures on pupils with SEND is a key strand in the School Cuts campaign (*resolution 4: SEND students are being let down*). A recent survey of ATL section members revealed that funding pressures in schools have a significant impact on the quality of provision for SEND students and the working conditions of the education professionals who work closely with them. In the run-up to the local elections, the issues surrounding the high needs budget and formula will receive ongoing scrutiny and publicity as part of this campaign. Securing significant increases in SEND funding at a local and school level is an important strand of this work. We continue to make the case for a centralised complex needs fund, so that local authorities can fully support all learners entitled to an education, health and care plan, not just those with either the most complex needs or the most confident parents.

Pay

We are lobbying Government to ensure that the salaries and expenses of CEOs in education trusts are not excessive (*resolution 7: CEO remuneration*). As well as raising the matter regularly at the Programme of Talks with the DfE and through the media, AMiE is to send a letter to the secretary of state urging him to urgently address the problem. The letter will point out that pay levels are “disproportionately awry” and that they “make a mockery of public sector pay restraint that that teachers and other education staff have suffered over the last 10 years”.

Curriculum and assessment

We highlighted our concerns over the 2016 key stage 2 test data as the input for Progress 8 and comparable outcome in a meeting with Ofqual, which is mindful of the issue (*resolution 40: Producing valid key stage 2 primary assessment*). Ofqual has said it will be publishing

more information about how the 2016 and 2017 results will not limit the grades available to pupils in these year groups. Our concerns have also been raised with DfE officials and through ATL's response to the primary assessment consultation, in which we called for a new system that replaces the individual statutory assessment of every child for accountability purposes with a sampling and supported self-assessment model. ATL will insist that any future assessments must be piloted properly and that thorough workload assessments should take place before their introduction. We will continue to work closely with other unions on this issue.

We used our response to the primary assessment consultation and through regular discussions with DfE colleagues to also highlight the unacceptable pressure that national tests can place on primary school pupils and education professionals (*resolution 41: National test boycott*). We have made it clear that our members will not accept the imposition of poor policies. Discussions around possible responses to the Government's response to the primary assessment consultation, including the possibility of test boycotts, will continue. Again, we are working closely with other unions, including NAHT, on this issue.

We are pressing for clear guidance on what is expected of schools for each grade of the new GCSEs following widespread concern that changes to assessment arrangements have been rushed through yet again (*resolution 42: Confusion without levels*). In the run-up to first awarding in August, we will be working with Ofqual to look at any issues arising from the new English and maths GCSE exams particularly. We will also work with the awarding organisations (and Ofqual) after first awarding in August to provide guidance on the new grade boundaries and what they look like, and then share this with members, as well as conduct research to establish what FE and sixth form colleges (and schools with sixth forms) are looking for in terms of entry requirements.

We are stepping up our activity to ensure that all members continue to be made aware of ATL policy against the setting of unrealistic targets for appraisal (*resolution 44: Setting of unrealistic targets for appraisal*). An article signposting our revised factsheets, which include details on the Government's guidance on objective-setting, will be published in *Report* magazine. The factsheets will also be shared with FESAG, SSMAG and IPSAG as there is no statutory performance appraisal for these groups. A model policy, agreed with the NUT section and NAHT, is now available on the ATL and AMiE section websites.

The impact of Government policy on curriculum breadth has been highlighted in meetings with the DfE and through other channels (*resolution 47: Science: a curriculum that counts*;

48: Reduction of curriculum diversity). The issue has been a key theme in the NEU/School Cuts funding campaigns and we are members of the #BaccForTheFuture campaign, which campaigns to preserve the position and status of the creative arts in the school curriculum, while the NEU is a leading member of the More Than a Score coalition. We are also maintaining strong relationships with subject associations.

With the Government making it clear in April in the 2017-18 funding guidance that it is to stick with its GCSE re-sit policy, we are continuing our campaign to lobby for repeal of the policy (*resolution 43: Post-16 resits for maths and English*). We will mount a PR drive on GCSE results day to raise the issue as we expect more of the resit cohort to fail than in previous years, because of the new English and maths GCSEs.

We are also raising awareness of disabled children's need for specialised play equipment (*resolution 45: Disabled children's right to play*). ATL has blogged about the One Handed Musical Instrument Trust's (OHMI) work on removing the barriers to music-making faced by disabled children with physical impairments and their provision of specialised instruments. OHMI will also be leading a fringe session at ATL section Conference 2018.

As part of our funding campaign we have highlighted the potential loss of opportunity to non-core subjects and extra curricula activities, such as chess. We have invited Chess in School and Communities to write a guest blog on the ATL section website, highlighting the opportunities to introduce the playing of chess into the school day and the benefits of doing so (*resolution 39: Teaching of chess*).

The issue of the narrowed curriculum is raised in every curriculum, assessment or accountability negotiation meeting with the DfE, and the importance of curriculum breadth has been made a core campaign message in the funding campaign (*resolution 46: Erosion of arts*). As well as its membership of the steering group of the #BaccForTheFuture campaign, the ATL section has also supported a recent BBC research initiative into the status of the arts in English schools.

Special educational needs and disabilities

Concerns expressed in the 2016 survey remain, and the picture appears to be getting worse in terms of delays to acquiring assessments and inadequate provision to support pupils once assessments have been made. The survey revealed that professionals delivering SEND support experienced an increase in their workload in the last year and that one in five respondents are aware of illegal exclusion in their setting (*resolution 34: Inclusion not*

exclusion for SEND students). Key themes emerged from their responses: an inability to provide one-to-one support to pupils who needed it; lack of agreement between family and schools in terms of acquiring assessment for SEND; lack of mental health support available to pupils; the impact of disruption on other learners; and a perception that exclusion functioned as a 'gateway' to the right provision. This makes for uncomfortable reading and demonstrates that exclusions are being used when other parts of the system fail to deliver support to pupils with additional needs. The survey interim findings and members' interviews have been shared with DfE officials and the Children's Commissioner and presented at a national conference. We hope that once the NUT section has been able to send the survey to its members then the full findings could be shared more widely and explored to further understand and address the practices highlighted.

We worked with NUT section colleagues to submit evidence to the Education Select Committee on alternative provision and exclusion, and we will contribute to the DfE inquiry into SEND and exclusion, both legal and illegal/informal. We have also highlighted misinformation on notional SEND budgets presented by ministers at Education Select Committee hearings, and continue to lobby for adequate allocated funding for SEND support. As the DfE works toward releasing the mental health green paper and statutory relationships and sex and education (RSE) there have been several opportunities to raise our concerns about the fragmentation and reductions in provision across local authorities with DfE and Department of Health officials.

We intend to produce a blog to highlight the challenges faced by personalised placements in residential settings, which includes insecurity due to funding restraints, and an attitude of mistrust towards residential settings. Part of our research for this project involved a visit to the independent residential special school in which the lead member for SEND works to gain greater insight into the essential role that such settings play in high-quality SEND provision.

Work has begun on gathering information about staff who move, or wish to move between mainstream and special settings. So far, no clear trends have emerged that suggest there are significant barriers in making this change, in either direction.

As part of our work with the DfE on statutory RSE and PSHE we have made inclusion for pupils with SEND a key ask. This includes those within mainstream settings, and those at special schools and in PRUs. The positive and proactive response from DfE officials has been encouraging. Several blogs have been running on ATL's Safer Schools website this

term, with more planned for next term, raising the issue of inclusion for SEND in the curriculum, and demonstrating how this can be achieved.

