

Conference report

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Liverpool

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Foreword from ATL general secretary, Mary Bousted

In these very challenging times for schools and colleges, ATL leads the way in promoting evidence-based education policy. ATL is unafraid to speak truth to power. Underpinning everything we do – our policy statements, our communications, our defence of members – is our belief in professionalism. ATL opposes the growth of compliance cultures in schools and colleges. We demand respect for our members and their work, and we campaign to improve their working lives.

ATL members tell us that they value the contribution their union makes to the political debate on educational issues. ATL members look to their union to provide the high-quality, relevant continuing professional development (CPD) that is, sadly, too often absent in their workplaces. And when members face professional difficulties in the workplace, ATL is there to support and defend their interests.

So much of the work of the union is done behind the scenes. Keeping a close eye on our financial position so we can operate effectively and spend members' money wisely; ensuring members and the public are better informed about educational issues and know ATL's stance on important matters through an effective communication strategy; ensuring our branches and districts are supported so they can do more, locally, for members.

The work of the Executive Committee and its sub-committees ensures all sections of our membership – from ATL Future representing members at the start of their career to ATL's leadership section AMiE – have a voice within the union.

I commend the work of your Executive Committee to you.

ATL's president and chair of Annual Conference 2017, Shelagh Hirst

I am sure that as you read this executive report you will appreciate the scope of work undertaken by ATL since Conference 2016. This report details the continuing work arising out of motions debated and agreed at this and previous conferences.

As always, the education landscape has not stood still over the last 12 months, and neither does it exist in a vacuum. Within this timeframe, the result of the EU referendum and ensuing uncertainty it brought to the education sector has not distracted ATL from pursuing improvements for the benefit of all involved – education professionals and students.

On that note I would like to draw your attention to ATL's work on workload and well-being, as the health of our education workforce and students is a particular concern I am focusing on in my presidential year. This is highlighted in several sections within the report, particularly:

- member recruitment and development, which reports on ATL's work-life campaign #Make1change

- defending members, which outlines plans to tackle mental health issues for both staff and students
- policy, which highlights the success of challenging the Department for Education (**DfE**) about workload issues as well as the development of ATL resources to help our members
- AMiE, which shows how the profile of ethical leadership has been raised.

On your behalf, I would like to thank the ATL members and professional staff involved in raising, researching and progressing pertinent issues that affect our members and students, and for ensuring the work detailed in this report makes a difference to their working lives and education.

New union

Representatives at the 2016 Annual Conference voted overwhelming to continue negotiations with the National Union of Teachers (NUT) seeking to establish a new union for educational professionals for the 21st century. It was agreed that if sufficient progress was made in the negotiations, a special conference should be convened in the autumn seeking approval to move to a ballot of the membership to form a new union.

Negotiations with NUT continued at the Joint Officer Group (JOG) during the spring and summer. Final agreement was reached on the Instrument of Amalgamation, rules for the new union to cover the transitional period between the effective date (most likely to be 1 September 2017) and 31 December 2018, and the final rules to operate from 1 January 2019. It was also agreed that the name of the new union should be the National Education Union (NEU).

At its meeting on 9 July 2016 the Executive Committee received the various documents, together with a risk assessment, and agreed to proceed to hold a special conference on 5 November 2016 in London. At its meeting held on 10 September 2016 the Executive Committee received a further report and agreed the wording of the motion to be considered at the special conference, as follows:

“Conference welcomes the progress made in negotiations between the ATL and NUT on an amalgamation of our two unions to form a new union.

“Conference endorses the rules for the new union, the instrument of amalgamation and the transitional rules attached to this motion, subject to members subsequently voting in favour of the amalgamation.

“Conference therefore instructs the Executive Committee to proceed to ballot members in spring 2017 on the formation of a new union with a recommendation to vote in favour of the proposal.”

Around 300 members attended the special conference, with over 30 members speaking in the debate. At the end of the debate the motion was passed, with 97.4% of representatives voting in favour. NUT held their conference in London simultaneously. NUT delegates voted on a similar motion, which was passed with 96% of delegates voting in favour.

Following the special conferences, an application was made to the Certification Officer for approval for the notice to be sent to members with the ballot paper. Formal approval was received at the end of January 2017.

The ballot was scheduled to open on Monday 27 February 2017 and close on Tuesday 21 March 2017 at 5.00pm with the result expected the following day. The Executive Committee agreed that all standard, associate and retired members as of Wednesday 1 February 2017, be entitled to vote. It also agreed that the question on the ballot paper be "Do you agree that the Association of Teachers and Lecturers should amalgamate with the National Union of Teachers to form a new trades union?" Popularis Limited were appointed as scrutineer and members advised accordingly.

One area where work still must be completed is the detailed arrangements for the NEU Conference, the first of which will be held in 2019. Section 14 of the new rules cover the matters such as the time and place, the quorum, the number of Conference representatives, how they are elected and so on. The detailed arrangements and standing orders are still work in progress. The December Executive Committee meeting received a further paper from JOG on the Conference arrangements and it was agreed that whilst this was still work in progress, the paper should be presented to the 2017 respective Conferences as a starting point for discussion at the Joint Executive Council in September 2017, so that detailed NEU Conference arrangements could be presented for approval to the ATL and NUT Annual Conferences in 2018. A copy of the paper is included as appendix 1, along with the Executive minute from December 2016, appendix 2.

Finally, the Executive Committee placed on record its thanks to Mark Baker, who had made a major contribution as part of the ATL team on JOG.

Member recruitment and development

Compared to the previous year, during the year to January 2017, 12.8% more working members were recruited; support staff joiners were up 23.1%; independent school joiners were up 2.2% and post-16 lecturer joiners were up one per cent. Conversion rates from trainee to first-year and then second-year newly qualifieds (NQs) also improved.

Yet, despite this impressive recruitment success during 2017 – which is well above the average for the last decade – our total working membership continued to fall, by 0.9% in the 12 months to January 2017. Leavers outstripped joiners, rising seven per cent year-on-year. Members either retiring or leaving the profession continued to account for three in four of all such leavers.

Joiners did continue to outstrip leavers among support staff, where working membership grew by an impressive 5.9% last year, also helping to ensure our working membership in independent schools held steady over the year. Our AMiE membership fell by one per cent, in line with union-wide trends, though this masks rising membership among school leaders, which was up by 2.1%, and declining membership among post-16 leaders, which was down by 8.7%, with college leaders and managers the first to be hit by cost-driven college restructuring. In post-16 colleges, the decline in AMiE membership accounted for two thirds of a 3.5% fall in overall college membership. In maintained schools,

including academies, overall membership also fell by 1.5%, and teaching membership fell by at least twice that rate.

Once again, our organising team has been integral to ATL's review of trainee and newly qualified (TNQ) recruitment processes and the development of resources to support a comprehensive and competitive recruitment and conversion campaign. Trainee membership has held steady, NQ membership remains strong, and School Direct membership has continued to grow – although density in this trainee route remains a challenge. ATL's organising team, working alongside local officers, reached more initial teacher training (ITT) centres in the autumn term than in previous years, with more support on local organisation from our new organising assistants. ITT lectures, partnership trainee conferences and ATL Future activity ensured ATL has a high profile among those coming into the profession.

