

SCOTLAND

NASUWT THE
TEACHERS'
UNION

ANNUAL REPORT

Scotland Conference 2026

SECURING FAIR PAY AND BETTER CONDITIONS

Restoring the Value of Teachers' Pay

Securing fair pay and protecting pension rights have remained our central priorities throughout the year. Teachers' remuneration is not limited to salary alone. It is the combination of pay, pension, workload protections and national conditions that defines the professional settlement. When any element of that settlement is eroded, the sustainability of the profession is placed at risk.

Independent research commissioned by NASUWT demonstrates that teachers' earnings have fallen behind comparable graduate occupations over time. This evidence strengthens our case for sustained above-inflation pay restoration over multiple years, not one-off settlements that fail to address cumulative losses. It is notable that, in meetings with the Cabinet Secretary for Education & Skills, Jenny Gilruth, she described the teacher trade unions' desire for pay restoration as 'a legitimate aim'.

After lengthy negotiations, a two-year pay settlement was accepted which runs from 1 August 2025 to 31 July 2027 and comprises a 4% uplift on all SNCT pay points from 1 August 2025, rising to 4.25% from 1 April 2026, and a further 3.25% uplift on all SNCT pay points from 1 August 2026 to 31 July 2027. Given recent events, it is welcome that we were also able to secure a reopener clause for Year 2 of the pay agreement, should inflation rise to unacceptable levels and erode the value of the pay award; this was an idea originally suggested by NASUWT and adopted by the SNCT Teachers' Panel.

Defending the Scottish Teachers' Pension Scheme

Pensions have continued to be a major issue over the past year, particularly in the independent sector. The Scottish Teachers' Pension Scheme (STPS) is a vital part of teachers' overall remuneration. It provides security, stability and recognition of long-term service to the profession. It is not a discretionary benefit but a core element of teachers' terms and conditions.

In the independent sector, a growing number of employers have sought to withdraw from the STPS or impose inferior schemes. In some cases, teachers were presented with an unacceptable choice: remain in the STPS and accept significant pay cuts, or transfer to a lower value pension scheme.

Our members have responded with determination, acting collectively to defend their pension rights, most notably at St Leonard's School in Fife, where a successful ballot and the threat of industrial action saw the employer change its approach and agree to teachers' continued membership of the STPS. Such disputes underline the strength of feeling among members that pensions are deferred salary and must be defended.

Undermining pensions may produce short-term savings but it damages morale, recruitment and long-term workforce stability.

Understanding Pension Reform/the McCloud Remedy and wider campaigning

Members have been supported in navigating the introduction of a new online pension portal alongside the continued (if slow) implementation of the McCloud remedy, which addresses discrimination arising from previous pension reforms.

We will challenge any changes which would disproportionately impact mid-career or older teachers, including potential changes to accrual rates, contribution structures or pension taxation thresholds.

We also continue to challenge the link between the State Pension Age and the Teachers' Pension Scheme age, which locks in increases to the age at which teachers can access their occupational pension. We launched a campaign on this, alongside various sister education unions, at the Trades Union Congress in Brighton in September and have lobbied HM Treasury Ministers about it.

A secure retirement is fundamental to the attractiveness of teaching as a lifetime profession.

79%

of teachers do not think that teaching is competitive with other professions.

81%

say they are worried about their financial situation.

Source: *The Big Question 2025*



“Teachers cannot be expected to continue delivering high standards for pupils while facing continued real-terms pay cuts and worsening working conditions. The Government must recognise the scale of the crisis and act decisively to restore the value of teachers’ pay and protect their terms and conditions.”

Matt Wrack
NASUWT General Secretary

DRIVING POSITIVE CHANGE IN EDUCATION POLICY



Throughout the past year, education policy has remained a key focus, further heightened as a result of the looming Scottish Parliament elections.

For NASUWT, this has been a year of sustained engagement, robust challenge and clear advocacy to ensure that teachers' voices shape the direction of any proposed changes or reforms.

Our starting point is simple and consistent. Our members are proud to be teachers. They are proud of their profession. They want an education system that enables them to teach well, supports pupils effectively, and recognises the central role of teachers in securing positive outcomes for children and young people. Education policy, and any changes to it, must be informed by teachers and their professional expertise.

Inspection and Accountability

We have seen a major change with responsibility for school inspection being removed from Education Scotland and placed in the hands of a new, independent His Majesty's Inspectorate of Education (HMIE). This has provided an opportunity to reflect on the approach to school inspection in Scotland.

NASUWT has engaged closely with discussions around this, including having the Interim Chief Inspector, Janie McManus, address our Scotland Executive Council and take questions from them; we also responded to the formal Consultation, *School Inspections are*

Changing, the analysis of which is due to be revealed shortly after the Scottish Parliament elections. This work was underpinned by the views of our members and their concerns about the high-stakes nature of the current system and their view that inspection must support improvement rather than undermine wellbeing.

Behaviour, Safety and Security

Pupil behaviour and school safety have remained dominant concerns for many members. Evidence gathered from them demonstrates rising incidents of abuse, harassment and violence directed at teachers. We have consistently made the case that the behaviour crisis is not a matter of isolated incidents but a systemic issue.

We have been part of national discussions to give schools and teachers some of the tools to address this, in the form of the National Action Plan on Relationships and Behaviour (along with its later supplements, such as those on Consequences and on Risk Assessment); too often, though, there seems to be a lack of willingness on the part of some local authorities and schools to use these tools.

We have continued to go out to NASUWT members across the country to present the National Action Plan and how parts of it can help to improve

behaviour standards and, in cases where employers are reluctant to take action to ensure the health and safety of their staff, have supported members to prepare for industrial action, which has typically brought an improved response from employers.

We have also highlighted the growing impact on pupil behaviour of online abuse, misogyny, racism, prejudice and extremist narratives. Teachers require practical support, professional learning opportunities and access to specialist services if schools are to remain safe and supportive learning environments.

We also lobbied the Cabinet Secretary for Education & Skills about the inconsistency of security arrangements in schools across the country.

Additional Support Needs and Inclusion

The crisis in Additional Support Needs (ASN) remains acute – outcomes have not improved and pressures on teachers have intensified. In responding to formal Consultations and a Rapid Review of Additional Support for Learning which took place shortly before the Parliamentary elections, we emphasised that reform was essential and must include a clear national plan, effective multi-agency working and sustainable funding for schools and local authorities.

Teachers and their schools need specialist staff, educational psychologists, child and adolescent mental health services (CAMHS) and manageable class sizes. Without these, pupils with ASN and their teachers are placed under unsustainable strain.

There was some hope recently, given the announcement of an additional £3.7bn of funding for Special Educational Needs in England; it is essential that the £920m of Barnett consequentials heading to Scotland as a result is ring-fenced and spent on ASN.

Education Reform

The monolith that is education reform in Scotland remains an ongoing process with incremental progress across the year, largely via the Curriculum Improvement Cycle (CIC). The CIC engaged with many classroom teachers to establish what a revised

curriculum might look like and how it can better encompass knowledge, as well as be more streamlined and understandable.

NASUWT shared with the Scottish Government our increasing concerns, as the year progressed, that there had been a failure to agree on what additional time teachers would be given to engage with any revised curriculum or wider education reforms.

We have also engaged closely with the developments resulting from the Education (Scotland) Act 2025, including reforms to qualifications structures, and have welcomed the promise of increased teacher involvement in new bodies, such as Qualifications Scotland, while holding those same bodies to account – should they not move swiftly to demonstrate such commitment.

Workforce Issues

Workforce challenges continue to impact curriculum delivery and school stability.

We have continued to press the Scottish Government and others to address recruitment and retention issues effectively and called for an effective Workforce Planning Strategy, developed in conjunction with unions, which ensures: sufficient numbers of teachers are being trained; qualified teachers are able to access permanent posts; action is taken to address geographical area or subject shortages; pupils in the Senior Phase are taught by subject specialist teachers; and current inconsistent and incoherent data approaches by local authorities are resolved.



“Currently we have the scandalous situation of thousands of teachers being trained at public expense for jobs that don’t exist, all the while those teachers who do have permanent posts are drowning in workload.

The current teacher supply system is failing teachers, pupils and the taxpayer. We need the incoming administration to work with us on an effective strategy to ensure we have the sufficient teachers in the right places, teaching the subjects they are trained for.”

Mike Corbett

National Official (Scotland)

83% of NASUWT Scotland members suggest that the number of pupils exhibiting violent and abusive behaviours has increased.

Source: national NASUWT Survey on Behaviour (2025)

94% of NASUWT Scotland members say that their workload has increased as a result of underfunding of specialist services for pupils with ASN.

Source: national NASUWT Survey on Additional Support for Learning (2025)



FOCUSING ON TEACHER WELLBEING

Teacher wellbeing is not a peripheral concern. It is central to the sustainability of the profession and the quality of education delivered in our schools and colleges. Throughout the last year, we have continued to place teacher wellbeing at the forefront of our campaigning, negotiations and policy engagement.

The evidence remains clear: excessive workload, high-stakes accountability, rising pupil behaviour challenges and chronic underfunding are taking a toll on teachers' mental and physical health. Recruitment and retention pressures cannot be addressed without tackling the root causes of stress and burnout.

Workload and Working Time

Workload remains the most frequently cited factor affecting teacher wellbeing.