A lack of training opportunities was highlighted as a key concern in the SEND survey. ATL section training courses continue to provide some opportunities, and staff frequently raise the issue with DfE officials.

Professionalism

We have worked with colleagues across the ATL section to ensure that schools and policy-makers are informed about the potential issues, including job replacement, arising from the requirement that all local authority maintained schools must meet apprenticeship targets under the new public sector duty (*resolution 18: Schools as employers of apprentices*). We urged the Government to engage education unions in the development of teacher apprenticeships at a TUC-organised meeting between unions and DfE officials. The ATL section's *Good Quality Apprenticeships* position statement has been updated and, following discussion at the meeting, the DfE issued specific guidance on the apprenticeship levy for schools. We have promoted the position statement at the Westminster Education Forum and Public Policy Exchange, and in an *ELM* magazine article on the apprenticeship levy. We have also offered to collaborate on the development of any future education apprenticeship standards with the Girls' Day School Trust.

A supply teachers' charter and advice factsheet has been developed as part of a campaign to address the unfair treatment of supply teachers (*resolution 20: Fair treatment for supply teachers; resolution 21: A national education supply provider; resolution 22: Support for supply teachers*). Many local authorities no longer maintain registers of supply teachers and, as a result, teachers are encouraged to register with agencies in many parts of the country and are treated as agency staff rather than qualified teachers. This means they have no access to the Teachers' Pension Scheme. As part of this campaign we have been working with AirSupply, an online recruitment service that matches schools to supply teachers without the need for an agency.

A leadership code (*resolution 23: A leadership code of practice*) that could help schools and colleges with recruitment and retention and make the workplace a better place to be for teachers and leaders has been developed after extensive research into the approaches taken in other sectors. The new code was signed off by the Executive Committee on 27 January following a review by AMiE. We will encourage the adoption of the code through a long-term promotion drive.

The development of the Chartered College of Teaching is a welcome one and the policy team has consulted colleagues around the ATL section and the relevant policy lead in the NUT section on the best ways to share the information we have about the challenges and needs of the profession with the College, and what opportunities for joint working could be created (*resolution 36: The Chartered College of Teaching*). A discussion paper, outlining options and approaches to the Chartered College for the NEU to consider, has been drafted and once we have broad agreement on the approach further discussion papers and proposals will be shared.

Skills

Our response to the Government's industrial strategy white paper made the case that, in the wake of Brexit, the UK must continue to develop the skills of young people and those already in the workforce. We called for a range of measures, including increased FE funding and the embedding of academic and technical education within the school curriculum for all pupils (*resolution 12: Government's industrial strategy, technical education and skills*). As a follow-on to this response we are conducting research into the skills gap's impact on FE and working with FESAG, urging MPs to visit their local FE colleges so they can fully understand the challenges faced by the sector to fill skills gaps after Brexit. We have also relayed these messages in regular meetings with the director of further education at the DfE. There have been some positive developments - in July ATL lobbying resulted in an extra £15 million being promised for FE professional development to support the implementation of the Skills Plan. This is welcome, but it is insufficient.

Other work

Following on from Conference's call for all staff, including supply staff and visiting staff, to have access to toilet facilities during the working day (*resolution 13: Suitable access to toilet facilities for all staff*) we are now developing guidance for members on this issue.

AMiE, ATL's leadership section

Membership recruitment and development

Overall, membership increased by a respectable three per cent last year, despite a noticeable loss of FE members as the sector continues to shrink in the face of budget pressures and area review mergers. Currently, 70% of AMiE members are school-based, and 23% are FE college-based. The other seven per cent of membership comes from

retired/associate or other education categories. Given the continued difficulties for FE colleges, recruitment and retention is challenging and is likely to remain so. The current membership consists of:

- 13% were former ACM members
- 63% converted from ATL membership
- 24% were recruited as AMiE members.

This breakdown of figures is helpful as not only does it indicate that the leadership section is helping members to stay in membership as and when their careers develop, it also demonstrates that we continue to be more than just a retention vehicle for the ATL section of the NEU.

We continue to build and develop our organising capacity to deal with the loss of reps through retirement and redundancies. We have also implemented succession planning and rep training to encourage engagement with all existing and new reps, supported by the AMiE organisers and regional officers. All AMiE officers have regional organising and recruitment plans containing target colleges. This activity is supported by the AMiE organisers and, when appropriate, the wider organising team.

AMiE continues to strongly promote ethical leadership and support the ATL section's union-wide work-life campaign and other notable ATL/NEU campaigns. AMiE officers continue to attend events with ATL and NUT section colleagues, promoting collaborative working across the whole union and building AMiE's internal and external profile.

Defending members

Between April 2017 and January 2018, our case work increased by 62%, with more than 2,010 members needing support during this time. A large percentage of casework was concerned with management restructuring. This is likely to be a continuing theme, given the funding crisis within FE and the fact that more schools are restructuring in the face of budget pressures. Workloads and budget concerns are putting leaders and managers under increasing pressure - circumstances that often create huge stress and lead to poorer health and well-being for some of our members. These issues directly or indirectly account for the largest percentage of AMiE casework.

AMiE policy

We have met with the National Governance Association (NGA) to help address the need for improved governance (*resolution 24: Improving the effectiveness of governors*) and this closer working is proving fruitful. For example, the NGA is partnering with us in a publication on good governance.

We have launched and promoted a new publication, *Resilience: Surviving and thriving in education*, in response to feedback from members who want help to deal with the huge pressures they face. Shaping more realistic work patterns is one answer to this challenge and this is also a theme of the new leadership code of practice devised and developed in consultation with AMiE members in response to a call at last year's Conference (*resolution 23: A leadership code of practice*). This provides a working tool for both leaders and teachers to work together to make ethical leadership a concrete reality.

AMiE held a very successful leadership conference in November. Over 100 members attended this free day-long event which included first-rate speakers on leadership psychology, heading a school in challenging circumstances, and leading a successful MAT with heart. It received a high proportion of 'excellent' ratings.

AMiE expertise has been increasingly drawn on to help advise young teachers taking steps into management - increasingly a feature of the sector given the significant churn of older leaders from the system.

And AMiE Council has discussed many leadership-focused topics that have been factored into the work of the union, including funding, workload, assessment, teacher recruitment and retention, leadership training, and the voice of leaders in the new union.

Lobbying

AMiE has promoted its work on ethical leadership. Both ASCL and NAHT have now followed suit in pushing for more ethical practice - a development that should benefit the system overall. The National College for Teaching and Leadership made changes to proposed revisions for its suite of National Professional Qualifications for leaders following input from AMiE. AMiE also continues to play an active role in national bargaining bodies in the FE sector, notably the English National Joint Forum and the Wales Negotiating Committee Further Education.

Equalities and Diversity Committee

The Equalities and Diversity Committee (EDC) has continued to lead the way on equality and diversity issues. From trans inclusion to period poverty, we have worked on a broad range of issues to ensure equality and diversity is at the heart of everything the union does.

The 2017 TUC equalities conferences gave members the opportunity to debate issues on hate crimes, sexual harassment, challenging racism, and saw the delegation call on conference to urge the Government to make inclusive PSHE education mandatory for all schools.

In 2018, members have submitted motions tackling reproductive rights, flexible working, trans youth and mental health, abuses of disabled people and institutional racism.

