

6 January 2017

## **Supplementary Evidence to the School Teachers' Review Body 27<sup>th</sup> Remit**

1. ATL is pleased to submit this further evidence to the School Teachers' Review Body. Consultees' submissions add to the extensive range of evidence and commentary highlighted in ATL's submission which indicate government is alone in believing teacher recruitment and retention to not be a very significant problem. The Department for Education has little support from other consultees for holding back pay and for choosing to not fully fund even small uplifts; making schools' jobs even more difficult and adversely impacting on children's education and development.

### **Funding**

2. The National Audit Office's report, *Financial Sustainability of Schools*, renewed the body of independent evidence which contrasts government claims to be protecting schools funding. The NAO reported cost pressures in schools of 8.7%, amounting to an 8% real-terms reduction in per-pupil funding.
3. In addition, we learnt that six in ten secondary schools need to spend more than the government is giving them. The conclusion to be drawn from this is not that schools can't afford to uplift teachers' pay, but that schools are being dangerously underfunded. STRB should recommend government addresses this, beginning by fully funding pay uplifts. As our original submission demonstrated there is a very strong case that this needs to be greater than 1% to be competitive with other sectors and begin to climb out of a recruitment and retention crisis.
4. The proposed National Funding Formula which DfE has now announced does not offer a solution to this problem. ATL firmly believes a time of huge pressure on budgets, and the extent of real-terms cuts highlighted by the NAO, provides a terrible context to revise the way funding is allocated. With no extra money being provided, we expected those schools losing out under the new formula to face a very difficult financial future, and their pupils' education to be at risk.
5. What we know now is that very few of those that benefit from a new formula will actually be better off given the wider funding context. 87% of schools will have real terms cuts in Government funding between 2015/16 – 2019/20. Once accounting for the projected rise in pupil numbers, our calculations for

ATL and NUT's [www.SchoolCuts.org.uk](http://www.SchoolCuts.org.uk) website show 98% of schools will be dealing with a loss in funding on a per pupil basis.

### **Pay survey**

6. ATL remains concerned at how the recent changes have been implemented in schools and the impact that this has had on teachers' pay. ATL and NUT have again surveyed their members on the implementation of pay progression and the findings have been submitted to the Review Body.

### **Recruitment and Retention**

7. The DfE's evidence states that 'teacher recruitment will become increasingly challenging' a point which has been repeatedly made by other consultees and was accepted in the STRB's last report. There is one clear action that the Review Body can take to help to address this and that is to recommend a pay uplift for teachers which will help to make it a more attractive profession.
8. The DfE's statement that 'teachers' salaries are still competitive' does not fit with the evidence submitted to the Review Body. The DfE evidence states that 'the classroom teacher mean salary is lower than that of graduate professional in all regions' (para C11). The DfE evidence states that there has been a drop in classroom teacher median salaries of 7% and overall teacher median salaries of 10% in real terms (para C15). Figure 11 shows that the median salary of teachers has remained higher than that of other graduates since 2003/04; however, the data cannot be easily compared as graduates from all occupations, not just professional graduates, have been used (footnote 17). Despite this, it is notable that that private sector median salaries have risen whilst teaching has suffered a recruitment and retention crisis in the most recent years of this dataset.
9. The DfE's evidence goes to great lengths to explain what actions it has undertaken to address teacher recruitment however there is no mention of any action to address teacher retention. We believe that the data shows that teachers are leaving the profession at an increasing rate and are concerned that the DfE does not seem to have a plan to address this.
10. Though not featuring in their evidence, DfE data analysis has shown the proportion of schools reporting vacancies to be 23% in the secondary sector and 6.9% in the primary sector. This paints a somewhat different, and more worrying, picture than the 0.2% vacancy rate as a proportion of all teachers.
11. The steps recommended by the DfE to address workload were minimal and have not been followed up by the radical action and instruction to schools needed to make an impact on teachers' work life balance. DfE has not taken responsibility for macro-level drivers of workload such as extensive policy change and high stakes, low reliability accountability. Funding cuts are impacting on schools' ability to recruit the necessary numbers of staff and in

many schools support staff posts are being lost. All of this is increasing the workload of teachers.