We finally reached an agreement with the Scottish Government and COSLA on reducing class contact time. While we are disappointed that the timeline for delivery of this takes us well into the next term of the new Scottish Parliament (especially for Secondary teachers), we are pleased that the full 90-minute reduction in class contact time will be in the hands of teachers to decide how to prioritise.

Nevertheless, this is only one tool to try and reduce teacher workload to more manageable levels. We have pressed the Scottish Government, COSLA and opposition parties to deliver meaningful reductions in unnecessary bureaucracy and administrative burden and welcome seeing the Scottish Greens make a manifesto commitment around this and hope that others will follow.

Inspection and Accountability

Inspection continues to be a significant driver of stress. We have consistently highlighted the impact of high-stakes accountability on teachers' mental health and have called for reform that prioritises support over sanction.

Teachers have described inspection pressures as damaging to morale, professional autonomy and personal wellbeing. We will continue to argue for a system that fosters improvement without fear and moves towards a more holistic context for inspection where every public body that has responsibility for education is held accountable, including Government, Ministers and other public services that contribute to learning.

Violence, Abuse and Safety

Teacher wellbeing cannot be separated from safety. Rising incidents of violence, harassment and abuse have placed additional strain on staff. As well as the references in an earlier section to our work in seeking to embed the National Action Plan on Relationships & Behaviour, we have pressed for clearer guidance on the use of force in schools, making clear that teachers must not be left exposed to legal or professional risk when responding to serious incidents.

Wellbeing also includes physical safety in the workplace. Through Workers' Memorial Day

activity and related campaigning, we have reinforced the importance of tackling hazards at work, including asbestos, and ensuring safe working environments.

Health, Inclusion and Support

Wellbeing is also shaped by how inclusive and supportive workplaces are for teachers with specific needs. Our work with partners on issues including neurodiversity, Long Covid, allergy awareness and gender-based harassment has highlighted gaps in training and policy implementation.

For example, nationwide collaboration with the Natasha Allergy Research Foundation revealed significant shortcomings in allergy training and policy awareness in schools. Ensuring that staff and pupils with medical needs are properly supported is part of creating a safe and inclusive workplace.

Through our equality conferences and networks, we have continued to provide safe spaces for members to share experiences and influence Union policy. The annual LGBTI Conference reaffirmed the importance of dignity, respect and protection from discrimination as fundamental components of wellbeing.

Women's health continued to be a key campaigning priority throughout 2025, with sessions on women's health awareness included in the Consultation Conference programmes for women and young teachers.

Our Scotland Equality Conference saw the promotion of the ground-breaking Digital Discourse Initiative by Time for Inclusive Education (TIE) which seeks to aid teachers in helping pupils identify and address online disinformation, including myths and abuse about those with protected characteristics.

Professional Support and Member Services

Our commitment to wellbeing extends to the direct support we provide to members. Our advice and casework services have supported thousands of teachers facing disciplinary processes, competency procedures and workplace disputes.

We have continued to promote access to independent support services, including Education Support, and to work with stakeholders to ensure that mental health provision for teachers is strengthened nationally.

Digital engagement has also played a role. Our website and communications platforms have provided accessible guidance on pay, notice periods and other workplace rights, enabling members to understand and assert their entitlements.

74% of teachers have experienced more workplace stress in the last 12 months.

79% believe that the job has adversely affected their mental health in the last 12 months.

61% believe that the job has adversely affected their physical health in the last 12 months.

Source: Big Question 2025

“This year’s report shows the wellbeing of teachers and education staff has plummeted to its lowest level since 2019 and is lower than the general population. Excessive workloads, poor mental health and a lack of support are entrenched features of the education system.”

Matt Wrack
NASUWT General Secretary



NASUWT Rep, Morag McDonald, receiving her STUC Health & Safety Award from First Minister John Swinney (April 2026).



CHAMPIONING DIVERSITY AND OPPORTUNITY

Our commitment to equality is not an adjunct to our work; it is central to who we are as a union and to what we stand for as teachers. Our values of pride and progress require us to challenge injustice wherever it arises and to defend the rights, dignity and safety of every member.

During 2025, issues of race equality, antisemitism, anti-Muslim hostility, gender-based violence, LGBTI equality, disability rights and the rise of far-right rhetoric have shaped both the educational and wider political landscape. Throughout the year, we have acted as a steadfast advocate for teachers and for the principles of inclusion and social justice.

Tackling Racism and the Far Right

This year has seen a worrying growth in racist and anti-migrant rhetoric, reflected in protests, online abuse and the targeting of communities. We have been clear that such narratives inevitably impact schools and the working lives of teachers; indeed, shockingly, there were even incidents of anti-immigration protests outside some of our Primary schools in Scotland over the past year.

At our conferences and in our public statements, we have highlighted the ways in

which far-right movements are fuelling harassment and violence, including within education settings. We have worked alongside the wider trade union movement to challenge division and to promote solidarity. NASUWT Representatives have participated in anti-racism events, counter-protests and cross-union initiatives aimed at isolating extremist organisations and supporting affected communities.

We have intensified our engagement with partners such as Time for Inclusive Education (TIE) and via national working groups, including those within the national Anti-Racism in Education Programme (AREP), to embed race equality within education policy and practice, ensuring that teachers' experiences inform national programmes and guidance.

We successfully bid for funding from the new STUC United Workplaces Fund and, alongside our colleagues at

TIE, visited schools in and around Falkirk, delivering sessions to school staff on identifying and addressing online disinformation. We followed this up with a well-attended webinar for those who could not make the in-person meetings. Feedback from all these sessions was overwhelmingly positive and, when we gave a formal presentation to the STUC and Scottish Government (who funded the project), they were very impressed and we are hopeful that we will be able to roll the project out to other areas over the coming year.

Defending LGBT Equality

We have continued to stand firmly in support of LGBTI teachers and pupils.

During Pride Month, members across the UK participated in local and national Pride events, reaffirming our message that equality and inclusion are non-negotiable principles within education.

We have also defended trans and non-binary rights at a time

when legal developments and political debate have created uncertainty and anxiety. Our position is grounded in respect, dignity and the need for safe, inclusive workplaces for all teachers. We have provided guidance to members navigating these issues in their schools and have worked with international partners to defend LGBTI rights globally.

Challenging Sexism and Gender-Based Violence

Evidence gathered from members continues to demonstrate the scale of gender-based abuse directed at teachers. Survey findings in Scotland revealed that female teachers report experiencing sexualised abuse and misogyny from pupils at significantly higher rates than their male colleagues. These findings underline the urgent need for co-ordinated action.

We have pressed the government to ensure that the commitments in the National Action Plan on Relationships and Behaviour are translated into tangible improvements within schools. We have advocated for better reporting systems, clearer consequences for abuse, and robust support for teachers affected by sexual harassment and gender-based violence.

Through our women teachers' networks and Consultation Conference, we have continued to highlight issues including maternity rights, flexible working, career progression and the disproportionate impact of workload on women teachers.

Tackling sexism, misogyny and misogynoir have been key features of the termly Equality Training and Development Days throughout the year. In particular, understanding the intersecting nature of sexism and racism and how to address this have been the focus of workshops at the Women's and Black Members' Consultation Conferences.

Anti-Muslim Hatred

In a context of deplorable racist

violence, in which we have seen attacks on homes and mosques, we have continued our work to address the blight of Anti-Muslim hatred on society.

Through parliamentary engagement, our own equality networks and via local and national support for anti-racism campaigns and organisations, we remain deeply committed to education on hate speech. Because by secondary school, many pupils may already have been exposed to far-right narratives, we have been campaigning for primary school pupils to be educated in the dangers of hate speech from online influencers and supporting new initiatives which provide teachers with practical strategies and curriculum tools to support them to counter the effects of online hate and disinformation.

Challenging Antisemitism

Against a backdrop of rising antisemitic incidents nationally and internationally, we have strengthened our work in tackling antisemitism in schools and within wider society. Holocaust Memorial Day last year marked the 80th anniversary of the liberation of Auschwitz-Birkenau, and the Union was represented at a commemoration event at Auschwitz – providing an important moment of reflection and renewed commitment.

We have been clear that antisemitism, like all forms of racism, has no place in our schools, workplaces or communities. We are deepening our work on education and awareness, supporting members to challenge antisemitic tropes and misinformation, and reinforcing our wider commitments to tackling racial and religious hatred.

Through our equality networks and Conference debates, we have reaffirmed that solidarity with Jewish communities and a commitment to historical truth are essential elements of anti-racist practice.

Education remains one of the most powerful tools in combatting prejudice and ensuring that the lessons of history are neither forgotten nor distorted.

Disability Rights and Workplace Protections

We have maintained close engagement with developments affecting disabled teachers, including reforms to welfare systems and workplace support mechanisms. We have ensured that the experiences of disabled members are reflected in discussions with Ministers and policymakers, particularly around access to work, reasonable adjustments and the interaction between health policy and employment rights.

Our disabled teachers' networks have continued to provide peer support and to inform the Union's campaigning priorities. We remain committed to ensuring that schools and employers meet their legal and moral obligations to provide inclusive working environments.

Throughout the year, we have lobbied the Westminster Government on the proposals for reviewing Access to Work provisions and changes to Personal Independence Payment (PIP) to ensure they are considered through the social rather than the medical model of disability and provide effective support for disabled teachers in the workplace.