Alongside this recruitment and conversion activity, staff in our organising team have focused their efforts on launching the second phase of ATL's 'It's about time' work-life campaign in regions, districts, and, especially, in maintained and academy workplaces. This has seen staff supporting and empowering ATL members and reps to address their most significant issue – workload – which impacts on the recruitment and retention of education professionals, their health and well-being, and the learning experience of children and young people. They are encouraging reps and members to complete ATL's workload tracker, undertake surveys and review working practices, putting workload and well-being at the centre of workplace meetings, with a whole-school approach and a growing number of self-organised well-being committees.

The campaign has identified new active members to mentor into rep roles and resulted in many members feeling like they are beginning to regain some control over their working lives. Organisers have continued to work alongside other staff and members to develop new factsheets and resources to support all sectors and members, and to create networking opportunities for members to share experiences.

The 2016 regional reps summer conferences saw record numbers of new reps in attendance, with themes of workload, campaigning and speaking proactively about ATL to colleagues. Campaigning work continued to create opportunities for ATL to recruit, develop and engage reps in workplaces, supported by impact training and mentoring that gives them the skills and knowledge to organise and support members where they work.

ATL's ongoing commitment to local CPD for all members, including NQs, has led to development strongly linked to member campaigning. Courses covered mental health first aid training, challenging conversations, negotiation skills, marking for learning, leadership. These, alongside brilliant NQ, behaviour and job interview techniques events, produced more informed, engaged and active members. Organisers supported members to deliver local 'teach-meets' in schools, colleges, and, for NQs, at London-wide, alongside the first-ever AMiE 'lead-meet' in the Midlands sponsored by Hays with other ATL partner stands and prizes. These events were successful in engaging a wider audience via social media. ATL organiser for learning and development, Nikki Simpson secured a prominent stand for ATL at the first TEDxED conference in the UK for over three

years, where ATL presented its workload tracker results and promoted its work-life campaign.

ATL's extensive learning programme remains a crucial element in our pitch to potential members and an entry point for members to engage in wider union activities and activism. We have provided or brokered learning opportunities for over 24,000 members over the last nine years. Providing and brokering professional development and lifelong learning opportunities for our membership remains a key union-wide strand of ATL member development work. New elements have been added to both our in-house programme and our local learning offer during 2016, with courses looking at mental health issues and well-being of particular interest to our members. A learning needs survey launched early in 2017, designed in conjunction with Ruskin College Oxford, will identify further areas of interest as well as explore alternative methods of training delivery.

Equipping our network of workplace reps and branch and district officers with the skills, expertise and support that enable them to effectively represent and promote member interests locally has remained a top priority for our learning and organising teams. For the second successive year, our four-module core reps training course has run at least once in all six ATL regions, and we continue to mentor trained reps to grow and represent membership in their schools and colleges, delivering promising results in terms of member recruitment, retention and engagement. Throughout 2016 we ran several new, advanced follow-on training events for branch caseworkers to help them with disciplinary and capability issues and we are due to run another on workplace ill-health and sickness absence. All have been heavily oversubscribed. Most recently, we provided a bespoke 'presenting with confidence' course to boost district and executive officers' skills in speaking with confidence and influence; this was especially well received.

As well as overseeing these union learning and rep/branch training activities, our District and Branch Relations Committee (DBRC) also continued to develop new support resources for branches and districts. The DBRC has embedded a mentoring system for those new to secretary roles and has also updated and collated a range of facilities time guidance into a single ATL facilities resource pack, which was sent to all secretaries in December. Facilities time remains an important area where ATL works closely alongside other teacher unions locally and nationally, lobbying academies to contribute to facilities pots, lobbying local authorities to manage those pots, and lobbying national stakeholders such as the Local Government Association and National Governors Association (NGA) to promote the benefits of continuing these arrangements to employers and governors. The DBRC coordinated district and branch secretary involvement in a number of campaigning initiatives, including the Trade Union Bill and ATL's work-life campaign.

Joint working with the NUT saw ATL district and branch secretaries, reps and members working together to organise rallies against forced academisation. They also worked together in workplaces to achieve a better work-life balance for all members, to challenge assessment chaos locally and nationally with MPs, and lobby and campaign on unfair school funding cuts. Our biannual residential secretaries' meetings, alongside termly regional training sessions, have

disseminated timely guidance on the union's policy and negotiating priorities, latterly around pay, progression, health and safety, TUPE, and school restructuring. These meetings have also provided regular opportunities for district and branch secretaries to actively contribute to the development of the new union proposals.

Defending members

The Defence Committee has been working on the 2016 Conference resolutions allocated to the committee by the Executive.

Working with IPSAG, the Defence Committee has drafted guidance for members expected to drive a minibus as part of their duties (resolution 34: legal liability using vehicles for school purposes). The guidance includes a model policy and an article appeared last year in *Report* magazine as part of the regular legal advice series.

Asbestos continues to be a significant concern, with little sign of the Government willing to proactively tackle its existence in many schools. Campaigning around the issue continues. ATL health and safety reps have been issued with TUC guidance along with specific advice, prepared by ATL, in relation to schools (resolution 22: asbestos).

The Defence Committee is also working with the Equalities and Diversity Committee (EDC) to put in motion two Conference resolutions dealing with mental health issues (resolution 28: mental health issues and suicide in men; 31: mental health and neurodiversity – break the taboo). It is important the correct approach is adopted to ensure these difficult issues are properly handled and practical and sensitive guidance is produced. Therefore, assistance is being sought from relevant charities.

We have begun to work with organisations including Age UK and Carers UK to draw attention to the plight of young people who are carers but also studying full-time (resolution 32: Caring and education should not be mutually exclusive). We have written to lobby Government to re-introduce eye-tests for pupils (resolution 33: Lack of eye-testing provision in schools).

A survey of members is to be undertaken to gather information around the impact of targets on the health of students and staff (resolution 27: the impact and validity of targets - the holistic approach to staff and students' well-being). This evidence will be used for campaigning and when lobbying the Government.

More than £4.7m was recovered by regional officials for members in settlement agreements and over £300,000 was recovered by ATL's solicitors for members who had potential employment tribunal claims. In relation to personal injury claims, Morrish Solicitors recovered over £650,000 for injured ATL members and their families.

During 2016, ATL carried out 11 industrial action ballots for members working in schools and colleges. This included the action taken by Durham support staff, a very high-profile dispute around term-time pay. Other issues that caused action to be taken were workload, academy conversion, changes to terms and

conditions, redundancy and reorganisations. Most of the action was taken in conjunction with other unions.

Policy

Policy Council continues to oversee work on the 2016 Conference resolutions. Policy work has focused on the issues identified in the third aim of ATL's strategic plan, 'shape education'. These are: recruitment and retention, including workload, pay and professional development; pupils' mental health and well-being; and education places, including funding.

Recruitment and retention of teachers, leaders, lecturers and support staff

ATL has been consistent in bringing issues of recruitment and retention to the attention of Government, through our negotiations at the programme of talks between unions and Government, through our involvement in the All Party Parliamentary Group (APPG) for the Teaching Profession, and through Mary Boustead's blogs for the *TES* on the issues. We have surveyed ATL Future, and worked closely with unions and the newly established Chartered College of Teaching on these issues (resolution 1: recruitment crisis and training for the future).