Our work to challenge hate crimes (resolution 31: Put an end to hate crime) is ongoing and we have contributed to a series of roundtables with the DfE to make sure every child receives RSE and PSHE that is age appropriate, accessible, LGBT+-inclusive and reflects the diversity of people and relationships.

The ATL section is a signatory to the Sex Education Forums (SEF) statement of commitment to relationships and sex education and SEF produced a blog for www.saferschools.org.uk to help schools and colleges deliver outstanding RSE.

Working with HPV Action (*resolution 33: HPV vaccination for boys*) we have helped raise awareness of the health inequalities boys face by not having access to the HPV vaccination, and worked with sexual health charities such as FPA and National Aids Trust to distribute information and resources about safe sex and the risks of HPV.

The social model of disability (*resolution 14: Social model of disability*) has informed the way we talk about and represent disability. Through blog posts from Disability History Month UK and members of the EDC we've highlighted how the social model of disability can liberate disabled workers to engage in the workplace and remove barriers that restrict life choices for disabled people.

We are actively supporting the TUC's campaign to get terminally ill workers covered by protective rights at work and are signatories to its Dying to Work campaign (*resolution 15: Dying to work*).

EDC has been well represented at major events, with ATL section members attending national LGBT+ Pride marches, while the joint general secretary gave a speech at Pride in London stating her support of the LGBT+ community. We held our first ATL section national women's conference, which brought members together to discuss key issues affecting women in education, including the representation of Black women in leadership, women leading the way on STEM, and menopause in the workplace. ATL section members also attended NUT section's black teachers conference and disabled teachers conference.

The Safer Schools website has continued to recruit new partners, including One Handed Musical Instrument Trust, POPYRUS, National Aids Trust and the Holocaust Educational Trust.

Regular blogs have continued to raise awareness of the discrimination faced by many people and have dealt with subjects such as building inclusive schools, tackling homophobic, biphobic and transphobic bullying, celebrating Black history and supporting trans students. Building a culture of respect, acceptance and appreciation remains the driving force behind the EDC.

Further Education Sector Advisory Group

The Further Education Sector Advisory Group (FESAG) provides guidance and strategic steering to NEU-ATL Executive, national negotiators, and policy personnel to help determine the focus of campaigns and post-16 learning and development strategies. This year has seen a significant surge in awareness amongst MPs of FE matters and, in some cases, sixth form colleges. This is in part down to the joint general secretaries' invitation to meet members. FESAG members played their part, hosting several MP visits. The visitors were updated on the challenges around raising productivity, developing skills and meeting the ambitions of a post-Brexit economy and society and the Government's industrial strategy, technical education and skills (*resolution 12: Government's industrial strategy, technical education and skills*). They also received a briefing on FE and sixth form funding issues, prepared by the policy team (*resolution 5: Funding crisis in provision for pastoral care; resolution 6: Funding gap*). Members who hosted these meetings urged MPs to submit questions to Parliament and write to the skills minister.

FESAG members have fed into post-16 issues on SEND (*resolution 34: Inclusion not exclusion for SEND students*) and maths and English resits (*resolution 43: Post-16 resits for*

maths and English). Following a visit to Doncaster College, Doncaster MP Rosie Winterton wrote to Anne Milton MP, minister for skills and apprenticeships, asking about the effectiveness of the resits. This was reinforced by a letter to the minister from the Conservative MP Nick Green (Bolton) following a visit to Bolton College. The skills minister gave a detailed response. Other MPs, including Ian Mearns, MP for Gateshead, and Rushanara Ali, MP for Bethnal and Bow, gave generous time as well as offers of further support for our efforts to raise awareness of the sector and to work with the NEU. We have also contributed to ATL's response to the Government's *Building the Industrial Strategy* Green Paper.

A survey of members in the post-16 sector raised issues around part-time work (*resolution 30: When does part-time mean part-time?*), appraisal (*resolution 44: Setting of unrealistic targets for appraisal*) and reduction of curriculum diversity (*resolution 48: Reduction of curriculum diversity*) due to funding cuts. We will closely monitor these issues.

Our innovative work continues, with the development of 'researchmeets' in four colleges this year and efforts to develop a research meta-network in the sector. Working with the Learning Skills and Research Network, the aim is to bring research communities of practice together to provide members with a greater access to subject specialism, more evidence around teaching and learning at the practitioner level, and greater voice around teaching and learning in colleges.

ATL's post-16 section continues to work with the key bodies in the sector: the Association of Colleges, the Education and Training Foundation, the Association of Employers and Learning Providers, and other trade unions and the TUC, as well as Unionlearn and Unions 21. Relationships with these influential bodies help in our work to enhance the status of members and improve their pay and working conditions, as well as helping us to sustain a collaborative and expert position in the sector.

Membership growth in the post-16 section has reached record levels with the new subscription offer. Monthly growth of 10% has regularly been seen, with all areas of the post-16 membership increasing, particularly FE colleges.

ATL submitted a response to the House of Lords Select Committee on Economic Affairs in September. The submission included a summary of the cuts that have been made to FE budgets in recent years, as well as the funding impact on sixth form colleges and adult learning. It also analysed the financial impact on college budgets of Government policy such

as the area reviews, the maths and English resit funding condition, and the apprenticeship levy. The evidence set out the impact of reduced college budgets, including an increase in teacher and lecturer workload, recruitment and retention difficulties and the limiting of opportunities for learners. These issues were covered in a brief used by Mike Kane MP in his contribution to a Commons debate on 16-19 funding in September. In November, NEU joined UCU, Unison and other unions with FE college members to write to the chancellor ahead of the autumn budget statement. The letter set out the need for an increase to skills funding. The budget included the announcement of £20 million to support colleges prepare for the delivery of T-levels.

Support Staff Members Advisory Group

The Support Staff Members Advisory Group (SSMAG) oversees our work for support staff. We provide advice and support to members, reps and branches on a whole range of workplace and professional issues facing our growing (24,470 at end of December 2017) support staff membership.

We have led on several key resolutions in the past 12 months. Our branches, regional officials and other negotiators have continued to resist proposals from employers to move support staff members onto term-time-only contracts. These contracts were introduced by local authorities and schools solely as a cost-cutting device, make our members worse off, and offer no benefit to children's education (*resolution 9: Ending term-time-only pay*). Term-time-only pay was a major focus of the ATL support staff conference, held in London in May, reiterating the Conference resolution and resulting in a motion calling for a campaign to bring all support staff onto 52-week contracts.

The two-year dispute between Durham County Council and its teaching assistants finally ended in October. ATL members had organised several 48-hour strikes to protest pay cuts and freezes despite longer working hours. ATL section's 2017 Conference welcomed the Durham Lions to the stage to recognise their tenacity in standing up for their pay and conditions. ATL section membership grew to 337 members in Durham over the course of the dispute, and the union continues to support members who face changes to their contracts. We continue to pursue the Government on a promise to review the anonymity arrangements of the Education Act so that it included all staff who work in a school or college and not just teachers (*resolution 19: Anonymity for all education professionals*). The Act made it a criminal offence to report or publish any information that could lead to the identification of a

teacher who is subject to an allegation of a criminal offence made by a pupil at the same school. Joint general secretary Mary Bousted wrote to the then secretary of state for education Justine Greening in November, highlighting the terms of the resolution and asking for the promised review to take place. A reply is awaited.