“Teachers from ethnic minority backgrounds are as committed to teaching as their white colleagues, but are being held back by racial prejudice and discrimination.”

Matt Wrack

NASUWT General Secretary

INTERNATIONAL ACTION

Our international work is rooted in a clear principle: the defence of public education, democratic values and trade union rights is a global responsibility. In 2025, at a time of increasing political instability, the growth of far-right populism and escalating international conflict, our international engagement has been both purposeful and practical.

Defending Public Education Globally

We marked the International Day of Education in January by supporting the publication of Education International's (EI's) *Global Status of Teachers* report, which highlighted critical teacher shortages and deteriorating working conditions in more than 120 countries. The findings reinforced the urgency of EI's Go Public! Fund Education campaign, which aligns closely with our own New Deal for Teachers in calling for sustained public investment in education systems worldwide.

In March, we participated in the 15th International Summit on the Teaching Profession in Reykjavík. The Summit brought together Ministers and union leaders from across the globe to address teacher recruitment, retention, wellbeing and equity. For the first time, Ministers and trade union leaders from all four UK nations were represented, providing a platform for co-ordinated engagement and reaffirming our commitment to elevating the status of the teaching profession internationally.

Strengthening European Solidarity

Our work with the European Trade Union Committee for Education (ETUCE) has continued to intensify. We participated in ETUCE Committee meetings in Brussels to shape its future direction and to defend democratic values in education. Discussions focused on strengthening unions in the face of political and social instability, safeguarding professional autonomy and countering anti-trade union actions across Europe.

We also contributed to strategic roundtable discussions convened by EI and ETUCE on implementing motions co-authored by NASUWT on defending democracy against right-wing populism and extremism in education. These sessions brought together unions from across Europe and North America to share organising strategies and build solidarity networks for unions operating under illiberal or authoritarian pressures.

In Warsaw, we presented at the ETUCE final Conference on supporting the inclusion of refugees and migrants, highlighting our Refugee Welcome Schools project and our work challenging hostile narratives in education. This engagement reaffirmed our commitment to inclusive education and to countering far-right rhetoric through professional solidarity.

We also presented at a European Trade Union Institute (ETUI) and ETUCE briefing event in Brussels on the impact of AI on equality, diversity and inclusion, and how some AI systems are creating further inequities within particular groups of teachers and students.

Global Partnerships and Exchanges

We were represented at the Conference of the Arab Countries Cross-Regional Structure of EI, strengthening relationships with unions across the Middle East and renewing long-standing links with colleagues in Iraq and Bahrain.

We welcomed a delegation of Nigerian teacher trade unionists, politicians and civil servants to the UK for a two-day programme on strengthening union-government collaboration in education. This exchange focused on consultation frameworks, parliamentary engagement and the practical operation of social dialogue.

In Australia, we were represented at the Independent Education Union Conference, reinforcing solidarity – with colleagues confronting similar pressures on workload, recruitment and trade union rights.

Through participation in TUC Aid initiatives in Cameroon, we engaged in discussions on the implementation of the African Continental Free Trade Area, emphasising the importance of embedding labour protections, decent work standards and investment in education within wider economic policy frameworks.

Human Rights and International Solidarity

We have continued to speak out against the harassment and persecution of trade unionists in Turkey, raising concerns directly with government authorities and through international bodies. We have reiterated calls for compliance with international labour standards and the protection of teachers' rights.

We also marked the 80th anniversary of the liberation of Auschwitz-Birkenau by participating in the International Conference on the Holocaust in Krakow and Auschwitz. This engagement reinforced our commitment to Holocaust education, combatting antisemitism and defending historical truth.

The ongoing conflict in Gaza has resulted in devastating impacts on civilians and the destruction of educational infrastructure, including the deaths of teachers and widespread damage to schools. We have continued to monitor developments closely and to consider appropriate avenues for practical solidarity, recognising the profound implications for education and for teachers in the region.

We also expressed solidarity with the Jewish community, following the horrific attack at Bondi Beach, and unequivocally condemned antisemitism and all forms of hatred-driven violence. Our international work remains grounded in anti-racism, equality and the defence of human rights.

The Union was once again represented on the EI delegation at the UN Commission on the Status of Women in New York. This delegation, alongside other global labour women, played a key role in the negotiations with governments for further progress on ending violence against women and girls around the world.

In 2024/25, more than 224 million children globally were affected by crisis or conflict.

Source: Education Cannot Wait

In 2024/25, democratic standards declined in more than one-third of countries worldwide.

Source: International IDEA Global State of Democracy Report 2024

“Freedom of association and collective bargaining are fundamental rights at work.”

Source: International Labour Organization



AFFILIATIONS, DONATIONS AND SPONSORSHIPS (OVER £500)

Sponsorship

African Caribbean Leukaemia Trust
British Youth Music Theatre
Burma Campaign
Durham Miners' Association and Gala
UK Global Campaign for Education (Send My Friend to School)
Hazards
Liberty
Matchgirls Memorial
National Youth Choir of Scotland
Northern TUC Asbestos Support and Campaign Group
Redhills
Riverside Band
Tolpuddle Martyrs Festival
Welsh Schools Athletic Association

Affiliations

Amnesty International
Campaign for Trade Union Freedom
Education International
ICTU
Institute of Employment Rights
Justice for Colombia
Labour Research Department
National Children's Bureau – SEC Membership
Scottish TUC
Show Racism the Red Card
TUC
TUC Cymru
Unions 21

Emergency International Support

EI Solidarity Fund for Jamaica

CONSULTATION RESPONSES

Scottish Government

- SSI to add “sex” as a characteristic to the Hate Crime and Public Order (Scotland) Act 2021
- Climate Change Duties: draft statutory guidance for public bodies
- School Inspections are Changing
- Independent Advisor to the Cabinet Secretary for Education & Skills: Future School Reform
- School Premises Regulations: updating proposals consultation

Scottish Parliament

- Public Audit Committee: Additional Support for Learning
- Criminal Justice Committee: Domestic Abuse (Scotland) Bill
- Equalities, Human Rights and Civil Justice Committee: Children (Withdrawal from Religious Education and Amendment of UNCRC Compatibility Duty) (Scotland) Bill
- Health, Social Care and Sport Committee and Local Government, Housing and Planning Committee: Good Food Nation Proposed National Plan
- Net Zero, Energy and Transport Committee: Petition 2123 on Air Quality Standards in Scotland
- Education, Children and Young People Committee: Restraint and Seclusion in Schools (Scotland) Bill
- Equalities, Human Rights and Civil Justice Committee: Neurodivergence in Scotland

Other

- Equality and Human Rights Commission (EHRC): Code of practice for services, public functions and associations consultation 2025
- Department of Work and Pensions: Review of the State Pension Age
- General Teaching Council for Scotland: risk assessment as part of initial consideration process
- General Teaching Council for Scotland: accreditation process and requirements review

REPRESENTATION ON TRADE UNION CENTRES

STUC

General Council

Mike Corbett

LGBT+ Committee

Nik James & Kim Gillanders

Black Workers' Committee

Afifa Khanam

Disabled Workers' Committee

Carol Woods

Women's Committee

Tara Lillis

EXTERNAL BODIES, COMMITTEES AND WORKING PARTIES ON WHICH NASUWT WAS REPRESENTED

Scotland

- Action for Maternity Rights
- Anti-Racism in Education Programme: Curriculum Reform
- Anti-Racism Education Programme: Racism and Racist Incidents
- Anti-Racism in Education Programme: Education Leadership and Professional Learning
- Anti-Racism in Education Programme: Diversity in the teaching profession and education workforce
- Behaviour in Scottish Schools – Research Advisory Group
- Centre for Teaching Excellence – Professional Associations Focus Group
- Curriculum and Assessment Board
- Curriculum Improvement Cycle Advocacy Forum
- Curriculum Improvement Cycle Equalities Reference Group
- Education Advisory Group on Tobacco & Vaping
- Education Reform Stakeholder Reference Group
- Education Reform Ministerial Group
- Engine Idling Campaign Group
- Equally Safe – Marketing Campaign – Advisory Group
- Gender Based Violence in Schools Working Group
- Gender Equality Taskforce in Education and Learning
- General Teaching Council for Scotland & Professional Associations Liaison Group
- Headteacher Recruitment Working Group
- Included, Engaged and Involved Working Group
- Inspection External Stakeholder Reference Group
- Justice for Columbia Supporter Network
- LGBT Inclusive Education Implementation Group
- Mental Health in Schools Working Group
- National Improvement Framework Professional Associations Group
- National Improvement Framework NSA User Assurance Group
- National Qualifications 2025 Working Group
- NES Training on the psychological needs of CYP with physical health conditions in schools: Stakeholders Group
- New Inspection Frameworks and Methodologies – Stakeholder Engagement
- Online Learning Review
- Forums (i) New school inspection frameworks and models
- New Inspection Frameworks and Methodologies – Stakeholder Engagement
- Forums (ii) Supporting the curriculum improvement cycle
- New Inspection Frameworks and Methodologies – Stakeholder Engagement
- Forums – Developing a framework for inspection of local authorities
- Physical Intervention Working Group
- Professional Associations Forum
- PSE Delivery & Implementation Group
- PSE ITE and CLPL Subgroup
- PHS Children and Young People Settings Guidance group
- Qualifications Reform Working Group