Workload

We have continued to work with the DfE to publicise the reports from the workload working groups on data, planning and marking, and have put together our own resources on these issues as part of ATL's work-life campaign. We are continuing to push the DfE to publish the report on its workload survey, which took place in March last year, at which point we will use data as part of work on resolution 3: PPA time. We have raised issues of TNQ workload in consultations and through meetings of the Supply and Teacher Training Advisory Group (SATTAG) and through Teach First (resolution 4: impact of workload on trainees and newly qualified teachers). *Managing Teacher Workload*, edited by Nansi Ellis, assistant general secretary (AGS) policy, to support ATL's work-life campaign, contains a chapter on workload and ITT.

We have also continued to remind the Government that poor policies and poor policy implementation increase teacher and headteacher workload (resolution 44: the impact on students and teachers of Government failure to manage policy implementation; resolution 50: the demand for excessive planning at KS1 and 2). We have worked closely with Government on primary assessment, managing to make small changes to the 2017 assessments, and forcing consultation on the future of primary assessment. Our joint research with the NUT on baseline assessment was instrumental in ensuring that Government did not go ahead with baseline in assessment 2016-17. We raise the issues of GCSE, A- and AS-level reform at the programme of talks, in particular the impact on workload and the lack of clarity about grading and what it means.

It has not proved possible to bring joint union resolutions on workload to Conferences in 2017 (resolution 6: workload action); however, we continue to work with the NUT at workplace level on workload issues and are in conversation about bringing our campaigns closer together.

Pay

Our evidence to the School Teachers Review Body (STRB) highlighted the worsening position of new teachers' pay compared to other graduate professions (resolution 2: impact of pay and conditions of service on the recruitment and retention of TNQs) and we continue to raise the issue of the impact through the programme of talks.

Professional development

We have highlighted the specific issue of maths CPD for primary teachers (resolution 7: high-quality mathematics CPD for primary teachers) through our policy newsletters and at the relevant APPG. We have carried out research into the proportion of teachers teaching RE without a specialist qualification (resolution 42: RE to be taught to all pupils by qualified teachers) and have raised the issue through the APPG and through Culham St Gabriel's Trust, which offers support around RE teaching.

Pupil well-being and mental health

We carried out research into school gardening and its impacts on pupil health, and continue to campaign for an appropriate and balanced national curriculum (resolution 40: school gardening is good for you). We continue to seek out and publicise evidence of the impact of testing on young children (resolution 49: testing of pupils), including through our baseline assessment research and through our campaign of letters to the DfE about the KS2 tests in 2016. Our response to the Education Select Committee inquiry into the role of education in promoting emotional wellbeing in children and young people and preventing the development of mental health problems highlighted the impact of targets on pupil well-being (resolution 27: The impact and validity of targets: the holistic approach to staff and students' well-being).

Special educational needs and disabilities

We surveyed members and held focus group events in response to resolution 43: are SEND students being let down? The findings have been shared with DfE and with the Labour inquiry into special education needs and disabilities (SEND), and have generated strong press coverage.

Education places including funding

We have responded to the Government's consultations on the principles of a national funding formula, high-needs funding and early years funding, and will respond to the consultation on the national funding formula itself. Within this, we have addressed issues of local authority funding, local authority legal responsibilities, and the use of pupil premium funding in areas where need is clearly identified. Alongside the NUT, we have launched the 'School cuts' website www.schoolcuts.org.uk, highlighting the impact of funding cuts on every school in the country; this was subsequently promoted by other unions (resolution 21: financial allocation to local government; resolution 24: pupil premium/pupil deprivation grant; resolution 25 use of pupil premium).

We have compiled examples of money wasted on inappropriate or unnecessary free schools (resolution 36: free schools) and continue to campaign on this issue. We have investigated the number of small schools that have been closed in rural communities across the country (resolution 39: small schools), and will monitor the impact of the new funding formula and apprenticeship levy on those schools. Funding also has an impact on exams, and the Sixth Form Colleges

Association has published evidence on the effect of funding cuts on A-level and vocational courses (resolution 47: effects of funding cuts on examination courses), which we will follow up with a member survey when time allows. We are compiling evidence on resolution 37: multi-academy trusts and regional variations in education standards.

We have been closely involved with the FE area reviews, ensuring publication of information from area meetings and supporting members to understand and manage the implications (resolution 12: Further Education area reviews).

Other work

ATL carried out extensive work on the Government's white paper, *Educational Excellence Everywhere* (UB1: ATL stance on education white paper *Educational Excellence Everywhere*), through a coalition of stakeholders, including the unions and the National Governors Association. This included lobbying Parliament, and developing a joint statement expressing our opposition. The Government withdrew the White Paper, in particular the intention to force all schools to become academies. However, through the programme of talks, we continue to discuss other proposals from the paper, including changes to teacher accreditation and initial training.

We are working with the 14-19 Alliance at the Institute of Education (London) to 'reappraise the nature of 14-19 or upper secondary education in the light of an interlocking set of developments and crises' (resolution 45: educating for the future).

ATL's position statement *The Role of Schools and Colleges in Addressing Radicalisation* set out much of the work identified in resolution 8: tackling radicalisation and extremism in schools; 'Prevent' – protection or provocation. We continue to address issues of training through meetings at the DfE, and have written to express those concerns.

We have surveyed members in primary and early years about handwriting and have a series of blogs on the issue (resolution 41: handwriting matters). We continue to wait for the Government's response to the EBacc consultation (resolution 46: vocational courses and the accountability-driven agenda), calling attention to the one-year anniversary of the consultation closing. We will be responding to the Government's industrial strategy.

We have worked with the Society of Authors to campaign on the closure of school libraries (resolution 38: stop shutting school libraries), and Report is working with the Society of Authors on an article about the importance of school libraries.

2015 resolutions

Due to the high number of resolutions passed in 2015, and the intensification of focus on work towards a new union, several resolutions were carried over into 2016-17.

- Resolution 4: transparency in education - we have continued to campaign for greater transparency in the state-funded education sector, calling for transparency in leadership pay in academies through the STRB.

- Resolution 5: demise of FE colleges - ATL has been part of the 'Love FE' campaign, alongside other unions. We have also been very involved in the FE area reviews, attending regular meetings with senior officials, and as a result of our influence, union meetings are held in parallel to each of the area review steering group meetings. We provided evidence to the House of Lords Select Committee and in a number of consultation responses.
- Resolution 35: fair pensions for all – we are a member of the lobby group Women Against State Pension Inequality (WASPI), and through this are trying to address the pension gaps for women. The DfE is currently investigating access to the Teachers' Pension Scheme for supply agency teachers.
- Resolution 46: exam remark costs – finding comprehensive information nationally has been problematic but we will continue to pursue the issue, working with school leaders to collate data. This has also hampered our efforts to pursue 2016's resolution 51: the cost of remarking – widening the gap in achievement at GCSE.

AMiE, ATL's leadership section

Membership recruitment and development

Membership overall has fallen slightly by just under one per cent. Two thirds of AMiE members are school-based and one third are college based. Given the continued and increasingly difficult climate in FE, the number of college-based members has fallen by a few percentage points, while fortunately the number in schools has risen, but not by enough to prevent the overall reduction in membership. For every three members who transferred to AMiE from ATL, a further two join from elsewhere, so AMiE is continuing to be more than merely a retention vehicle for ATL.

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 organiser and regional officers. All AMiE officers have regional organising and recruitment plans containing target colleges. This activity is supported by the AMiE organiser and, when appropriate, the greater organising team.