Independent and Private Sector Advisory Group

The Independent and Private Sector Advisory Group (IPSAG) continues to lead and coordinate our activities in independent schools. In this transition period to the new union some of IPSAG's focus has been on incorporating our new members and updating our guidance to the new union. This has included ensuring that our trade union recognition agreements with independent schools - around 100 - transfer smoothly to the NEU. Our annual survey on pay and conditions in the independent sector in October included all NUT section members for the first time. The survey of over 1,000 teachers and leaders contained some worrying findings: more than two thirds (69.1%) said their workload has increased over the past year, while almost a third (29.2%) are expected to respond immediately when they were contacted by a parent out of school (*resolution 26: Workload; resolution 30: When does part time mean part time?*). Forty-five per cent of respondents said their school did not have a policy in place to deal with out-of-hours contact from parents, meaning that many are expected to respond to emails and texts during evenings and weekends. Unfortunately, the passive smoking effect of public austerity continues to be felt in the independent sector, with cost-of-living increases way below inflation.

We have also seen school closures with members losing their jobs. In October 2017, ATL section won compensation for our members at West Croydon employment tribunal after their school was closed without notice or consultation. The judge criticised the owners, who we discovered had previously run an academy trust that had been closed by the Government in 2016 for poor performance and financial issues. It is a graphic illustration of why Conference had previously called for a more robust 'fit and proper persons test' for all those running educational establishments.

We were pleased to welcome NUT section colleagues to the NEU-ATL section Independent Sector Conference in November 2017. NEU rep Phil Rowlett commented on "a very positive vibe and the feeling that greater numbers brings greater confidence in its wake".

As ever, we continue to promote collective answers to individual problems. A central tenet of this is trade union recognition, and we have continued to expand our collective footprint. We

are proud that the first trade union recognition agreement to be signed in the name of the NEU was in the independent sector – at Charterhouse. Other recent agreements include the Grammar School at Leeds.

IPSAG led the way on raising awareness of, and campaigning on, the prevalent and pernicious use of pay benchmarking in the independent sector, which uses external consultant reports to seek to justify cuts to pay and other benefits. Following on from the successful motion at Conference on the subject (*resolution 8: Public sector austerity and PRP adversely affecting pay in independent schools*), Brian Metcalf, IPSAG vice chair, wrote about the issue in leading sector journal, *Independent Schools Magazine*. We also promoted the issue in our newsletter and in rep briefings. This activity has been instrumental in giving knowledge and confidence to our members to push back and demand meaningful staff engagement. Members across the country have collectively resisted punitive cuts to their pay.

ATL Future

It was another active 12 months for the ATL Future steering group, which brings together active TNQ members. All members of the group have now completed training to prepare them to become workplace reps or representatives at branch level.

ATL Future also contributed to the newsletter for members *New to Teaching*, helped to develop a code of practice for new leaders with AMiE, and has contributed to AMiE events on ethical leadership from the perspective of aspiring leaders, as well as holding its own leadership debate (see *Member recruitment and development*).

We had a presence in high-level discussions about the key issues affecting trainee and newly qualified teachers. ATL Future representatives asked questions at Westminster Education Forum seminars on priorities for children's mental health, recruitment and retention of teachers in England, reforming primary assessment in England, and implications for school accountability and the future of ITT in England.

The group identified more delegates to represent the ATL section at TUC events including congress, the young members conference, and northern regional TUC. ATL Future members also attended events held by the Chartered College of Teaching, Women in Education and Unions 21, as well as attending various forums, young member recruitment events and staffing stands at Teach First and Northern Rocks events (*resolution 16: Helping*

NQTs to make the right decisions).

ATL Future has led sessions at regional events on both workload and funding campaigns and encouraged and supported those new to the profession to speak or write to their MPs and to inform events for new professionals on managing workload from the start of your career. They also raised awareness of National Young Workers Month and the importance of union membership.

ATL Cymru

Membership recruitment, engagement and development

Following the vote in favour of amalgamation, ATL Cymru has continued to be very active recruiting staff across all areas of education, including support staff and teachers, FE staff and lecturers. In September, we worked with NUT Cymru colleagues on a very successful joint project on the recruitment of trainees and newly qualified teachers. ATL Cymru continued to provide a CPD programme for members in north and south Wales on a range of topics. We have run rep induction and rep training sessions and will be working closely with NUT section colleagues on developing the next stage of the Wales Union Learning Fund (WULF) training programme. Our workplace reps and branch officers have started to liaise with their NUT Cymru counterparts on coming closer together as part of the transition process. Members have also been engaged in the work and policy development of ATL Cymru through several member surveys.

Casework and negotiations

Casework and member support has carried on apace throughout the year with our regional officials and branch caseworkers representing members on a range of issues, from routine matters to complex casework. Reorganisation and restructure, the impact of excessive workload, redundancies, challenging line management, and stress-related absence are constant themes. Safeguarding procedures also continue to present challenges to several members as well as referrals to the Education Workforce Council, where we are working closely with the NUT Cymru solicitor on cases. On the legal side, we have had a potentially significant employment tribunal win on additional learning needs payments, although we are awaiting a possible appeal. ATL Cymru has worked with other unions to secure an acceptable time-off-in-lieu policy for managers in FE colleges but may well be approaching joint action on FE pay and conditions following an unsuccessful negotiating process with Colegau Cymru. Pay and conditions for teachers also hit difficulties with the Welsh Local

Government Association attempting to limit the roll out of the two per cent award across all salary scales. We have continued to engage constructively with the regional consortia on a range of issues, including performance management, policies and procedures but would like to see greater consistency across Wales.

Lobbying and engagement

ATL Cymru has continued to highlight challenges for the whole of the education workforce, in line with our campaign priorities on funding and workload. We have liaised with UK and NUT Cymru colleagues on responding to the increasing demands of devolution in Wales. As well as aiming to inform and involve members across Wales on the numerous and wide-ranging policy, legislative and practical developments, staff and Wales Committee members have continued to represent the union's views at a range of Welsh Government meetings while considering how this can be best maintained and developed in the new NEU Cymru structure. Wales staff have engaged fully in the implementation of the UK transition plan but meeting the increasing challenges of devolution remains an ongoing challenge for both members and staff at a Wales and UK level (*resolution 35: NEU in devolved administrations*).

The education secretary, Kirsty Williams AM, blogged for ATL Cymru and spoke at our Wales launch of NEU Cymru. We attended the launch of the Welsh Government's action plan, Education in Wales: Our national mission 2017-21, and conferences for headteachers on plans for the curriculum for Wales. We have welcomed the additional time given to the implementation of the curriculum reforms announced in September by Kirsty Williams, but have asked that the extra time be used productively to ensure all staff are relevantly engaged in the process. The National Assembly's Children and Young People's Committee highlighted that beyond the 'pioneer schools' awareness of and involvement in the development of the new curriculum remains patchy. Wales staff and members have been fully involved at a local, regional and national level in trying to influence the ongoing roll-out of the new curriculum in Wales, particularly around the key issue of funding and training (*resolution 49: Curriculum reform in Wales*).

We have attended the supply teacher working group, which is now working with local authorities to pilot models of supply teaching employment as well as meetings on professional standards for support staff and contributed to regular meetings with the cabinet secretary, Welsh Government officials and Assembly members.

ATL Cymru gave additional evidence to the Children, Young People and Education Inquiry into Teachers' Professional Learning and Education and has responded to a range of consultations, including one jointly with NUT Cymru. Our responses include professional standards for FE lecturers and work-based learning practitioners, and teachers' professional standards.