- Qualifications Scotland – Teacher Charter and Interest Committee
- Recording & Monitoring Short-Life Working Group
- Refugee and Migrant Education Rights in Scotland Evaluation Group
- Respect for All Working Group
- Respect for All – Online Bullying Subgroup
- Respect for All – Recording and Monitoring Subgroup
- Respect for All – Prejudice Based Bullying Subgroup
- School Attendance Guidance Working Group
- School Uniform Working Group
- Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS)
- SAGRABIS Recording and Monitoring Group
- SAGRABIS Risk Assessment Group
- SAGRABIS Consequences Group
- Scottish Learning for Sustainability Leadership Group
- Scottish Government Gender Equality Taskforce
- Scottish Negotiating Committee for Teachers
- Scottish Negotiating Committee for Teachers ASN Group
- Scottish Negotiating Committee for Teachers Class Contact Time Group
- Scottish Negotiating Committee for Teachers Support Group
- Scottish Negotiating Committee for Teachers Job Sizing Group
- Scottish Teachers' Pension Scheme Advisory Board
- Scottish Teachers' Pension Scheme Advisory Board Teachers' Side meeting
- Scottish Teachers' Pension Scheme McCloud Remedy Communications Sub-Group
- Strategic Board for Teacher Education
- STUC and Scottish Parliament Labour Trade Union Group
- STUC and Scottish Parliament SNP Trade Union Group
- STUC and Scottish Parliament Greens Trade Union Group
- STUC Black Workers' Committee
- STUC Equality Officers' Network
- STUC Fair Work & Covid Group
- STUC General Council
- STUC LGBT+ Committee
- STUC Organising Group
- STUC/TUC Trade Union Education Strategy Group
- STUC Women's Committee
- STUC Women's Committee – Rights and Discrimination Subgroup
- STUC Women's Committee – Health Subgroup
- STUC Women's Committee – Organising & Subgroup
- STUC Women's Committee – Women's Rights at Work Subgroup
- STUC Women's Committee – Family Friendly Workplaces Subgroup
- STUC Women's Committee – Women's Health, Public Services and Poverty Subgroup
- STUC Women's Committee – Tackling Misogyny and the Far Right Subgroup
- STUC Disabled Workers' Committee
- Substance Use in Schools Working Group
- Supporting Workforce Wellbeing Stakeholder Reference Group
- The ALLIANCE's Women's Health Lived Experience Group
- Women Against the Far Right Scotland – Steering Committee

Other

- British and Irish Group of Teachers' Unions
- Education International Research Network
- Education and Solidarity Network Board

- Education International OECD Advisory Committee
- ETUCE Executive Committee
- ETUCE Standing Committee for Equality
- International Summit on the Teaching Profession
- Trade Union Advisory Committee to the OECD
- United Nations Commission on the Status of Women
- Women's Council of the Isles

TRACKING PROGRESS ON RESOLUTIONS FROM SCOTLAND ANNUAL CONFERENCE 2025

FAR-RIGHT EXTREMISM AND HATE CRIMES

Conference believes that over the last decade the Government has peddled a hostile environment agenda which has created the conditions for hatred to flourish.

Conference notes with increasing concern the prevalence of hate speech on social media and beyond, seemingly with impunity.

Conference is appalled to see the language of the far right and right-wing extremist influencers permeating and becoming normalised, including amongst some of our young people.

Conference is deeply concerned about the climate and impact of racism, sexism and misogyny, homophobia, transphobia, ableism, and religious hatred affecting the lives of children and young people.

Conference is further concerned that teachers with protected characteristics are being disproportionately targeted with increased challenges to their authority as well as abuse and assaults.

Conference agrees that if such behaviours go unchallenged, this creates a corrosive working and learning environment which can have a devastating impact on the health and welfare of teachers as well as the young people witnessing it.

Conference is concerned that current behaviour approaches in schools take little cognisance of prejudice-based abuse, in particular the use of restorative approaches and the impact of these on staff who have been abused.

Conference applauds NASUWT's long and proud tradition of defending communities threatened by the far right and believes that work must continue today and into the future.

Conference asserts that it is incumbent on all of us to work collaboratively to challenge hate speech at all levels and calls on the Scotland Executive Council to help change the narrative by:

- (i) promoting positive stories of NASUWT members whose activism challenges far right narratives;
- (ii) providing training for members on difficult/challenging conversations;
- (iii) providing updates, training and webinars on equality issues, promoting and empowering allies to stand up for the rights of all;
- (iv) campaigning for earlier support and education on hate speech at primary school, recognising that, by secondary school, many pupils may already have been exposed to far-right narratives;
- (v) building solidarity with other trade unions and the STUC to ensure the movement remains vigilant and united against the threat of far right populism which seeks to dismantle our values and democratic principles;
- (vi) offering ongoing solidarity with migrants, supporting community organisations such as Maryhill Integration Network (MIN) working to bring people seeking asylum, refugees, migrants and the settled inhabitants together, recognising our country owes a huge debt of gratitude to those who have chosen to live in Scotland, both recently and across past generations and
- (vii) lobbying the SQA and Education Scotland to ensure appropriate inclusion of race equality and antiracist practice and content in the development of new or adapted course specifications, and relevant guidance.

Progress Report

Met with Cabinet Secretary, Jenny Gilruth, at multi-union meeting in May and she agreed to host a roundtable meeting 'soon' to further explore these issues.

Discussed with the Cabinet Secretary, Jenny Gilruth, more fully at NASUWT meeting in June.

Met Cabinet Secretary, Jenny Gilruth, and Scottish Government officials in June to discuss EHRC interim guidance.

NASUWT National Executive discussion on our approach to Reform UK in June.

Shared information with members on Stand Up to Racism events.

Discussion with STUC General Council and STUC Women's Committee in June to co-ordinate TU response.

Key theme of our Scotland Equalities Conference in September.

Attended STUC event in September: Strategies to Tackle the Far Right.

Attended several anti-racism demos at hotels in Falkirk and Perth, with a Scotland Executive Council member and our Policy Official speaking at these.

Met General Secretary in September to discuss action on both this and the UK Annual Conference Motion on Tackling the Far Right.

Raised concerns about asylum hotel protests and widening far-right rhetoric with Cabinet Secretary in meeting in September and she agreed to communicate these to First Minister.

Part of successful Composite Motion on Tackling the Far Right at STUC Black Workers' Conference in October, with one of our delegates in a broadcast interview on national television.

Tabled a successful Motion at STUC Women's Conference in October on Far Right Extremism and Misogyny.

Asked General Secretary to consider how we might support expansion into England of Time for Inclusive Education's Digital Discourse Initiative to counter online disinformation.

Participated in major event in December, Falkirk For All, where National Official was the only trade union speaker (alongside politicians and anti-racist groups).

Participated in the Our Grades Not Visas Evaluation process.

Meetings arranged with Maryhill Integration Network, Intercultural Youth Scotland, Zero Tolerance, Hope not Hate, Mental Health Foundation to support shared interests.

Raised via SAGRABIS in Sept and Nov and communicated with COSLA and Education Scotland in the Autumn term.

Met with Equality lead in Government in November to receive update on national progress and campaign launch.

Attended the STUC St Andrew's Day Anti-Racism march and rally in November.

Successful application to STUC United Workplaces fund – preparation for a series of workplace events in Falkirk to address far-right misinformation have begun.

Met Hope not Hate 06/11 alongside team from NASUWT HQ to discuss Union's national work.

Engaged with Scottish Government in December to improve dissemination of anti-racism curricular developments and events shared via the Anti-Racism in Education Programme.

Lobbied Scottish Labour MSPs in January to be more publicly supportive of trade union challenges to the far right.

Co-signatories on an MSP Briefing from Zero Tolerance warning about the weaponisation of violence against women and girls.

Met with Stand Up to Racism on 23/01 to explore shared messaging between education unions and Stand up to Racism..

Met with Nelson Mandela Memorial foundation on 07/01 to explore promoting their work at our Scotland Equality Conference.

Invited to present United Workplaces project to headteachers at two Education Scotland events.

Participated in a Curriculum Improvement Cycle Equality Reference Group on 16/01 to promote equality issues within the curricular framework review.

Attended STUC two-day learning event: Shifting the Dial on 28/29 Jan.

Met with the Young Women's Network on 06/02 to explore shared messaging and attended their roundtable, Young Women Demand, to discuss their manifesto asks and shared campaign approaches.

Took part in an Engender creative CEDAW (UN Convention on the Elimination of All Forms of Discrimination against Women) workshop via STUC on 04/02, which will feed into work holding the UK to account for gender inequality and will help shape Engender's report to the United Nations.

Met with Zero Tolerance on 11/02 to talk about future plans for joint work around tech-facilitated VAWG.

Working via GETEL, who met on 12/02, to provide updates and training for teachers on gender inequality.

Working with Scottish Government teams to launch a campaign to tackle misogyny and help young boys make the connection between sexist content they see online and the impact it is having on girls in real life. Campaign launch planned 16/02.

Engaging with the Scottish Government around a proposed 'Extreme Right in Education' roundtable' with the Cabinet Secretary prior to the election to consider the challenges facing schools, teachers and wider communities.

Providing support in the organisation of the Women Against the Far Right Scotland event on 25/02.

Building the role of Equality Rep within Scotland (included as part of training bid).