We are strongly promoting and supporting ATL's union-wide work-life campaign and other notable ATL campaigns, including *A New Vision for Inspection in Further Education*, Shape Education, and increasing involvement with members in the baseline assessment debate and guidance. AMiE officers have continued to attend events with ATL colleagues, promoting collaborative working across the whole union and building our profile both internally and externally.

Defending members

Approximately one in seven AMiE members required casework support during the academic year, similar to the level reported in the previous year. More than a quarter of all casework was concerned with management restructuring. This is

likely to be a continuing theme, given the funding crisis within FE and the increasing incidence of schools restructuring in the face of budget pressures. Leaders and managers are under ever-increasing pressure through workloads and budget concerns, which is often leading to stress and the poor health and well-being of some of our members. This is a significant contributing factor within casework representation and accounts for approximately a quarter of AMiE casework, whether directly or indirectly.

Policy

We have continued to disseminate the *Business as Usual* report highlighting the corporatisation of education, and have promoted the new publication *Leading in Tough Times: keeping ethics at the heart of your practice*. We have raised the profile of ethical leadership through conferences and seminars, and are seeing many others taking the idea on, for example the NGA, and the chair of the Education Select Committee (resolution 13: a need to enhance leadership by restoring the essential link with the moral purpose underpinning effective and sustainable education). Ethical leadership is proving to be an attractive stance to members and non-members alike, who appreciate what we are setting out to do in this area.

As part of a decentralising restructure there is now an AMiE presence embedded in ATL's policy department to help ensure leadership and management issues are cascaded across the organisation. A leadership and management cross-departmental group has also been instigated to further this aim.

AMiE held two well-regarded leadership seminars in October and November last year on the pertinent theme of staff retention - taking care of staff. It is continuing to provide leadership and management CPD sessions in schools and colleges. There is also increasing demand from members for CPD on leadership issues to be available at branch level.

AMiE Council discussed the issue of single application forms for teacher applications (resolution 15: job applications). There is already a 'passport to teach' used in Wales, with similar concepts being developed in other areas of the country. This will be taken forward as time allows.

Lobbying

AMiE 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. There has also been success in seeing the wider uptake of AMiE's ethical leadership stance. The NGA has now made ethical leadership and governance a key expectation and the chair of the Education Select Committee has spoken of the need to promote ethical leadership across the system. AMiE is also actively engaged in national forums on health and safety in schools, and with the Association of Colleges (AoC) and the Health and Safety Executive (HSE) via Further Education Safety and Health.

Equalities and Diversity Committee

The Equalities and Diversity Committee (EDC) continues to oversee ATL's work on equalities issues. We have continued to build on attendance at the TUC equalities conferences. We had motions on casualisation, workload, mental health, and sex and relationships education. In 2017, our motions will be

themed around hate crimes. We have continued to build up the www.saferschools.org.uk website by adding new partners and thought-provoking blogs.

We continue to develop work on mental health (resolution 31: mental health and neurodiversity – break the taboo) and will feature the issue through www.saferschools.org.uk. The Executive Committee has been invited to endorse the social model of disability.

We have contacted new organisations, including Papyrus and CALM, to be partners for www.saferschools.org.uk. Once they are available, resources will be signposted from the website (resolution 28: mental health issues and suicide in men).

Working with AMiE, we have analysed data on gender bias in management, and will be publicising the findings through *ELM* magazine and elsewhere (resolution 14: challenge gender bias within the education sector management).

We have raised the issues of sexism in schools (resolution 30: sexist bullying and harassment of students) through blogs, social media and traditional media, including BBC Radio 4's *Woman's Hour*, as well as through the programme of talks with the Government. We responded to the Women and Equalities Select Committee inquiry into sexual harassment and sexual violence in schools, which also gave us press coverage. ATL supported the Fawcett Society's Equal Pay Day on 10 November 2016 through social media and again when the results of the joint pay survey were published. Mandatory gender pay gap reporting will begin in April 2017 and ATL is currently producing materials to help school reps and members gather and interpret the data that schools must provide (resolution 35: what shall we tell our daughters).

We have worked with the End Child Poverty campaign on the provision of free school meals, and Child Poverty Action Group (CPAG) is a partner on www.saferschools.org.uk. We have written to both the DfE and the APPG on school food to raise issues of holiday provision of food for the poorest children (resolution 23: holiday hunger – filling the gap). We have called for trained counsellors to support children with mental health issues, through a range of blogs and articles, and through appropriate consultations, including school funding (resolution 26: counselling).

We have campaigned on gender identity prejudice (resolution 29: challenging gender identity prejudice in education) via www.saferschools.org.uk. The Gender Identity Research and Education Society, Let Toys be Toys, and Diversity Role Models are all partners on the site, and have been campaign of the month. We have drafted guidance for trans and gender-questioning pupils, and we continue to press the Government and others for training and support for teachers.

Further Education Sector Advisory Group

The Further Education Sector Advisory Group (FESAG) oversees our negotiations and policy developments in post-16 colleges. The group has contributed to our policy development and responses around the apprenticeship levy, apprenticeship consultations, stakeholder relations, maths and English (and functional skills) reforms (resolution 10: an education system that empowers all;

resolution 11: the appropriateness or otherwise of some further education courses), as well as monitoring the area review process (resolution 12: further education area reviews). Feedback on the use of 'Prevent' materials was also assessed by the group in joint work with Education and Training Foundation (ETF) (resolution 8: tackling radicalisation and extremism in schools; 'Prevent' – protection or provocation?).

ATL's factsheet *Taking Ownership of Your CPD in FE* continues to be used by FESAG members and ATL reps to initiate college campaigns and benchmark best practice around professionalism in the sector. This has led to dialogue with college leaders around professionalism and provides a unique positioning in the area reviews that are restructuring college provision. FESAG monitors and supports the 'Love FE' campaign conducted alongside other trade unions and stakeholders. FESAG also continues to raise issues around workload that have been included in ATL's work-life campaign toolkit to tackle what remains a key concern in post-16 colleges and the impact on recruitment.

Following the success of a series of Union Learning Fund (ULF)-financed college learning events, ATL has continued to carve out a unique sector identity around professional development, maths and English functional skills and apprenticeships. This work will continue through 2017, with further ULF finance secured into 2018. The additional strand of work around vocational educators that educate, train and develop learners in the private sector on publicly funded programmes has produced a workplace learning and productivity survey for employers and employees. The survey is being disseminated by ETF and the Association of Employment and Learning Providers. Interest in the work has seen it being developed for German employers and as potentially supportive for teacher training in a Nevada state project, in the US, to bring industry and education closer together.

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 about the whole range of workplace and professional issues facing our growing support staff membership (growing more rapidly than ever, as outlined above). Our third annual support staff conference was a great success, and SSMAG has also been running support staff networking and CPD events in each ATL region. The new teaching assistant standards, which ATL support staff members were integral in drafting, were posted to ATL's website and promoted to the wider membership via our newsletters and ebulletins. SSMAG continues to monitor the impact of this work (resolution 18: School Support Staff Negotiating Body).

Our annual support staff members' survey sought more information on qualifications requirements for support staff (resolution 17: teaching assistants shouldn't have to have degrees), alongside term-time working and sick pay (resolution 19: term-time contracts and sick pay). The survey results were still being analysed as this report went to press. Pay issues relating to term-time working have been a hot issue among many support staff, most notably in the Durham dispute, where district officers, organisers and regional official colleagues have helped growing numbers of ATL support staff members play leading roles in a vibrant community campaign to achieve the fair reward, value and dignity at work they deserve.