We have supported the Welsh Government's workload poster and attended several workload meetings to try and encourage the Welsh Government to think of new ways of reducing teacher workload. ATL Cymru has campaigned for changes to the Additional Learning Needs (Wales) Act 2018, including undertaking joint briefings with NAHT, UCAC and UCU. The policy adviser also gave oral evidence to the Children, Young People and Education Committee on the general principles of the new law, and has met with Assembly members and the Welsh Government to discuss how this will work in practice. We continue to raise issues about training for the workforce and funding constraints in relation to the Act.

ATL Cymru is leading for NEU Cymru on the Welsh Government plans to change the post-compulsory education and training sector. We responded jointly to the consultation on plans for the Tertiary Education and Research Commission for Wales, and ATL Cymru sits on the Stakeholder Reference Group.

Education policy

We have raised issues with the Welsh Government about the challenges faced by FE and schools because of the reduction in budgets and the reduced involvement of local authorities in provision for the mental health and well-being of young people (*resolution 5: Funding crisis in provision for pastoral care*). There is cause for optimism in this area: in September, the Welsh Government's health and education secretaries agreed to invest £1.4m in a pilot that will see dedicated CAMHS practitioners recruited to work with pilot schools in three areas across Wales. The practitioners will provide teachers with on-site help and advice, and ensure that pupils experiencing difficulties such as anxiety, low mood, and compulsive self-harm or conduct disorders receive early help in schools from suitably trained staff, preventing more serious problems occurring later in life.

With the devolution of teachers' pay and conditions due from September 2019, ATL Cymru is regularly meeting the Welsh Government and employers on the proposed model for the devolution of pay and conditions (*resolution 10: Devolution of pay*). Progress has been slow and only a very general amalgamated model for a review body has been put forward so far.

The Welsh Government has now announced a formal consultation on the model for deciding teachers' pay and conditions in Wales and the establishment of a broader Task and Finish Group, led by Professor Mick Waters, to consider how pay and conditions support the wider aims of the Welsh Government's Mission for Education.

Northern Ireland

The effects of austerity budgets continue to affect the education system in Northern Ireland. With ballots in 2013 (refusal to cooperate with key stage assessment arrangements) and in late 2016 (on pay and, notably, proposals to introduce performance-related pay), the academic year has been dominated by NEU's campaign of industrial action. Just over 84% voted in favour of further industrial action, including a refusal to cooperate with the inspectorate and a continuation of the 'work-to-rule' action, notably targeting needless accountability and scrutiny. Our assessment and 'Decent pay, and time for teaching' campaigns have been partially successful, particularly in respect of the actions on needless accountability, scrutiny, bureaucracy and administration determined at school level, where teachers have enjoyed exerting professional discretion over their working lives. We have resisted the implementation of assessment arrangements, stalled the introduction of performance-related pay, with automatic, contractual increments on the main pay scale remaining unaffected. These actions dovetailed into wider lobbying, both for professionalism and against the current overwrought, low-trust/low-discretion, system of school accountability. The inspections boycott has proved popular and has arguably contributed to the improvement of system-wide educational performance in the primary phase, and in GCSE and A-level uplifts.

Policy

A busy policy year has seen NEU respond to a wide range of consultation responses. A successful 12th annual ATL lecture saw David Gavaghan, Chair of the CBI (NI) deliver an interesting lecture on economic prospects for Northern Ireland and the role of education in the economy. The devolved political arrangements are (at the time of writing) in abeyance, having collapsed over the RHI finance scandal in 2016. The recent TIMMS benchmarking research shows the primary school system, where pupil intakes are more socially balanced, performing exceptionally highly by international comparison. The more segregated post-primary sector performs less well, with both a long tail of underachievement, and concerns about gifted and talented pupils underperforming by international comparison.

Negotiating

Within the schools negotiating machinery, NEU has taken the place of ATL uncontentiously. We have continued to play a central role in the Northern Ireland Teachers Council (the 'teacher side' of negotiations) where progress has, regrettably, been cautious and dominated by failure to reach accord in the pay round. NEU has joined in formal partnership with Irish National Teachers Organisation (INTO) and Ulster Teachers' Union (UTU), lending a coherence to the teachers' side efforts.

In further education, AMiE is represented within the Directors Negotiating Committee (DNC), but the negotiating framework has, essentially, been in 'cold storage' since the Salisbury Report in late 2013. Salisbury, widely welcomed by AMiE members, remains unimplemented.

CPD

NEU delivered a full programme of CPD courses and published a comprehensive annual CPD brochure to all members. Several courses were jointly run with INTO on topics such as the role of the rep, rep health and safety and leadership. A joint leadership conference held by NEU, INTO and UTU was a considerable success in late January 2018.

Casework

Casework records continue to show a heavy concentration of stress-related queries associated with workload, low-trust accountability, 'command and control' styles of management and data/accountability. The caseload continues to be dominated by pensions, redundancy, flexible working and pay/performance review and staff development, while social media and privacy/surveillance issues are emerging.

Representation

NEU was well represented across the education landscape. Rosemary Rainey OBE is on the board of the Education Authority; Gordon White on the General Teaching Council (NI); Mark Langhammer is on the Ministerial Strategic Forum on Apprenticeships. Gordon White and Mark Montgomery continue to represent Northern Ireland on the ATL Executive.

Organising and recruitment

There has been a steady and sustained growth in membership across all categories, aided in part by the establishment of NEU. With schools, growth in standard members in leadership positions has been particularly healthy. Among AMiE members in the FE sector,

we are reaching critical mass in the senior grades in three of the six colleges, while modest growth was recorded in the FE sector, in school support staff and in the early years sector. Theresa Devenney organised a full range of recruitment events in teacher training institutions, where NEU, INTO and UTU recruit jointly, with a single joining form. NEU conversion of recruits is beyond expectations. A full range of publications was produced locally, including members' magazine *Frontline*, the reps bulletin, a CPD brochure, and extensive documentation associated with industrial action.

ATL Scotland

Professional staff, alongside a handful of member volunteers, ensured a continued presence at teacher recruitment events in the largest ITT colleges. We have organised a successful CPD event and continued to support our small community of workplace reps, a few of whom continue to actively engage in union-wide networks for independent schools, post-16 colleges and AMiE. Our referral system allows members to access prompt advice and representation via email from the London office or our regional official team when they need it.