NASUWT election manifesto contains asks to tackle discrimination, hate and inequality.

We helped develop resources for visits to a number of schools in Falkirk to address far-right misinformation, as part of the STUC United Workplaces project.

PARITY OF ESTEEM FOR ALL SECONDARY PUPILS

Conference notes that because N3 and N4 courses are internally assessed, some see these as 'lesser' than their equivalents at N5 plus.

Conference is concerned with reports of management practices within schools which undermine the internal assessment experience and, as a result, further undermine the achievements of many learners at N3/N4.

Conference believes the validity of N3 and N4 can only be secured where assessment practices are rigorous and calls on Scotland Executive Council to lobby Scottish Government, local authorities, the Curriculum and Assessment Board and the SQA, to:

- (i) move to a model of external assessment of N3 and N4, which would provide integrity in the process, limit workload and provide protections to teachers against unreasonable management practices;
- (ii) publish clear rules to administer these qualifications, supported by local authority information dissemination;
- (iii) promote the value of the SCQF framework that sets out that Level 3, 4, 5, 6, and 7 qualifications are equal to National 3, 4, 5, 6 and 7 courses;
- (iv) promote the value of National Progression Awards to support schools and to support learners to the right pathways and destinations, in turn placing less stress on school league tables for the 'Magic 5' and
- (v) secure useful CLPL for staff, as opposed to a few hours on an in-service day to look up SQA Understanding Standards, ensuring such information and professional learning is released sufficiently early to be useful and SQA guidelines are sufficiently clear.

Progress Report

Broad concerns around this raised in a meeting with the SQA Chief Executive Officer and Chief Examiner in May.

Raised continuing concerns around this at a meeting of the Qualifications Reform Working Group in October.

Explored at a meeting of the Curriculum & Assessment Board in November.

Concerns were raised with SQA/Qualifications Scotland at a meeting in December.

These concerns were further raised in a meeting between the National Official and the Chief Executive of Qualifications Scotland in March.

There was detailed exploration of these issues (and NASUWT concerns) at a meeting of the Curriculum & Assessment Board in March.

Concerns discussed in detail with Chair of the Qualifications Scotland Board in April.

DUAL PRESENTATION AT NATIONAL 4 AND NATIONAL 5

Conference notes that despite guidance issued by the Assessment and National Qualifications Group in 2017 referencing the importance of well-informed and accurate presentation decisions for National Qualifications candidates, there has been a significant increase in the number of candidates who are dual presented for National 4 and National 5 in the same subject.

Conference is concerned to note despite the recent joint letter from the Cabinet Secretary, the SQA and Education Scotland in 2024, preliminary SQA entry data for 2025 shows this trend increasing further.

Conference believes these presentation patterns have increased workload for both teachers and pupils and have provided a poor experience for many young people.

Conference calls on the Scotland Executive Council to work with the Scottish Government, SQA and Education Scotland to identify particular local authorities and/or schools which are making inappropriate National Qualifications presentation decisions and urge them to revise and review their practices.

Progress Report

Concerns around this were raised in a meeting with the SQA Chief Executive Officer and Chief Examiner in May.

Concerns also raised at Curriculum & Assessment Board meeting in September.

Sole focus of meeting with COSLA Policy Officer on 24/9 and agreement by them to investigate.

COSLA leaders declared their support for this approach in bi-lateral meeting on 29/10.

Further data was supplied to COSLA in December, demonstrating that the scale of the problem had worsened during the 2024/25 school session. COSLA have agreed to report back to NASUWT in the 2026.

'TEACHING IN A VACUUM': SUPPLY TEACHER HEALTH, SAFETY & WELLBEING

Conference notes that supply teachers make a vital contribution to securing high educational standards for all children and young people.

Conference is deeply concerned with the results of the NASUWT Scotland Annual Supply Teacher Survey which showed that:

- (i) just over two-thirds (68%) of supply teachers stated they were not given the school's overall risk assessment;
- (ii) in excess of a third (37%) stated that they were not provided with the details of any designated contact(s) for any questions, problems or emergencies;
- (iii) well over half (55%) reported that they were not provided with the details of how to raise any concerns about health and safety;
- (iv) just under two-fifths (39%) reported that they were not provided with the details of how to call for assistance, including first aid;
- (v) well over a third (37%) stated that they were not provided with the details regarding access to computers, with log-in details;
- (vi) over half (53%) stated that they were not provided with a list of the pupils in the class(es) they would be teaching, including details of any additional information, such as those with medical conditions or additional support needs (ASN);
- (vii) over three-fifths of supply teachers (63%) stated that they had not been provided with the details of any pupils known to be potentially violent and how this should be managed and
- (viii) over two-fifths (43%) reported that they had not been provided with the behaviour management policy when undertaking assignments in schools, including who to contact.

Conference believes that local authorities are being negligent in their duty of care to many teachers generally, and to supply teachers specifically. Conference therefore calls on the Scotland Executive Council to campaign for:

- (i) equal access to support systems for supply teachers, including PRD and Glow logins;
- (ii) supply teachers to be provided with the appropriate information on site to ensure their safety at work;
- (iii) sufficient paid time for supply teachers to be able to read and absorb relevant information;
- (iv) a consistent and publicised national approach – a ‘Charter for Supply Teachers in Schools’ – to supporting supply teachers across local authorities;
- (v) union health and safety checklists to be utilised by Local Association representatives to negotiate locally to support supply teachers and
- (vi) seek feedback on existing local protocols for supply staff and any monitoring systems to assess implementation at local authority level utilising Freedom of Information requests.

Progress Report

National monitoring working group established.

Tabled Motion at SNCT Teachers’ Panel on 30/9: Motion viewed sympathetically but withdrawn to be expanded upon and resubmitted at future meeting (not yet possible, given focus on Reduced Class Contact Time).

Pushed on this in Fringe Meeting at Scottish Greens Conference in October.

Core part of NASUWT Manifesto, published in December.

National approach to workforce planning and supply discussed at the Recruitment and Retention roundtable with the Cabinet Secretary on 08/01.

SNCT Support Group pushing for improved and equivalent terms and conditions for supply teachers at meeting on 10/02.

Scottish Greens Manifesto contained some commitments to support supply teachers, including a national Supply Register.

FoI submitted to Councils about support provided to supply teachers.

SCHOOL SECURITY

Conference notes that March 2026 will be the 30-year anniversary of the Dunblane Primary School shooting.

Conference further notes that this tragic event resulted in school security measures being tightened, access to school buildings restricted and visitors routinely vetted at the school door.

Conference is concerned that security measures have not been maintained in every establishments, with security having been reduced in some and control measures relating to access to establishments no longer strictly regulated.

Conference believes variability between schools can relate to the age of the school building, a lack of available resources for school maintenance, failures to adhere to protocols and in some cases neglect.

Conference believes that school security remains vital and calls on the Scotland Executive Council to lobby the Scottish Government to:

- a. commit to provide a consistent school safety and security experience for staff and pupils across Scotland;
- b. regularly review and report on school security to parliament and
- c. ensure sufficient resources are allocated to protect all school estates from attack or unwanted intrusion.

Progress Report

Discussed with Cabinet Secretary, Jenny Gilruth, at NASUWT meeting in June, where she agreed this was an important issue and that the Scottish Government can bring some refreshed messaging and focus to it.

Success in Moray in improving school security across the Primary estate via utilising risk assessments and lobbying health & safety officials.

Individual support being provided to local secretaries in Renfrewshire, Highland and a Workplace Rep in East Dunbartonshire.

Responded 23/10 to the review of the original Learning Estate Strategy advocating for school security and health and safety to be more clearly set out.

Pursued with Scottish Government Estates Team.

STAFFING: A CRISIS COVERED UP?

Conference welcomes commitments made by almost all local authorities to maintain 2023 teacher numbers.

Conference is concerned, however, that inconsistent data approaches between local authorities may mean that this headline is masking the reality on the ground and inhibiting a co-ordinated national approach to workforce planning.

Conference believes that:

- a. vacancies in key shortage subjects, such as Maths and Computing, are being covered by numbers elsewhere;
- b. vacancies are constantly filled with probationary staff, leading to instability and inconsistency in classrooms & departments;
- c. acting positions are becoming more common, and more embedded as a systemic approach and
- d. teachers seconded, or working across the Local Authority, are being counted as frontline

Conference believes that urgent action is needed to gain a true picture of the workforce in Scotland and further that without such clarity solutions will be unable to be found.

Conference calls on the Scotland Executive Council to:

- (i) lobby the Scottish Government and SBTE to move with operational urgency to a system with robust data that allows for longer-term planning;
- (ii) engage with members, schools, local authorities and the Scottish Government to identify clear categories, which, for example, allow for supply, non-class contact teachers, shared headships to be identified, in order to better support national data collection;
- (iii) highlight nationally the challenges with only utilising a pupil/teacher ratio approach to workforce planning, including the different ratios which apply to specialist ASN settings;
- (iv) seek clarity from the Scottish Government and local authorities around the variety of different approaches which are being used across each local authority;
- (v) raise with the Scottish Government and COSLA the current challenges in recruiting and retaining teachers, particularly in some subject specialisms, and seek significant and genuine improvements to teachers terms and conditions via SNCT as a vehicle for bringing more people in to teaching and
- (vi) press the GTCS, Scottish Government and local authorities for a national stated approach to temporary, short-term cover of teachers beyond their registration category and employed role, supporting the GTCS statement that 'even where something is temporary, assessment should be made about whether the teacher has the appropriate knowledge and skills to teach what they are being asked to. This is why it is expected that as far as possible even temporary cover is managed within subject cognate groups'.