Independent and Private Sector Advisory Group

The Independent and Private Sector Advisory Group (IPSAG) continues to lead and coordinate our activities in independent schools. Support staff membership has grown strongly and overall membership has held steady. Our collective footprint in the workplace also continues to grow. Recent ATL trade union recognition agreements include: Badminton School and Clifton College in Bristol, along with Langley School in Norfolk, and St. Albans High School, Hertfordshire. The strength of ATL's collective bargaining position in the sector was further consolidated when ATL's Executive ratified the establishment of a workplace branch for the 1,200 members working in 24 Girls Day School Trust independent schools, underlining the importance ATL attaches to workplace democracy, collective bargaining and constructive relations with employers.

IPSAG continues to provide a lead in promoting the union in the sector, including at our independent schools conference. Workload and the unrealistic and unrestrained demands on the private life and time of independent sector staff was high on the conference agenda (resolution 5: the unrealistic and unrestrained demands on the private life and time of independent sector staff). The guest speaker at the sector conference spoke on making the best practical decisions in the given circumstances, while one of the seminar groups tackled the subject head-on, discussing ATL's work-life campaign. IPSAG has also contributed to new ATL guidance on legal liability relating to use of vehicles for school purposes (resolution 34: Legal liability using vehicles for school purposes) and other policy issues including Prevent (resolution 8: tackling radicalisation and extremism in schools; 'Prevent' – protection or provocation?), teacher professionalism and the new SEND code of practice. IPSAG elected a new committee in 2016, with former members going on to offer leadership in other areas of the union.

ATL Future

Last year was another active 12 months for the ATL Future steering group, which brings together active TNQ members. We identified more ATL Future delegates to represent ATL at TUC Congress, TUC Young Members and other TUC events, Unions 21, and various equality forums, events and conferences. Along with staffing stands and recruiting new members at the Teach First and Northern Rocks 2016 events this year, ATL also ran workshops on workload, well-being and tackling workplace challenges together to improve members' terms and conditions. Members of ATL Future also attended Westminster Education Forum events to ask questions about teacher training, teacher recruitment and retention (resolution 1: recruitment crisis and training for the future; resolution 2: impact of pay and conditions of service on the recruitment and retention of TNQs) and children's mental health and well-being.

In addition, ATL Future delegates attended the NUT Young Teachers Conference and NUT young members participated in an ATL Future debate on the impact of education policy on children and young people's mental health and well-being with keynote speaker Natasha Devon MBE and a panel that included ATL's vice president. They all completed the mental health first aid taster session together.

ATL Future has also been fully involved in both the ATL work-life campaign (resolution 4: impact of workload on trainees and newly qualified teachers) and

the new union activity, with between 40 and 90 new professionals attending regional teacher conferences and regional events for all new professionals. Many members of the ATL Future steering group have now completed ATL's rep training course programme, made presentations or undertaken campaign activities in their workplaces. They have secured seats on local district committees, led sessions at regional ATL Future events and participated in policy activities such as surveys, feedback and engaging other new professionals in the education and new union debates. They have continued to support the NUS campaign on proposed changes to maintenance grants and loans, which they feel disadvantage many potential recruits, and they have lobbied their MPs on fair bursaries. The group has featured in many issues of *Report* and *TNQ Report*. We also have two members of the steering group participating in the Chartered College of Teaching focus groups, and ATL Future has its first Chartered College of Teaching ambassador.

ATL Cymru

Membership recruitment, engagement and development

ATL Cymru has, as ever, been very active recruiting trainees and NQ teachers. We have also targeted our recruitment activities across all the sectors in which we organise, including FE colleges and independent schools.

ATL Cymru has provided a CPD programme for members in north and south Wales on a range of topics, including recognising and managing stress and on highly effective leadership (for leaders and aspiring leaders). We have run rep induction and rep training sessions for our workplace reps and branch officers as we look to increase workplace and branch capacity.

Members have been kept informed about the work of the union, and how to get involved, through a regular newsletter, columns in *Report* and *ELM* magazines, and through email updates. Members have also been engaged in the work and policy development of ATL Cymru through a number of member surveys.

Casework and negotiations

Our regional officials and branch caseworkers have represented members on a range of complex casework issues, including Education Workforce Council cases. The impact of excessive workload can be seen in casework, for example stress-related absences. The acute funding pressures in the school and FE sectors mean we regularly advise and represent members on restructuring and redundancy procedures. We have had notable successes through our legal work including at the employment tribunal.

ATL Cymru has taken a full and active role in the national negotiating structures with Colegau Cymru on pay and conditions. We continue to work with other unions to secure an acceptable TOIL policy for managers in FE colleges.

We have engaged constructively with the regional consortia on negotiating policies and procedures, including pay policies and performance management.

Lobbying and engagement

'Put education first', our campaign for the National Assembly elections in May 2016, engaged members in lobbying and questioning their prospective Assembly Members (AMs).

We have continued to base our lobbying and engagement work around the five asks in our manifesto, which asked that the next Welsh Government builds a strong curriculum with portable qualifications; develops an excellently skilled workforce; invests in education; provides fair terms and conditions for support staff; and, keeps the state education system.

As well as lobbying around our manifesto asks, ATL Cymru has made many effective contributions to the debates about Welsh education in a variety of forums. The acting director gave evidence to the Supply Taskforce in July along with the NUT, NASUWT and UCAC. The taskforce is considering future delivery options for supply teaching in Wales.

ATL Cymru has been represented on the strategic stakeholder group that has strategic oversight of the implementation of the new curriculum. We have raised important questions including:

- How will the significant areas of activity undertaken in different pioneer schools be combined together into one coherent curriculum by 2018?
- How will the new curriculum impact on qualifications?
- How will this reform agenda impact on workload and is there capacity in the system for this scale and pace of reform?

Prior to the publication of the Additional Learning Needs Bill, ATL Cymru organised a joint union briefing session on additional learning needs at the Senedd, sponsored by Hefin David AM (Labour) and addressed by Alun Davies, minister for lifelong learning.

In November 2016, a cross-party amendment was introduced in the House of Lords committee stages of the Wales Bill, which will see teachers' pay and conditions devolved to Wales. The timescales are not clear but it is unlikely to happen until the 2019 pay round at the earliest. ATL Cymru's acting director and president have received an important written assurance from the First Minister that teachers in Wales will never find themselves in a worse position than that of colleagues in England as a result of the devolution of pay and conditions.

The acting director, policy adviser and officers meet ministers, AMs and other key stakeholders on a regular basis to discuss our key policy positions and priorities.

Education policy

Over the past year ATL Cymru has responded to a number of consultation exercises including: inclusion and pupil support; Welsh Government oversight of further education institutions finances and delivery; the registration of youth workers and work-based learning practitioners with the Education Workforce Council; supporting learners with healthcare needs; the Welsh Government draft budget 2017-18; registration fees for the education workforce; additional learnings needs; the Welsh Language Strategy; initial teacher education criteria and the Estyn inspection framework. All policy consultation responses are available on the ATL Cymru section of the ATL website at www.atl.org.uk/atl-cymru.

The Wales annual lecture, held in June 2016, was addressed by Emma Watkins, director of CBI Wales. Her keynote address on the 'business of education' was well received and demonstrated a good deal of common ground. We are very pleased that cabinet secretary Kirsty Williams has agreed to address the 2017 annual lecture in June.