Awards 2017-18

Order of Merit

Mark Baker (Rochdale)

Jenny Inglis (Berkshire)

Angela Wells (Wigan)

Alison Sherratt (Bradford) posthumously

Certificate of Honour

Fionna Ridgwell (Nottinghamshire)

Judith Bennett (Oxfordshire)

Ken Richardson (Newcastle upon Tyne)

Susan Savage (Newcastle upon Tyne)

Stella Thompson (Staffordshire)

ATL Executive Committee 2016-2018

Officers

President

Ms Niamh Sweeney

Cambridgeshire and Peterborough, Essex, Southend and Thurrock, Germany, Norfolk and Suffolk, from September 2017

Mrs Shelagh Hirst

Bradford, Calderdale, Kirklees, Leeds, North Yorkshire and York, until August 2017

Vice president

Ms Niamh Sweeney

Cambridgeshire and Peterborough, Essex, Southend and Thurrock, Germany, Norfolk and Suffolk, until August 2017

Mrs Kim Knappett

Forest Hill, London, from September 2017

Immediate past president

Mrs Shelagh Hirst

Bradford, Calderdale, Kirklees, Leeds, North Yorkshire and York, from September 2017

Mrs Kim Knappett

Forest Hill, London, until August 2017

Policy officer

Mr Ralph Surman

Bulwell, Nottinghamshire

Treasurer and member governance officer

Mr Stephen Buck

Scunthorpe, North Lincolnshire

AMiE president

Ms Josie Whiteley

Barnsley, Doncaster, Humberside, Rotherham, Sheffield and Wakefield, from September 2017

Miss Julia Neal

Cornwall and Devon, until August 2017

Members

Mr Ray Amoss

Lincolnshire

Dr Stephen Baker

Birmingham, Dudley, Herefordshire, Sandwell, Shropshire, Telford and Wrekin, Staffordshire, Stoke, Walsall, Wolverhampton and Worcestershire

Mr Karam Bales

Berkshire, Surrey, Jersey and Guernsey

Dr Robin Bevan

AMiE

Ms Kathryn Booth

Dorset and Somerset

Mr Tom Bright

Bradford, Leeds

Ms Jacqueline Cashman

Cumbria, Isle of Man and Lancashire

Ms Rachel Chapman

Hampshire, Isle of Wight, Swindon and Wiltshire

Mr Trevor Cope

Cornwall and Devon

Mr Colin Cranmer

Barnsley, Doncaster, Humberside, Rotherham, Sheffield and Wakefield

Ms Charlotte Davis

Cambridgeshire and Peterborough, Essex, Southend and Thurrock, Germany, Norfolk and Suffolk, from January 2017

Ms Kathy Eagar

Cumbria, Isle of Man and Lancashire

Mr Graeme Edwards

Cheshire, Knowsley, Liverpool, Sefton, St Helens and Wirral, from December 2017

Mr Graham Easterlow

Bradford, Calderdale, Kirklees, Leeds, North Yorkshire and York

Mr Graham Edwards

Inner London, Barking and Dagenham, Barnet, Bexley, Brent, Bromley, Croydon, Ealing, Enfield, Haringey, Harrow, Havering, Hillingdon, Hounslow, Kingston, Merton, Newham, Redbridge, Richmond, Sutton and Waltham Forest

Ms Wendy Hardy

Coventry, Derby and Derbyshire, Leicestershire, Nottinghamshire, Solihull and Warwickshire, from December 2017

Ms Katie Harrison

Coventry, Derby and Derbyshire, Leicestershire, Nottinghamshire, Solihull and Warwickshire

Mrs Beatrice Harvey

Birmingham, Dudley, Herefordshire, Sandwell, Shropshire, Telford and Wrekin, Staffordshire, Stoke, Walsall, Wolverhampton and Worcestershire

Ms Brenda Hayes

Cheshire, Knowsley, Liverpool, Sefton, St Helens and Wirral

Mr David Healey

Wales

Mrs Marie Holden

Bolton, Bury, Manchester, Oldham, Rochdale, Salford, Stockport, Tameside, Trafford and Wigan

Mrs Julie Huckstep

Kent, East Sussex and Brighton and West Sussex

Mr Tim Jefferson

Cambridgeshire and Peterborough, Essex, Southend and Thurrock, Germany, Norfolk and Suffolk

Mrs Phillipa Kearns

Bedfordshire, Buckinghamshire, Hertfordshire, Northamptonshire and Oxfordshire

Ms Clare Kellett

Dorset and Somerset

Mr John Laidlaw

Cambridgeshire and Peterborough, Essex, Southend and Thurrock, Germany, Norfolk and Suffolk, until December 2017

Mr John Laidlaw

Bedfordshire, Buckinghamshire, Hertfordshire, Northamptonshire and Oxfordshire, from December 2017

Mr Ed Loft

Birmingham, Dudley, Herefordshire, Sandwell, Shropshire, Telford and Wrekin, Staffordshire, Stoke, Walsall, Wolverhampton and Worcestershire

Dr Alastair Macpherson

Scotland, from July 2017

Mr Mark Montgomery

Northern Ireland

Mr Kevin Morris

AMiE

Ms Emma Parker

Durham, Gateshead, Newcastle, North Tyneside, Northumberland, South Tyneside, Sunderland and Teesside and District

Ms Deborah Parren

Inner London, Barking and Dagenham, Barnet, Bexley, Brent, Bromley, Croydon, Ealing, Enfield, Haringey, Harrow, Havering, Hillingdon, Hounslow, Kingston, Merton, Newham, Redbridge, Richmond, Sutton and Waltham Forest

Mr John Paul

Kent, East Sussex and Brighton and West Sussex

Ms Debbie Polwarth

Durham, Gateshead, Newcastle, North Tyneside, Northumberland, South Tyneside, Sunderland and Teesside and District

Mrs Helen Porter

Berkshire, Surrey, Jersey and Guernsey

Mr Alan Porter

Avon and Gloucestershire

Mr Geoffrey Pye

Cambridgeshire and Peterborough, Essex, Southend and Thurrock, Germany, Norfolk and Suffolk

Mr Hank Roberts

Inner London, Barking and Dagenham, Barnet, Bexley, Brent, Bromley, Croydon, Ealing, Enfield, Haringey, Harrow, Havering, Hillingdon, Hounslow, Kingston, Merton, Newham, Redbridge, Richmond, Sutton and Waltham Forest

Mrs Cathy Tattersfield

Coventry, Derby and Derbyshire, Leicestershire, Nottinghamshire, Solihull and Warwickshire, until December 2017

Mrs Lesley Tipping

Wales

Ms Keren Townsend

Avon and Gloucestershire

Mr Roger Trowbridge

Hampshire, Isle of Wight, Swindon and Wiltshire

Mr Adam Van Asch

Bedfordshire, Buckinghamshire, Hertfordshire, Northamptonshire and Oxfordshire

Ms Jackie Watton

Barnsley, Doncaster, Humberside, Rotherham, Sheffield and Wakefield

Mr Ken Wheatley

Coventry, Derby and Derbyshire, Leicestershire, Nottinghamshire, Solihull and Warwickshire

Mr Gordon White

Northern Ireland

Mr Iain Windeatt

Bolton, Bury, Manchester, Oldham, Rochdale, Salford, Stockport, Tameside, Trafford and Wigan

Mr Andy Wood

Cheshire, Knowsley, Liverpool, Sefton, St Helens and Wirral, until September 2017

Representatives on external bodies 2017-18

ORGANISATION	NAME
14-19 ALLIANCE	JANET CLARK
	JILL STOKOE
	MARK WRIGHT
ALL PARTY PARLIAMENTARY GROUP ON APPRENTICESHIPS	JANET CLARK
ALL PARTY PARLIAMENTARY GROUP ON AUTISM	ANNE HEAVEY
ALL PARTY PARLIAMENTARY GROUP ON BULLYING	HELEN PORTER
	JOHN SHORTELL
ALL PARTY PARLIAMENTARY GROUP ON FE	JANET CLARK
ALL PARTY PARLIAMENTARY GROUP ON EDUCATION GOVERNANCE AND LEADERSHIP	MARK WRIGHT
ALL PARTY PARLIAMENTARY GROUP ON LEARNING DISABILITY	ANNE HEAVEY
ALL PARTY PARLIAMENTARY GROUP ON SCHOOL FOOD	KIM KNAPPETT
	JOHN PUCKRIN
ALL PARTY PARLIAMENTARY GROUP ON WOMEN AND APPRENTICESHIPS	JANET CLARK
ALL PARTY PARLIAMENTARY GROUP ON YOUTH EMPLOYMENT	JANET CLARK
ANTI BULLYING ALLIANCE (ABA)	ALISON RYAN
AQA COUNCIL	JOVAN TRKULJA
AQA CURRICULUM AND ASSESSMENT QUALITY COMMITTEE	JOVAN TRKULJA