12. There is no evidence that the category of degree impacts on teachers' ability to teach. What matters most is that they receive high quality initial teacher education, supportive induction through their school and focussed and appropriate continued professional development.
13. The government's policy of offering bursaries is clearly not working and we would urge the government to undertake an urgent review of the policy to establish whether it is value for money and what other incentives can be offered to new teachers. The government's obsession with ever more extravagant packages for trainee teachers is ignoring the fact that ever greater numbers of teachers are leaving the profession early. The idea that newly qualified teachers should be paid more to attract them into the profession seems to be sending a message that teaching is a short-term career and that it does not value experience. Without experienced teachers sharing their knowledge and developing the skills to make them better teachers and future leaders pupils will not have access to the best education that they are entitled to. We know from our members that rather than being valued, more experienced and therefore more expensive teachers are being performance managed out of the profession.
14. The age profile of the profession has changed over recent years and this is resulting in a loss of expertise to the profession. The percentages of teachers by age are shown in Tables 1 and 2 below.

**Table 1: Percentage of all teachers by age**

	<b>Under 30</b>	<b>30 - 40</b>	<b>40 - 50</b>	<b>50 - 60</b>	<b>60+</b>
2010	23	30	23	22	2
2012	24	31	24	19	2
2015	25	32	25	16	2

**Table 2: Percentage of classroom teachers by age**

	<b>Under 30</b>	<b>30 - 40</b>	<b>40 - 50</b>	<b>50 - 60</b>	<b>60+</b>
2010	26	31	21	19	2
2012	27	33	22	16	2
2015	29	33	22	14	2

15. Concerns have been raised by ATL Future, ATL's section for newly qualified and trainee teachers, that they are being pushed into leadership roles far too quickly.<sup>1</sup> This is increasing their workload and undermining their confidence in their ability to teach. Data shows that the deputy and assistant head teachers have been getting younger in recent years (Table 3). Although the data does

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<sup>1</sup> TES, *I keep hearing of new teachers being used as cannon fodder – it has to stop*, 11 October 2016

not show huge numbers at this stage it does highlight a concerning trend over such a short period of time. The data does not show the number of newly and recently qualified teachers receiving TLR payments or acting up into posts due to the absence of more experienced colleagues.

**Table 3: Percentage of deputy and assistant headteachers by age**

	<b>Under 30</b>	<b>30 - 40</b>	<b>40 - 50</b>	<b>50 - 60</b>	<b>60+</b>
2010	2	32	32	31	3
2012	2	33	35	27	3
2015	4	35	37	22	2

### **Economic**

16. The DfE's evidence states that public sector pay restraint has saved around £8 billion in the last Parliament, but this does not factor in the long-term impact on educational outcomes that austerity has had on this generation of children. The OBR forecast that pay restraint will protect 200,000 jobs by 2019-20 but we know that constraint on school funding has meant that schools have been axing support staff roles and looking to cut subjects to reduce staff costs.
17. Following the decision to exit the European Union ATL believes that the government should be investing in the skills of future generations to ensure that the UK is best placed to compete. Investing in education, including the workforce, must be a vital part of the post-Brexit plan.

### **Affordability in schools**

18. The DfE evidence states that the schools pay bill is around £25 billion but it must be noted that this covers almost half a million full-time equivalent posts. Teacher salaries are a large part of school budgets and so it is essential that schools receive adequate funding. In the budget, HM Treasury committed to fund the 1% award (para 7) however, the DfE evidence has stated that 'the costs of the 2017 pay award will need to be met from within school budgets' (para 19). Clarity must be given to schools that they will receive the funding they need for the pay award.