Progress Report

Discussed with Cabinet Secretary, Jenny Gilruth, at NASUWT meeting in June, where, while we welcomed the commitment to maintain teacher numbers at 2023 levels (the Cabinet Secretary asked us to highlight directly with her any Council which was seeking to avoid this), we expressed broader concerns about workforce planning.

The Cabinet Secretary shared more details on her recent announcement that the Teacher Induction Scheme will be reviewed, highlighting that that her key motivation was a desire to stop probationers being used to plug staffing gaps. She also shared that she has insisted on a 10% cut to numbers of primary teachers trained over the coming year.

Raised data via SBTE and individually with SG lead – broader discussion at a meeting in November.

Tabled Motion on Lead Teachers at SNCT Teachers' Panel on 30/9 and unanimously supported.

Tabled Motion on Subject Shortages at SNCT Teachers' Panel on 30/9 and unanimously supported.

Tabled Motion on Data Collection at SNCT Teachers' Panel on 30/9: Motion viewed sympathetically but withdrawn to be expanded upon and will be resubmitted at next full SNCT meeting in March 2026.

Meeting with new SG lead to highlight and press on lack of progress – including shared definitions/categories.

Explored in Professional Associations Forum meeting with Cabinet Secretary, Jenny Gilruth, in December.

Attended Teacher Recruitment Roundtable with the Cabinet Secretary at Scottish Parliament in January and scheduled to attend follow up.

At Strategic Board for Teacher Education on 03/02, again raised workforce planning challenges in context of Scottish Government teacher recruitment campaign.

Raised (v) in motion to SNCT Support Group on 10/02: well received by the Scottish Government and COSLA who acknowledged the link.

Meeting sought with lead Scottish Government official around data collection and recruitment and retention challenges.

HEALTH AND WELLBEING

This Conference is concerned at the increased level of sickness absence among teachers and this is often identified as stress-related.

Conference believes that employers are providing health and wellbeing support which is more reactive to sickness absence than preventative. Conference also believes morale is very low in schools, with teachers feeling that their health and wellbeing is being not being valued nor supported by their employer.

Conference is concerned the majority of support services are advertised online and teachers are often unaware of these services and further that supports, such as reduced rates at Council Leisure facilities, have increasingly been removed due to budget cuts.

Conference urges the Scotland Executive Council to:

- 1) survey local authorities on the:
 - a. levels of teacher absence in relation to other council workers;
 - b. preventative health and wellbeing supports;
 - c. ways in which supports are advertised and
 - d. data on employee work satisfaction.
- 2) approach the Scottish Government to recognise and be more proactive when it comes to resourcing teacher health and wellbeing support before they become unwell.

Progress Report

Engaging via the Mental Health in Schools working group and issues shared with government leads.

Core part of NASUWT Manifesto for 2026 election, published in December.

Pushed for teacher wellbeing to be part of manifesto in meeting with Miles Briggs, Conservative MSP, in February.

Met twice in January with the British Standards Institution to explore national standards, including on psychological safety and suicide awareness.

Psychological safety and supervision raised via Fair Work for Neurodivergent Teachers project and will be included in campaign plan.

Attended a Glasgow City Council Health & Wellbeing event in March.

Survey issued to all local authorities.

Engaged with Planet Youth around upstream prevention modelling for Scotland.

Utilised Education Support's Teacher Wellbeing Index 2025 to campaign around teacher wellbeing.

DATA IN PRIMARY SCHOOLS

Conference is concerned that Achievement of Curriculum for Excellence Levels (ACEL) are not fit for purpose.

Conference notes that there remain multiple variations between schools, inhibiting easy comparison of data, which results from inter alia:

- a. a failing in the curriculum and its exemplification and
- b. variations in practice across schools such as those who include ASN children's data and those who do not;

Conference further notes that primary teacher professional judgement is coming under increasing attack, with downward pressure being placed on teachers to present improvements in attainment data.

Conference calls on the Scotland Executive Council to:

- (i) lobby the Scottish Government and Education Scotland as part of the curriculum review and reform to ensure that attaining a level is clear, easily understood and will not require excessive moderation;
- (ii) promote the use of lead teacher, both with the Scottish Government and also via SNCT, to support consistency in data approaches across schools;
- (iii) engage with the Curriculum Improvement Cycle to ensure the voice of teachers are at the heart of any reform;
- (iv) lobby local authorities to ensure moderation exists across all key areas of attainment, between primary teachers (uppers/P7/second level) and secondary teachers (third level) which will support an improved understanding of how teacher professional judgement in the primary sector at second level ties in with the expectations of each subject area at high school;
- (v) engage with local authorities and COSLA to address any undue challenges to teacher professional judgements and
- (vi) seek clarity from the Scottish Government regarding the amalgamation of ACEL data in any one setting.

Progress Report

NASUWT maintained places on the Curriculum Improvement Cycle working group, the Curriculum & Assessment Board and User Assurance Group, all of which explore ACEL data.

Raised in meeting with Education Scotland in June.

Motion on Lead Teacher passed at SNCT Teachers' Panel in September.

Concerns raised as part of the National Improvement Framework review regarding data collection burdens for teachers.

Central focus in response to Call for Views by John Wilson, Independent Adviser to the Cabinet Secretary for Education and Skills, in February.

Raised (ii) by presenting Teachers' Side motion to SNCT Support Group on 10/02: in-depth discussion with the Scottish Government and COSLA took place.

Raised the under-use of career progression pathways at the Teacher Recruitment Roundtable with the Cabinet Secretary at Scottish Parliament in January and scheduled to attend follow-up.

ASN SUPPORT IN SCHOOLS

Conference notes that Audit Scotland, in a recent briefing paper, has called for a fundamental review of planning and resourcing of additional support for learning.

Conference agrees that Scottish Government and councils must fundamentally rethink how they plan, fund and staff additional support for learning as part of core school education in Scotland.

Conference is concerned that teachers are increasingly expected to teach children with such high and complex needs in mainstream classes that they require almost one-on-one support, at the same time as teaching the rest of their class.

Conference believes that all pupils deserve to have their additional learning needs met with specialist support yet is concerned that the current system is failing pupils with additional support needs (ASN), their classmates and the teachers working to support them.

Conference calls on the Scotland Executive Council to:

- (i) engage with Audit Scotland, and thereafter the Scottish Government and councils, to improve current data collection practices;
- (ii) lobby Scottish Government to disaggregate data for support assistants, setting out those who are identified to support an individual child and those who are supporting the wider school setting;
- (iii) foster links with sister trade unions representing Learning Support Assistants, supporting all relevant campaigns to increase LSA numbers and improve their contractual rights, including time for professional learning;
- (iv) seek increases to national funding from the Scottish Government, to support the necessary systemic change and
- (v) bring a motion to SNCT supporting (a) lower ratios for specialist provision and (b) calling for staffing ratios (teacher plus support staff) formulas to be agreed for mainstream classes which would vary dependent upon the number of ASN pupils on the register.

Progress Report

The Scottish Government supported an opposition motion in Parliament on 15/5/25 calling for “a national review into the implementation of mainstreaming policy and the availability of specialist additional school places across local authorities” and committed to hosting a roundtable meeting on this.

Explored the above commitment with the Cabinet Secretary at our meeting in June and she shared her feelings that there actually needs to be a review of the legislation around ASN, though this obviously will not happen before the election in May 2026.

Met with MSP (Elena Whitham) in June to discuss ASN policy and potential manifesto asks.

NASUWT ASN survey data compiled into briefing papers and presented to the NASUWT Education Committee.

Motion tabled at SNCT Teachers’ Panel on 30/9, but EIS and the SSTA voted against and motion fell.

Referenced as part of evidence to Education, Children & Young People’s Committee on 1/10 and in meeting with Daniel Johnson MSP.

Core part of NASUWT Manifesto for 2026 election.

Discussions to support Unite, Unison and GMB members working in this sector took place via the STUC Women’s Committee at the STUC Women’s Conference in October and with the Unison’s Women’s Conference in April.

Explored in Professional Associations Forum meeting with Cabinet Secretary, Jenny Gilruth, in December, where she mentioned a planned rapid review of ASN in advance of the election.

National Official did a series of interviews on this topic, on the release of key figures in December, showing a further increase in the numbers of pupils with an ASN.

Notice provided that an ASL National Engagement Event will take place on 12 March: questions regarding the nature of this event have been raised with the Scottish Government.

This was a key question at our Scottish Parliament Election Hustings with leading politicians on 27 February.

We met with the independent lead of the national ASL Review in March and shared our members’ key concerns with her.

ASBESTOS EXPOSURE

Conference notes that the prevalence of asbestos in public buildings is well documented, schools being no exception.

Conference is concerned that teachers can be exposed unknowingly to asbestos dust hazards and it has been shown that asbestos has been used in some school equipment, such as science labs.

Conference is appalled to find that a disproportionate number of teachers are contracting malignant asbestos-related diseases including Mesothelioma, lung cancer, ovarian cancer and laryngeal cancer.