AQA TEACHER ASSOCIATION MEETING	JILL STOKOE
ASBESTOS IN SCHOOLS (AIS)	HANK ROBERTS
	BOB GROOME
ATL TRUST FUND LTD	JULIE HUCKSTEP
	COLIN CRANMER
	LESLEY WARD
	ALICE ROBINSON
BARCLAYS LIFE SKILLS ADVISORY COUNCIL	NANSI ELLIS
BE REAL CAMPAIGN EXPERT EDUCATION ADVISORY GROUP	HELEN PORTER
CHILD POVERTY ACTION GROUP (CPAG)	JOHN SHORTELL
CHILDREN'S FOOD CAMPAIGN	KIM KNAPPETT
	JOHN PUCKRIN
CITY AND GUILD'S NATIONAL ADVISORY COMMITTEE	JILL STOKOE
EDUCATION FUNDING AGENCY/SKILLS FUNDING AGENCY	JANET CLARK
EDUCATION AND SKILLS IMPROVEMENT FORUM	MARK WRIGHT
EDUCATION SUPPORT PARTNERSHIP (FORMERLY TEACHER SUPPORT NETWORK)	KIM KNAPPETT
EDUCATION AND TRAINING FOUNDATION	JILL STOKOE
	MARK WRIGHT
	JANET CLARK
END VIOLENCE AGAINST WOMEN PREVENTION NETWORK (EVAW)	JOHN SHORTELL
ETUCE/EI	JILL STOKOE

	MARY BOUSTED
GLOBAL CAMPAIGN FOR EDUCATION	CARA GRIFFITH
INDEPENDENT SCHOOLS AWARDS	MALCOLM ST JOHN SMITH
JOINT COUNCIL FOR QUALIFICATIONS (JCQ) TEACHER ASSOCIATIONS LIAISON GROUP	JILL STOKOE
JOINT UNION ASBESTOS COMMITTEE (JUAC)	HANK ROBERTS
	CAROLINA SANKARSINGH
JUSTICE FOR COLOMBIA	MARY BOUSTED (VICE CHAIR)
LABOUR STAKEHOLDER GROUP ON HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING IN SCHOOLS	JOHN SHORTELL
LGBT HISTORY MONTH COMMITTEE	JULIA NEAL
NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP	MARK WRIGHT
NATIONAL JOINT FORUM FOR FURTHER EDUCATION	STEVEN CRANE
	STEVE COOPER
	ED LOFT
	ADRIAN PRANDLE
	SIMON HOLLAND
NATIONAL LITERACY ASSOCIATION	ALISON RYAN
NATIONAL PENSIONERS CONVENTION	JOHN LOWE
NATIONAL STAKEHOLDERS GROUP FOR YOUNG CARERS IN SCHOOLS	JOHN SHORTELL
NATIONAL WORKING GROUP ON CHILD ABUSE LINKED TO	ALISON RYAN

FAITH OR BELIEF	
NETWORK FOR BLACK PROFESSIONALS (NBP)	JOHN SHORTELL
NFER ADVISORY GROUP	NANSI ELLIS
OCR APPEALS QUALIFICATIONS AND REGULATIONS COMMITTEE	TERRY FORD
OCR EAST ANGLIAN REGIONAL CONSULTATIVE FORUM	TERRY FORD
OCR QUALIFICATIONS COMMITTEE	ROBIN PEACH
	ROGER WATKIN
	TERRY FORD
OCR TEACHER AND PROFESSIONAL ASSOCIATIONS CONSULTATIVE FORUM	JILL STOKOE
OCR YORKSHIRE AND NE OF ENGLAND REGIONAL STAKEHOLDER CONSULTATION FORUM	ROBIN PEACH
OFQUAL EXAM STAKEHOLDER ENGAGEMENT GROUP	JILL STOKOE
OFSTED	RALPH SURMAN
	JILL STOKOE
	KIM KNAPPETT
PENSIONS BOARD (OF TPS)	JULIE HUCKSTEP (APPOINTED 2017)
PEOPLE'S HISTORY MUSEUM	MARY BOUSTED (TRUSTEE)
PEARSON TEACHER AND PROVIDER ASSOCIATIONS MEETING	JILL STOKOE
PRIMARY UMBRELLA GROUP	ANNE HEAVEY
PUBLIC SERVICE PENSIONERS COUNCIL	USMAN

	GBAJABIAMILA
	SUZANNE BECKLEY
SACRE NORTHUMBERLAND	TONY NICHOLLS
SECONDARY UMBRELLA GROUP	JILL STOKOE
SIXTH FORM COLLEGES NATIONAL JOINT COMMITTEE	STEVEN CRANE
	SIMON HOLLAND
SKOPE	NORMAN CROWTHER
	MARK LANGHAMMER
STANDING COMMITTEE FOR THE EDUCATION AND TRAINING OF TEACHERS (SCETT)	KIM KNAPPETT
	RALPH SURMAN
STANDARDS AND TESTING AGENCY (STA) TEST FRAMEWORKS GROUP	ANNE HEAVEY
SUPPLY AND TRAINING OF TEACHERS ADVISORY GROUP (SATTAG)	ALISON RYAN
TEACHER SIDE (OF THE TPS ADVISORY BOARD)	SUZANNE BECKLEY
	USMAN GBAJABIAMILA
	JULIE HUCKSTEP
TEACHERS WORKING LONGER REVIEW	SUZANNE BECKLEY
	USMAN GBAJABIAMILA
	ADRIAN PRANDLE
TRADE UNION ADISORY GROUP (TUAC) (OECD)	JILL STOKOE

TUC BLACK WORKERS CONFERENCE 2017	AVIE KAUR
	GODWIN AGBI
TUC BROMLEY TRADES COUNCIL	ANN GARRETT
TUC EARLY YEARS NETWORK	NANSI ELLIS
TUC DELEGATION 2018	RALPH SURMAN
	JULIE HUCKSTEP
	HANK ROBERTS
	KIM KNAPPETT (PRESIDENT 2018)
	VICE PRESIDENT – ROBIN BEVAN
	KATHRYN BOOTH
	NIAMH SWEENEY
	KEVIN MORRIS
	SHELAGH HIRST
	GRAHAM EASTERLOW
	VACANT PLACE
	VACANT PLACE
	JOSIE WHITELEY (AMiE)
	ATL FUTURE STEERING GROUP – TBC
	ATL FUTURE STEERING GROUP – TBC
TUC DISABLED WORKERS CONFERENCE 2017	GEMMA RAE
	JILL SAUNDERS
	JULIE HUCKSTEP
	KEN WHEATLEY
	KIM KNAPPETT
	MARK