ATL Cymru staff and members have spoken at a number of seminars and conferences about issues in Welsh education. This included the acting director chairing Capita's conference on the pupil deprivation grant (PDG), which was a good opportunity to articulate ATL's policy position on the PDG.

Northern Ireland

Industrial action

The effects of ongoing austerity budgets are having an effect on the education system in Northern Ireland. With ballots in 2013 (refusal to cooperate with key stage assessment arrangements) and in 2015 (on pay and, notably, proposals to introduce performance-related pay), the academic year has been dominated by ATL's campaign of industrial action. In January 2017, ATL members were balloted again, triggered by the imposition by the minister of a zero per cent pay settlement. Strike action was not agreed, but 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. Our assessment and 'Decent pay and time for teaching' campaigns have been partially successful. We have resisted the implementation of assessment arrangements and performance-related pay. Contractual increments remain in place. These actions dovetailed into wider lobbying promoting professionalism and against the current overwrought, low-trust/low-discretion, system of school accountability.

Policy

A busy policy year has seen ATL provide consultation responses on educational under-achievement and on General Teaching Council regulatory framework. A successful 11th annual ATL lecture saw Jim Curran deliver a devastating critique of social segregation in schools in his lecture 'Targeting social need: can high-poverty schools help disadvantaged pupils?'.

Less than a year since the 2016 Northern Ireland Assembly elections and a new education minister, Peter Weir, the devolved arrangements are (at the time of writing) in abeyance. ATL has met with the minister on three occasions. The minister for the economy, Simon Hamilton, has yet to set out a decisive agenda in respect of further education.

The school system performs highly by international comparison in the primary phase, where pupil intakes are more socially balanced. The more segregated post-primary sector performs less well, with both a long tail of under-achievement and concerns about gifted and talented pupils underperforming by international comparison.

Negotiating

Within the schools negotiating machinery, ATL 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. In further education, an AMiE-promoted appraisal

system for directors and deputy directors was agreed within the Directors Negotiating Committee (DNC), but the review of bargaining following the Salisbury Report in late 2013 remains unimplemented.

CPD

ATL delivered a full programme of CPD courses and published a comprehensive annual CPD brochure to all members. Alastair Donaghy, Colin Kinney and Ian McGonigle delivered a range of school- and FE-based workshops. Several courses were jointly run with the Irish National Teachers Organisation, including 'Being our rep' and 'Reps' health and safety'. All NITC unions participated in an ATL promoted workshop on fact-checking.

Casework

Casework records show a heavy concentration of cases in stress-related queries associated with workload, style of management and data/accountability. Pensions, redundancy, flexible working and pay/performance review and staff development (PRSD) continue to dominate the caseload. New casework in social media and privacy issues are emerging.

Representation

ATL 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

Membership has grown overall by some 2.5%, most notably among AMiE members in further education, where we are reaching critical mass in the senior grades. However, recruitment by sector and phase continue to reflect the UK-wide trends.

There was a small decline in mainstream school teacher membership, despite numerous school visits and support. Modest growth was recorded in respect of 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 ATL recruits some distance beyond 'pro-rata', and ATL Future met on a number of occasions. A full range of publications was produced locally, including members' magazine *Frontline*, the reps bulletin, CPD brochure, and extensive documentation associated with industrial action.

ATL Scotland

Our statement on priorities for Scotland was used for members to lobby candidates in the Scottish Parliament elections in May 2016. Professional staff, alongside a handful of member volunteers, ensured a presence at teacher recruitment events in the three largest ITT colleges, and we have organised successful CPD events as well as roadshows on the new union. We have a referral system to ensure that members can access prompt advice and representation via email from the London office when they need it.

Awards 2016-17

Order of merit

Teresa Dawes, Berkshire
Fiona Barclay, North Yorkshire and York
John Puckrin, Inner London

Certificate of honour

Ian Robinson, Derbyshire and Derby

ATL Executive Committee 2016-2018

Officers

President

Mrs Shelagh Hirst

Bradford, Calderdale, Kirklees, Leeds and North Yorkshire and York from
September 2016

Mrs Kim Knappett

Forest Hill, London until August 2016

Vice president

Ms Niamh Sweeney

Cambridgeshire and Peterborough, Essex, Southend and Thurrock, Germany,
Norfolk and Suffolk, from September 2016

Mrs Shelagh Hirst

Bradford, Calderdale, Kirklees, Leeds and North Yorkshire and York, until August
2016

Immediate past president

Mrs Kim Knappett

Forest Hill, London, from September 2016

Mr Mark Baker

Rochdale until August 2016

Policy Officer

Mr Ralph Surman

Bulwell, Nottinghamshire

Treasurer and Member Governance Officer

Mr Stephen Buck

Scunthorpe, North Lincolnshire

AMiE President

Dr Fiona Rawlings

Cwmbran until August 2016

Miss Julia Neal

Cornwall and Devon, from September 2016

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

Ms Fiona Barclay

Bradford, Calderdale, Kirklees, Leeds and North Yorkshire and York, until August 2016

Mrs Allison Barnes

Bedfordshire, Buckinghamshire, Hertfordshire, Northamptonshire and Oxfordshire, until August 2016

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

Dr Alec Clark

Wales, until May 2016

Mrs Sue Coates

Durham, Gateshead, Newcastle, North Tyneside, Northumberland, South Tyneside, Sunderland and Teesside and District, until August 2016

Mr Trevor Cope

Cornwall and Devon

Mr Colin Cranmer

Barnsley, Doncaster, Humberside, Rotherham, Sheffield and Wakefield

Ms Kathy Eagar

Cumbria, Isle of Man and Lancashire

Mr Graham Easterlow

Bradford, Calderdale, Kirklees, Leeds and 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 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

Ms Tamsin Honeybourne

Berkshire, Surrey, Jersey and Guernsey, until August 2016

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

Ms Sarah Johnson

AMiE

Mrs Phillipa Kearns

Bedfordshire, Buckinghamshire, Hertfordshire, Northamptonshire and Oxfordshire

Ms Clare Kellett

Dorset and Somerset

Mrs Caroline Kolek

Dorset and Somerset, until August 2016

Mr John Laidlaw

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

Mr Gareth Lewis

Wales, until August 2016

Mr Ed Loft

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

Dr Alastair Macpherson

Scotland until August 2016

Dr Kirstie Mcalpine

Barnsley, Doncaster, Humberside, Rotherham, Sheffield and Wakefield, until August 2016