Conference further notes that in some industries, those employed working with or in buildings with asbestos have this fact added to their medical records; this enables a person who contracts or develops an asbestos related illness to be fast tracked for compensation. Conference is dismayed that this is not the practice for teachers.

Conference calls on the Scotland Executive Council to lobby the Scottish Government to ensure that teachers who work or have worked in such buildings should have this fact placed on their medical records, in order that compensation can be awarded expediently.

Progress Report

At our June meeting with the Cabinet Secretary, we reminded her that she had agreed in November to set up a Stakeholder Group which we would be part of, but we expressed concerns that we had heard nothing since. She acknowledged this commitment and apologised for the lack of progress. She asked officials to address this.

Followed up with officials in September and November – SG officials confirmed in November that they would be setting up a roundtable.

Key session on this at Scotland Health & Safety Seminar on 15/11.

Ongoing promotion of campaign via social media: <https://bsky.app/profile/nasuwtscotland.bsky.social/post/3m5bd5eunms2w>

HSE Enforcement and Improvement Notices can now be searched separately for the Education Sector. This includes enforcement and improvement notices for failure to comply with the Asbestos Regulations. Systems are put in place to monitor and support individual schools affected.

SCHOOL INSPECTION AND ACCOUNTABILITY

Conference believes that school inspection reporting in Scotland is bland, simplistic and judgemental and may not:

- (i) operate in accordance with
 - a. research ethical codes,
 - b. standard judicial processes,
 - c. transparent data validation.
- (ii) have means of appeal.

Conference notes that institutional and professional accreditation, development, update and regulation currently exist within procedures of Local Councils and the GTCS.

Conference considers that due to the complex and diverse nature of modern education, and the scale and nature of the changes and challenges now facing schools, grading and inspection as a snapshot may be inappropriate and potentially harmful.

Conference calls on the Scotland Executive Council to:

- a. lobby the Scottish Government and MSPs to evaluate approaches to school accountability and institutional learning, utilising:
 - established methods of the learning sciences;
 - systems learning in public services and
 - the peer-led, enhancement-focused approaches of Scotland's tertiary sector.
- b. recommend these approaches, operated by existing bodies, to the Scottish Government and MSPs as an alternative to the establishment of a new stand-alone inspection body for Scottish schools.

Progress Report

Attended Stakeholder Group on Inspection Review in May.

A Lead Inspector from Education Scotland presented on the review of the Inspection Framework at the Scotland Executive Council in May and welcomed the feedback from many SEC members.

A formal consultation on this was launched on 03/09 and closed on 26/11. NASUWT submitted a detailed response which is available on our website.

Explored in Professional Associations Forum meeting with Cabinet Secretary, Jenny Gilruth, on 4 December.

Central focus in response to Call for Views by John Wilson, Independent Adviser to the Cabinet Secretary for Education and Skills, in February.

Correspondence with lead Scottish Government official Clare Hicks in February regarding Education Reform.

It was announced that Ruth Binks will be appointed as the new HM Chief Inspector of Education in Scotland. She will take up her role on Monday 30 March, at which point NASUWT will seek direct engagement with her.

NEONATAL LEAVE

Conference welcomes the Neonatal Care (Leave and Pay) Act 2023, which came into effect on the 6 April 2025.

Conference urges the Scotland Executive Council to:

- 1) lobby COSLA and local authorities to effectively advertise this new support for parents and
- 2) submit a motion to SNCT Teachers' Panel to add this leave to the SNCT Handbook terms and conditions of employment.

Progress Report

Motion tabled at SNCT Teachers' Panel on 30/9 and unanimously supported.

Twilight webinar for Workplace & H&S Reps took place in November.

Raised by Teachers' Side as a motion to SNCT Support Group on 10/02: the Scottish Government and COSLA agreed to update the SNCT Handbook.

SPECIALIST TEACHERS IN THE SENIOR PHASE

Conference notes that pupils in the Senior Phase are, on many occasions, being taught by non-subject specialist teachers which reduces the attainment of these pupils.

Conference is concerned that budgetary pressures are forcing councils to reduce the number of permanent supply posts that would ensure subject specialists are available for long-term absence cover.

Conference calls on the Scotland Executive Council to:

- (i) engage with Audit Scotland, and thereafter the Scottish Government, COSLA and local authorities, to improve current data collection practices;
- (ii) lobby the Scottish Government, COSLA and local authorities to initiate data collection around the number of Senior Phase lessons being taught by non-subject specialist teachers and ensure this is published;
- (iii) seek support from the GTCS in enforcing guidelines that ensure senior phase pupils are being taught by subject specialist teachers and
- (iv) engage with parent groups to highlight our concerns and build a wider campaign.

Progress Report

Motion tabled at SNCT Teachers' Panel on Subject Shortages on 30/9 which passed unanimously.

Met with Prof John McKendrick on 02/10 to consider a research approach.

Discussion on data collection on 07/11 with senior Scottish Government official re workstream one of Strategic Board for Teacher Education (SBTE).

This topic was a key part of discussion around the national approach to workforce planning and supply at the Recruitment and Retention roundtable with the Cabinet Secretary on 08/01. Invitation to second roundtable pending and meeting with senior Scottish Government civil servants planned to progress data collection asks.

Informal engagement with the GTCS both at the roundtable and via SBTE on workforce planning in January and February. GTCS continue to highlight the specific guidance they have developed on this, which is on their website.

Wrote to NPFS offering to work together on this.

SCHOOL TOILETS

Conference notes that:

- (i) inadequate access to clean and private toilet facilities can lead to significant health issues, including infections and stress, as well as negatively impact staff morale and
- (ii) sharing facilities with pupils compromises privacy and dignity, undermining professional boundaries and leaving staff vulnerable to allegations of misconduct.

Conference believes that staff toilets should be of adequate capacity, be of easy access, meet hygiene and accessibility standards, and be separate to pupil facilities.

Conference is concerned that there is no explicit provision in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 for staff toilets to be separate from those for pupils in schools.

Conference is in fact appalled that some new school builds have no separate toilets, raising serious concerns about dignity at work for teachers and other members of the workforce.

Conference therefore calls upon the Scotland Executive Council to:

- a. promote the NASUWT School Toilet Facilities Campaign Toolkit to all reps;
- b. campaign for the School Premises Regulations to be amended to include the requirement for separate provision for staff toilets and
- c. write to all local authorities requesting specific training for managers and employees on gender-sensitive health, safety and welfare policies and procedures, including risk assessments.

Progress Report

Engaged with Cabinet Secretary at NASUWT meeting in June to clarify union policy in relation to separate toilets for staff and pupils.

Raised premises issues with Zero Tolerance on 10/11 around women's health issues and the need for separate facilities for staff as a dignity issue and flagging the pending national consultation process.

Key session on this at Scotland Health & Safety Seminar on 15/11.

Working on shared response to national consultation process via Gender Equality Taskforce in Education and Learning (deadline 24/03/26).

Submitted response to the school premises consultation from NASUWT.

GTCS REGISTRATION PROCEDURES

Conference is concerned to note that a new clause has been instituted within the GTCS registration process requiring the applicant to be signed off by a headteacher with GTCS registration.

Conference further notes this new process is causing registration delays for UK applicants outwith Scotland, can impact pay and affect recruitment.

Conference is concerned that this change has taken place at a time when rural authorities and schools are finding recruitment a particular challenge.

Conference therefore calls on the Scotland Executive Council to lobby the GTCS to rectify this discriminatory process.

Progress Report

Correspondence entered with the GTCS, seeking their evidence and justification for making this change.

Sought volunteer members from elsewhere in the UK to potentially take test cases – met with them in September and further information being sought from them. Difficulties emerged in terms of the experience they had and how transferable this was.

ABSENCE COVER

Conference is concerned that section 10.13.1 of part 4 of the SNCT Handbook on absence cover is not consistently applied across all local authorities and schools, leading to:

- (i) increased workload and stress for teachers and
- (ii) reduced pupil access to subject specialists.

Conference believes that all employers should adhere to all conditions in the SNCT Handbook, to the benefit of both teachers and pupils.

Conference calls on the Scotland Executive Council to:

- (i) gather data from members on the extent of non-compliance with the SNCT provision on cover, including identifying specific local authorities or schools where non-compliance is prevalent and the reasons for it;
- (ii) lobby the Scottish Government, COSLA and local authorities to initiate data collection around the number of occasions that this provision is ignored;
- (iii) engage with the Scottish Government and COSLA inter alia via the SNCT to:
 - a. support and facilitate the enforcement of this provision;
 - b. establish clear accountability measures for non-compliance;
 - c. increase funding for supply staff;
 - d. revise staffing models and
 - e. explore other proactive solutions to ensure consistent compliance, such as standardised reporting.
- (iv) engage with parent groups to highlight our concerns and build a wider campaign;

Progress Report

Tabled Motion at SNCT Teachers' Panel on 30/9: Motion viewed sympathetically but withdrawn to be revised and resubmitted at future meeting (Not yet possible – the only other meeting was in March 2026 and this was dominated by the proposals on Reduced Class Contact Time).

In discussions throughout the year on Class Contact Time Reduction and Teacher Numbers, NASUWT sought to highlight links to the availability of subject teachers and the impact on absence cover.

Concerns raised in engagement with senior Scottish Government officials in March 2026.