	MONTGOMERY
	RAYMOND MITCHELL
	SHELAGH HIRST
TUC EXECUTIVE COMMITTEE	MARY BOUSTED
TUC FURTHER EDUCATION ADVISORY GROUP	JANET CLARK
	NORMAN CROWTHER
TUC GENERAL COUNCIL 2018	MARY BOUSTED
TUC LGBT+ CONFERENCE 2017	DAVID JOHNSON
	GARY FLETCHER
	GRAEME EDWARDS
	HELEN PORTER
	JULIA NEAL
	KIM KNAPPETT
	NIC PRESTON
	PAUL ASHTON
	SHELAGH HIRST
	TANYA WILES
TUC (IMMEDIATE PAST PRESIDENT) 2018	MARY BOUSTED
TUC RACE RELATIONS COMMITTEE 2017	AVIE KAUR
TUC WOMEN'S COMMITTEE 2018	MARY BOUSTED
TUC WOMEN'S CONFERENCE 2018	AVIE KAUR
	JULIA NEAL
	NIAMH SWEENEY
	JULIE GORDON
	JULIE HUCKSTEP
	KATIE HARRISON
	KIM KNAPPETT

	SHELAGH HIRST
	MAXINE PALMER-HUNTER
	JOSIE WHITELEY
	ANNE HEAVEY
	HELEN PORTER
	FLORI ROMAN
	CAROL REDFEARN
	JOHN SHORTELL
TUC YOUNG WORKERS' CONFERENCE 2017	NARDIA THORNTON
	SIMON JOE LORD
	HUW TINDALL JONES
<u>TUC REGIONAL COUNCILS</u>	
MIDLANDS REGIONAL TUC	ADAM VAN ASCH
NORTHERN REGIONAL	LOUISE ATKINSON
NORTH WEST REGIONAL TUC	BOB WARING
SOUTHAMPTON AND SOUTH WEST HAMPSHIRE TUC	HELEN THOMPSON
	JAYNE WHISTANCE
	SAM CUTLER
SOUTH EAST REGIONAL TUC	BOB GROOME
	KIM KNAPPETT
SOUTH WEST REGIONAL TUC	STEVE BUSH
	FRANCIS NORMAN
SOUTH WEST TUC WOMEN'S COMMITTEE	VACANT
YORKSHIRE AND HUMBERSIDE REGIONAL TUC	HUGH GRIFFITH
	SHELAGH HIRST
UNIONS 21	ADRIAN PRANDLE

UNIVERSITY OF BRADFORD COURT	STUART HERDSON
UNIVERSITY OF EAST ANGLIA COURT	BOB GROOME
UNIVERSITY OF SURREY COURT	TAMSIN PALAU- HONEYBOURNE
UNIVERSITY OF SUSSEX COURT	JANE BAKER
WJEC ENGLAND ADVISORY GROUP	JILL STOKOE
<u>ISLE OF MAN</u>	
ISLE OF MAN TRADES COUNCIL	ANDREW SHIPLEY
<u>NORTHERN IRELAND</u>	
CENTRE FOR CROSS BORDER STUDIES	JOHN POLLOCK
DENI – SECONDARY SCHOOLS STANDING CONFERENCE	GORDON WHITE
	JOHN POLLOCK
EQUALITY COMMISSION	SANDRA DOUGLAS
GENERAL TEACHING COUNCIL (NI)	GORDON WHITE
	ROSEMARY RAINEY
	SANDRA DOUGLAS
JOINT WORKING PARTY	MARK LANGHAMMER
NORTHERN IRELAND TEACHERS COUNCIL	IAN MCGONIGLE
	JOHN POLLOCK
	MARK LANGHAMMER
NORTHERN IRELAND WOMEN'S FORUM	ROSEMARY RAINEY
TEACHERS' NEGOTIATING COMMITTEE	IAN MCGONIGLE
	MARK LANGHAMMER

TEACHERS' SUPERANNUATION CONSULTATIVE COMMITTEE (PENSIONS)	ALASTAIR DONAGHY
UNIVERSITY OF ULSTER COURT	ANDY BROWN
<u>SCOTLAND</u>	
SCOTTISH TEACHERS' SUPERANNUATION SCHEME	ALASTAIR MACPHERSON
<u>WALES</u>	
EDUCATION GROUP (WELSH GOVERNMENT)	KEITH BOWEN
EDUCATION SUPPORT PARTNERSHIP	JULIA ELLIS GWYN MOSES
EWC CASEWORKERS	HELEN DAVIES DAVID JAMES
EWC TEACHERS AND FE UNIONS	HILARY MASON
FE JTU	HILARY MASON
NATIONAL JOINT NEGOTIATING COMMITTEE (FE NATIONAL NEGOTIATING BODY FOR WALES)	HILARY MASON FIONA RAWLINGS
QUALIFICATIONS WALES	DAVID HEALEY KEITH BOWEN
STRATEGIC STAKEHOLDER GROUP	DAVID HEALEY KEITH BOWEN
TUC WALES LGBT COMMITTEE	ROBERT GODDARD
WJEC ADVISORY COMMITTEE	DAVID HEALEY

ATL subscriptions

Renewal rates for existing members

The Executive Committee set the following annual subscription rates for 2018:

Standard rate

Working more than three days a week

Single payment by direct debit, debit card or cheque **£206.00**

Standard rate

Working three or less but 1.5 or more days per week

Single payment by direct debit, debit card or cheque **£106.00**

Standard rate

Working less than 1.5 days per week

Single payment by direct debit, debit card or cheque **£57.70**

Standard support staff

Working 21 hours or more per week

Single payment by direct debit, debit card or cheque **£117.60**

Standard support staff

Working less than 21 hours but 10.5 or more per week

Single payment by direct debit, debit card or cheque **£81.60**

Standard support staff

Working less than 10.5 hours per week

Single payment by direct debit, debit card or cheque **£56.40**

Non-teaching exam officer (for EOA members)

Working 21 hours or more per week

Single payment by direct debit, debit card or cheque **£107.80**

Non-teaching exam officer (for EOA members)

Working less than 21 hours but 10.5 or more per week

Single payment by direct debit, debit card or cheque **£81.60**

Non-teaching exam officer (for EOA members)

Working less than 10.5 hours per week

Single payment by direct debit, debit card or cheque **£56.40**

Standard teaching exam officer (for EOA members)

Working more than three days a week

Single payment by direct debit, debit card or cheque **£194.00**

Standard teaching exam officer (for members of EOA)

Working three or less but 1.5 or more days per week

Single payment by direct debit, debit card or cheque **£106.00**

Standard teaching exam officer (for members of EOA)

Working less than 1.5 days per week

Single payment by direct debit, debit card or cheque **£57.70**

AMiE membership

Working more than 3 days a week

Single payment by direct debit, debit card or cheque **£240.60**

AMiE membership

Working 3 or less but 1.5 or more days per week

Single payment by direct debit, debit card or cheque **£139.00**

AMiE membership

Working less than 1.5 days per week

Single payment by direct debit, debit card or cheque **£86.50**

Newly qualified membership

Qualified in 2018 **FREE**

Qualified in 2017 **FREE**

Qualified in 2016 **£86.00**

Qualified in 2015 or before **At standard rates**

Retired members (non-teaching)

Single payment by direct debit, debit card or cheque **£36.00**

Associate members (non-teaching)

Single payment by direct debit, debit card or cheque **£36.00**



National Education Union (ATL section)
7 Northumberland Street
London WC2N 5RD

Tel: 0345 811 811 twitter.com/atlunion
enquiries@neu.org.uk facebook.com/atlunion
www.atl.org.uk www.neu.org.uk

Cardiff Belfast
Tel: 029 2046 5000 Tel: 028 9078 2020
wales.cymru@neu.org.uk ni@neu.org.uk