Mr Mark Montgomery

Northern Ireland

Mr Kevin Morris

AMiE

Miss Julia Neal

AMiE, until August 2016

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

Mr John Pollock

Northern Ireland, until August 2016

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

Mrs Helen Thompson

Hampshire, Isle of Wight, Swindon and Wiltshire, until May 2016

Mrs Lesley Tipping

Wales

Ms Keren Townsend

Avon and Gloucestershire

Mr Jovan Trkulja

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, until August 2016

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

Representatives on External Bodies 2016-17

ORGANISATION	NAME
14-19 ALLIANCE	JANET CLARK JILL STOKOE MARK WRIGHT
ACAS COUNCIL	MARY BOUSTED
ALL PARTY PARLIAMENTARY GROUP ON APPRENTICESHIPS	JANET CLARK
ALL PARTY PARLIAMENTARY GROUP ON AUTISM	ANNE HEAVEY
ALL PARTY PARLIAMENTARY GROUP ON BULLYING	HELEN PORTER
ALL PARTY PARLIAMENTARY GROUP ON FE	JANET CLARK
ALL PARTY PARLIAMENTARY GROUP ON GOVERNANCE and INCLUSIVE 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
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)	EQUALITIES OFFICER
CHILDREN'S FOOD CAMPAIGN	KIM KNAPPETT
	JOHN PUCKRIN
CITY AND GUILD'S NATIONAL ADVISORY COMMITTEE	JILL STOKOE
EDUCATION FUNDING AGENCY/SKILLS FUNDING AGENCY	MARK WRIGHT
	JANET CLARK
EDUCATION AND SKILLS IMPROVEMENT FORUM	MARK WRIGHT
EDUCATION SUPPORT PARTNERSHIP (FORMALLY TEACHER SUPPORT NETWORK)	KIM KNAPPETT
EDUCATION AND TRAINING FOUNDATION	JILL STOKOE
	MARK WRIGHT
	JANET CLARK
END VIOLENCE AGAINST WOMEN PREVENTION NETWORK (EVAW)	EQUALITIES OFFICER
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 LIASION GROUP	JILL STOKOE
JOINT UNION ASBESTOS COMMITTEE (JUAC)	HANK ROBERTS
	CAROLINA SANKARSINGH
JUSTICE FOR COLOMBIA	MARY BOUSTED (vice chair)
LABOUR STAKEHOLDER GROUP ON HBT BULLYING IN SCHOOLS	EQUALITIES OFFICER
LGBT HISTORY MONTH COMMITTEE	JULIA NEAL

NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP	MARK WRIGHT
NATIONAL JOINT FORUM FOR FURTHER EDUCATION	STEVEN CRANE PAULINE RODMELL ED LOFT ADRIAN PRANDLE SIMON HOLLAND
NATIONAL LITERACY ASSOCIATION	ALISON RYAN
NATIONAL PENSIONERS CONVENTION	JOHN LOWE
NATIONAL STAKEHOLDERS GROUP FOR YOUNG CARERS IN SCHOOLS	EQUALITIES OFFICER
NATIONAL WORKING GROUP ON CHILD ABUSE LINKED TO FAITH OR BELIEF	ALISON RYAN
NETWORK FOR BLACK PROFESSIONALS (NBP)	EQUALITIES OFFICER
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
PEOPLES 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
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
TEACHERS SUPERANNUATION WORKING PARTY	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 2017	CLARE KELLETT RALPH SURMAN JULIE HUCKSTEP HANK ROBERTS KATHRYN BOOTH GRAHAM EASTERLOW

	ANDY WOOD
	JULIA NEAL
	SHELAGH HIRST
	KIM KNAPPETT
	NIAMH SWEENEY
	MARY BOUSTED
	MARK HOLDING
	2017 VICE PRESIDENT (yet to be elected)
	JOE LORD (young member)
	LOUISE ATKINSON (young member)
	KEVIN MORRIS (AMiE member)
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	MARK WRIGHT
	JANET CLARK
TUC GENERAL COUNCIL 2017	MARY BOUSTED
	NIAMH SWEENEY
TUC LGBT CONFERENCE 2017	DAMIAN HIGGINS
	DAVID JOHNSON
	GARY FLETCHER
	GRAEME EDWARDS
	HELEN PORTER
	JULIA NEAL
	KIM KNAPPETT
	NIC PRESTON
	PAUL ASHTON
	SHELAGH HIRST
	TANYA WILES
TUC PRESIDENT 2016/2017	MARY BOUSTED
TUC RACE RELATIONS COMMITTEE 2016/2017	AVIE KAUR

TUC WOMEN'S COMMITTEE 2017	MARY BOUSTED
	NIAMH SWEENEY
TUC WOMEN'S CONFERENCE 2017	AVIE KAUR
	CLARE KELLETT
	JULIA NEAL
	JULIE GORDON
	JULIE HUCKSTEP
	KATIE HARRISON
	KIM KNAPPETT
	SHELAGH HIRST
	SUNDUS ALZOUABI
	SUSAN COATES
	SUZANNE BECKLEY
	TANYA WILES
TUC YOUNG WORKERS' CONFERENCE 2017	NADIA THORNTON
	SIMON JOE LORD
	HUW TINDALL- JONES
TUC REGIONAL COUNCILS	
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 WOMENS COMMITTEE	RACHEL CURLEY
YORKSHIRE AND HUMBERSIDE REGIONAL TUC	HUGH GRIFFITH
	SHELAGH HIRST
UNIONS 21	ADRIAN PRANDLE
UNIVERSITY OF BRADFORD COURT	STUART HERDSON
UNIVERSITY OF EAST ANGLIA COURT	ANDY DURLING
	BOB GROOME

UNIVERSITY OF ESSEX COURT	
UNIVERSITY OF SURREY COURT	TAMSIN HONEYBOURNE
UNIVERSITY OF SUSSEX COURT	JANE BAKER
WJEC ENGLAND ADVISORY GROUP	JILL STOKOE
YOUNG CARERS IN SCHOOLS NATIONAL STAKEHOLDER GROUP	
ISLE OF MAN	
ISLE OF MAN TRADES COUNCIL	ANDREW SHIPLEY
NORTHERN IRELAND	
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
IRISH CONGRESS OF TRADE UNIONS DISABILITY COMMITTEE	
IRISH CONGRESS OF TRADE UNIONS EDUCATION GROUP	
IRISH CONGRESS OF TRADE UNIONS WOMEN'S COMMITTEE	
JOINT WORKING PARTY	MARK LANGHAMMER
NORTHERN IRELAND TEACHERS COUNCIL	COLIN KINNEY JOHN POLLOCK MARK LANGHAMMER
NORTHERN IRELAND WOMEN'S FORUM	ROSEMARY RAINEY
TEACHERS NEGOTIATING COMMITTEE	IAN MCGONIGLE MARK LANGHAMMER
TEACHERS SUPERANNUATION CONSULTATIVE COMMITTEE (PENSIONS)	ALASTAIR DOHAGHY

UNIVERSITY OF ULSTER COURT	ANDY BROWN
SCOTLAND	
SCOTTISH TEACHERS' SUPERANNUATION SCHEME	ALASTAIR MACPHERSON
WALES	
ASSOCIATION OF DIRECTORS IN EDUCATION	
EDUCATION GROUP (WELSH GOVERNMENT)	RACHEL CURLEY
EDUCATION SUPPORT PARTNERSHIP	JULIA ELLIS GWYN MOSES
EWC CASEWORKERS	HELEN DAVIES
EWC TEACHERS AND FE UNIONS	HILARY MASON
FE JTU	HILARY MASON
NATIONAL JOINT NEGOTIATING COMMITTEE (FE NAT NEGOTIATING BODY FOR WALES)	HILARY MASON FIONA RAWLINGS
QUALIFICATIONS WALES	DAVID HEALEY RACHEL CURLEY
STRATEGIC STAKEHOLDER GROUP	DAVID HEALEY RACHEL CURLEY
TUC WALES GENERAL COUNCIL	
TUC WALES LGBT COMMITTEE	ROBERT GODDARD
WJEC ADVISORY COMMITTEE	RACHEL CURLEY

ATL subscriptions

Renewal rates for existing members

The Executive Committee set the following annual subscription rates for 2017.

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 2017 **FREE**

Qualified in 2016 **FREE**

Qualified in 2015 **£86.00**

Qualified in 2014 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**

Rates for new joiners

The Executive Committee set the following subscription rates for new joiners only. Membership lasts 12 months from date of joining (*or date of first teaching post for newly qualified members). All rates apply until 31 December 2017.

AMiE membership

Working more than three days a week

Single payment by direct debit, debit card or cheque **£120.30**

AMiE membership

Working three or less but 1.5 or more days per week

Single payment by direct debit, debit card or cheque **£69.50**

AMiE membership

Working less than 1.5 days per week

Single payment by direct debit, debit card or cheque **£69.50**

Teachers and lecturers

Working more than three days a week

Single payment by direct debit, debit card or cheque **£103.00**

Teachers and lecturers

Working three or less days per week

Single payment by direct debit, debit card or cheque **£53.00**

Standard support members

Working 21 hours or more per week

Single payment by direct debit, debit card or cheque **£58.80**

Standard support members

Working less than 21 hours but 10.5 or more per week
Single payment by direct debit, debit card or cheque **£40.80**

Standard support members

Working less than 10.5 hours per week
Single payment by direct debit, debit card or cheque **£28.20**

Trainee members

FREE

Newly qualified members

*First year (for those qualified in 2016 or 2017) **FREE**

Newly qualified members

*Second year (for those qualified in 2015)
Single payment by direct debit, debit card or cheque **£86.00**

Non-teaching exam officer (for EOA members)

Working 21 hours or more per week
Single payment by direct debit, debit card or cheque **£58.80**

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 **£40.80**

Non-teaching exam officer (for EOA members)

Working less than 10.5 hours per week
Single payment by direct debit, debit card or cheque **£28.20**

Teaching exam officer (for EOA members)

Working more than three days a week
Single payment by direct debit, debit card or cheque **£103.00**

Teaching exam officer (for EOA members)

Working three or less days a week
Single payment by direct debit, debit card or cheque **£53.00**

Associate membership

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

Appendix 1**NEU CONFERENCE ARRANGEMENTS****Delegates**

Only members of the Union (other than student members) shall act as representatives at Conference providing they have paid their current annual subscription to the Union in accordance with Rule 5. No paid official of the Union shall act as the representative of any Local District or section. A Local District may appoint and elect Conference representatives in accordance with Appendix C Rule 5.6 and Rule 14.2.2.

The Independent Schools, Post 16 Establishments and Support Staff Sections shall each elect six representatives. The Disabled, LGBT+ and Black Member Sections shall each elect six representatives. The full names and addresses of Conference representatives shall be submitted by a specified date.

If a representative is unable to attend Conference, the Local District or section may, in accordance with arrangements made by that Local District or section, provide a substitute representative, provided the name is sent so as to reach the Head Office of the Union not later than a specified date.

The representatives at a Special Conference shall be the representatives appointed and elected to attend Annual Conference with an allowance for substitutions.

Conference Business Committee

There shall be a Conference Business Committee as set out in Rule 14.5.1. For the 2019 conference the executive members of the Committee shall be the two presidents of the Union, four Joint Executive Council members elected by the NUT Section Executive and two Joint Executive Council members elected by the ATL Section Executive.

For the 2019 conference the members for the Committee elected from the membership of the Union shall be 5 members elected from the NUT Section and 3 Members elected from the ATL Section.

Submission of Motions

Rule 14.5.2 states that motions may be submitted by the Executive, Sector or Equalities Sections or Local Districts (maximum number of motions to be specified). A word limit for motions will be set.

There will be a democratic process to prioritise motions on the Conference agenda. This will be brought to the section conferences for consideration with the standing orders for Conference in 2018.

Amendments

There will be a process for the submission of amendments to motions within a defined time period (maximum number of amendments to be specified). A word limit for amendments will be set.

Sessions

All sessions of Conference shall be public with the exception of private sessions for the consideration of the Accounts and other internal union matters. Conference can sanction further Private Sessions as necessary.

Standing Orders

At the opening of the first Session of Conference, after the necessary formal business, the Standing Orders prepared by the Executive shall be submitted and, if approved, adopted and until such Standing Orders as approved be adopted, the Standing Orders of the preceding Annual Conference shall apply.

The Standing Orders for the first conference shall be approved at the 2018 conferences of the ATL and NUT Sections and will follow the principles set out below.

General

Each member of conference, guests and accredited observers shall be provided by the Union with a badge which shall be prominently displayed during the whole time that they attend Conference.

Only members of Conference, accredited observers who are members and members of staff shall be admitted to a private session of Conference.

Agenda

The order of business shall be decided by the Conference Business Committee. The order of business shall be as set out in the agenda.

Motions

The first motion of conference shall be the adoption of the standing orders. The proposer of and all subsequent speaker to a motion or amendment shall be allowed to speak for a specified amount of time. A system will be put in place to facilitate the wide participation of delegates and in particular women and new delegates. This system will include ensuring that at least 50 per cent of speakers will be women. Provision will be made for emergency motions.

Chair

The decision of the Chair shall be final subject to a procedure to challenge the decision of the Chair.

Rules of Debate

Rules of debate would follow the procedures laid out in Citrine's ABC of Chairmanship.

Suspension of Standing Orders

Notice must be given of a motion to suspend standing orders. Such a motion must be carried by a two-thirds majority.

Continuing professional development and sectors

There will be opportunities for CPD and sector group events at conference.

Appendix 2

Executive minute 6.6, December 2016

The immediate past president gave an update on the JOG meetings that had been held since the special Conference and the decision to move to a ballot vote of the members. She advised that they were having to work on the premise that the ballot will be successful in order that the transition into the National Education Union (NEU) is as smooth as possible should it be achieved.

The first meeting had welcomed the vice president to the JOG team and said farewell to Mark Baker and she wished to place on record her

thanks to Mark for his work and support on the panel. Monthly meetings were set to continue.

The following details were now confirmed:

- The ballot will open on Monday 27 February 2017 and close on Tuesday 21 March 2017 at 5.00pm with the result expected the following day.
- All standard, associate and retired members as of Wednesday 1 February 2017 would be entitled to vote.
- The scrutineer will be Popularis Limited.
- The question on the ballot paper will be "Do you agree that the Association of Teachers AND Lecturers should amalgamate with the National Union of Teachers to form a new trades union".

A number of issues were raised:

- It was confirmed that 1 February was the date the data would need to be sent to the scrutineer.
- A number of members were uncomfortable with the word "amalgamate" but this was a requirement of the Certification Office.
- It was understood that a number of NUT members still regarded this as a "takeover". Executive were asked to forward any incidences of this to the deputy general secretary particularly if it involved NUT officials.

A further report had been circulated seeking agreement for four members of the NUT JOG team to initially attend the January and February Executive meetings together with Policy Council and General Purposes Committee on those days as observers in an attempt to strengthen the understanding of the way both unions work.

This was **AGREED** on the understanding there would be no feedback or retention of written reports by the NUT members.

A further paper concerning the NEU conference arrangements was circulated and reading time given. The references to rules was clarified and a full discussion followed. A number of concerns were raised particularly about gender balance and an amendment was suggested that it should read "aiming for" at least 50% of speakers will be women. This would be considered at the next JOG meeting.

It was therefore **AGREED** that this was still work in progress but it would be considered by the 2017 respective conferences for implementation at the 2018 NEU conference.

A presentation was then given by the AGS (Communications and Membership) about the comms plan for the new union ballot.



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