SCIENCE IN THE PRIMARY SECTOR

Conference notes the importance of quality science teaching to:

- (i) develop children and young people's curiosity and understanding of the world around them;
- (ii) build rigorous investigative skills; and
- (iii) inspire interests in future scientific careers in Scotland's scientific industries.

Conference notes the performance of Scottish primary schools in the sciences continues to fall, despite many resources and projects in recent years.

Conference also notes reports on improving science teaching have identified a lack of teacher confidence and resources.

Conference calls on the Scotland Executive Council to:

- (i) ensure research on Scottish Primary teachers' opinions on science provision in their schools is progressed and
- (ii) lobby the Scottish Government to improve the consistency of provision across authorities and encourage authorities to improve both standards of resources and staffing ratios for science teaching in the primary sector.

Progress Report

Raised with Education Scotland in meeting on 20/06.

Re-sent correspondence from 2023 to the Scottish Government on 02/10/25 around STEM initiatives to support ongoing discussions at Gender Equality Taskforce in Education and Learning.

Regularly referenced in engagement with the Curriculum Improvement Cycle and at meetings of the Curriculum and Assessment Board.

NEURODIVERSITY AND WOMEN

Conference notes that more women are being diagnosed as neurodiverse, yet many women are still waiting for tests and a diagnosis of neurodevelopmental disorders.

Conference notes the wide range of waiting times in Scotland highlights the serious issues of postcode lottery to receive a diagnosis and are symptomatic of a wider waiting times crisis in our NHS.

Conference is concerned that many people do not disclose the fact that they are neurodivergent to the employer because there is a fear of losing their job and of the stigma attached.

Conference believes workplaces remain both inaccessible and unsafe for many women, when the employer does not always understand what neurodiversity is and the needs of the person who is neurodivergent.

Conference believes that unions need to support these women to excel and thrive at work and also to educate and be accepted by employers and fellow employees.

Conference believes that unions need to campaign alongside others to reduce the barriers and challenges that neurodivergent workers continue to face and tackle the stigma and misconceptions about neurodiversity, calling on the Scotland Executive Council to:

- develop a model workplace policy focused on neurodiversity and women in the workplace which includes training for reps and activists to enable them to signpost members to the help they need;
- work with employers to improve workplaces for neurodivergent teachers in Scotland and help to eradicate the stigma;
- develop, deliver and promote training on neurodiversity for activists and members;
- consider hosting a workshop at a future Equality Conference on this topic;
- lobby the Government to invest in professional learning for all teachers on neurodiversity in women and girls and
- ensure this is a campaign priority for the Union so all neurodivergent teachers can feel safe, supported and needed in their workplace.

Progress Report

Submission made to the STUC for funding an event for neurodivergent members. Advised in September of success and planning event for members on 1 November.

Workshop at Scotland Equality Conference on 06/09.

Successful event staged on 1/11 for neurodivergent members where they participated in a series of workshops, mostly facilitated by external organisations/speakers (Autism Initiatives; Red in the Spectrum; and a Clinical Senior Lecturer in Neurodevelopment).

Motion passed at STUC Disabled Workers' Conference in November.

Second successful event, under the Fair Work for Neurodivergent Teachers project, held 07/02.

Report back to STUC pending and presentation of project will take place in March.

SUSTAINABILITY AND SCHOOL UNIFORM

Conference believes that:

- (i) the climate crisis represents one of the greatest threats to peace and security and to the quality of life of teachers and the children and young people they teach
- (ii) education has a critical contribution to make to securing climate justice and a sustainable planet for future generations.

Conference supports the Learning for Sustainability Action Plan, published following the Vision 2030+ (2016) report.

Conference commends the '*School uniform and clothing: Guidance for schools and education authorities*', which encourages schools to consider their clothing and uniform policy within the context of Learning for Sustainability; this approach can support pupils to understand wider

social impacts of sustainable approaches, such as ethical procurement and human rights within supply chains.

Conference calls on the Scotland Executive Council to:

- a. lobby the Scottish Government to make the national school clothing guidance statutory;
- b. promote with government, local authorities and schools the importance of sustainability in school clothing;
- c. campaign to ensure ethical sourcing is a core part of all school clothing policies;
- d. raise public awareness, including with teachers, the risks associated with fast fashion, including links to criminality and human rights breaches;
- e. lobby the Scottish Government to meet the priorities set out in the Vision 2030+ report and
- f. seek to build international solidarity with third sector organisations supporting workers abroad and campaigning against child labour.

Progress Report

Agreed speaker for Scotland Equality Conference 2026 from Dr Rachel Shanks on school uniform.

MSP Briefing for challenge poverty week included information on school uniform.

Engaged with Poverty Alliance post to highlight policy after DFE announcement on statutory guidance.

Oct 25 correspondence with SG lead and confirmed that they are keeping the school uniform and clothing guidance (which is under review) and plan to undertake some further work next year which will consider in more detail how the guidance has been implemented since publication in 2024, and explore where there may be opportunities to strengthen support for schools, authorities and parents. Agreement given that, as part of that, SG will look to involve stakeholders from the working group.

Scottish Government consultation response to 'Climate change duties – draft statutory guidance for public bodies 23 May 2025'.

Discussed at policy committee Sept 25.

Met with Satya Tripathi, former Assistant Secretary-General of the United Nations and current Secretary-General of the Global Alliance for a Sustainable Planet (GASP) between 10th - 12th September while he was undertaking a number of engagements entitled "From Vision to Action: Global Insights with Satya Tripathi".

Maintained our seat on the Learning for Sustainability Leadership group which has been taking a lead role in developing the national LfS action plan.

Meeting arranged with Education Scotland and activists to discuss their new equity professional learning package.

Maintained connection with CPAG, including supporting husting events and parliamentary lobbying activity.

WORK-RELATED VIOLENCE IN SCHOOLS

Conference notes with significant concern the high levels of work-related violence in schools as evidenced by recent surveys and ongoing anecdotal reports.

Conference notes that the Health and Safety Executive (HSE) defines work-related violence as 'any incident in which a person is abused, threatened or assaulted in circumstances relating to their work'.

Conference further notes that this can include:

- (i) verbal abuse or threats, including face to face, online and via telephone and
- (ii) physical attacks.

Conference is concerned that the normalisation of work-related violence in schools is causing significant levels of underreporting and profoundly affecting the mental health of teachers.

Conference notes that this is also leading to problems with recruitment and retention in the teaching profession. Conference calls on the Scotland Executive Council to:

- (i) lobby the Scottish Government to standardise health and safety reporting and methodology in Scottish schools to aid the reporting of work-related violence;

- (ii) lobby the Scottish Government and local authorities to utilise collected data to:
 - a. inform the development of targeted policies and interventions;
 - b. address work-related violence and
 - c. allocate resources effectively to support staff wellbeing.
- (iii) investigate the extent of underreporting of work-related violence in schools, including identifying factors that contribute to it;
- (iv) engage with broader community organisations to highlight our concerns over the normalisation of work-related violence and build a wider public campaign and
- (v). lobby the Scottish Government and local authorities to ensure notices are displayed in reception areas of all education establishments explaining that violence and aggression in all forms will not be tolerated.

Progress Report

PR issued 17/6/25, part of which called for improvement in 'the processes for reporting and monitoring incidents of violence and abuse in schools and on improving the confidence of teachers to report incidents'.

Secured a place on national recording and monitoring working group & national group looking at exclusions.

New page on Better Deal on Behaviour established on website and revised presentation now being delivered in schools/Local Associations across the country.

Significant press/media coverage during October of our position on poor behaviour, including a major broadcast piece on Channel 4 on the back of national HSE data – shared and promoted to members via social media.

Ongoing monitoring and review via SAGRABIS, including direct lobbying of the Cab Sec.

Working on the questions and prep for the next round of Behaviour in Scotland's Schools Research (BISSR).

Clearly set out in manifesto calls for 2026.

Significant work being undertaken by the Recording and Monitoring Short-Life Working Group which last met on 29/01: initial report on general principles has been given to SAGRABIS, but substantial amendments and additions are still required to complete a nationally agreed approach.

As part of the Research Advisory Group (RAG), we have been consulted on the BISSR which will launch soon with selected schools across the country. The eventual report should give a clearer idea of whether any of actions within the Joint Action Plan on Relationships and Behaviour have had a significant impact.

Joint work on work-related violence as part of the STUC Women's Committee workplan – including meetings with Scottish Hazards with an intent to respond to the RIDDOR consultation.

SUICIDE PREVENTION AND AWARENESS

Conference notes with concern that education has one of the highest rates of suicide and suicide attempts.

Conference is deeply alarmed at the survey results of NASUWT members that showed teaching had adversely affected their mental health.

Conference believes that the pressures of the job are leading to a mental health emergency within the profession.

Conference asserts that the mental health and wellbeing of workers is a critical factor for a productive and healthy workforce and therefore believes that unions have a critical role to play in advocating for effective strategies and support systems that address suicide prevention and raise awareness in the workplace.

Conference calls on the Scotland Executive Council to:

- (i) campaign for fullyfunded mandatory Mental Health First Aid Training in all schools that includes suicide prevention and awareness;
- (ii) work with reps and local secretaries to ensure that suicide awareness and prevention are campaigning and bargaining priorities in all workplaces;

- (iii) lobby for increased funding for mental health services and treatment pathways that are accessible and available to all workplaces and sectors and
- (iv) support national campaigns to ensure work-related suicides are investigated by the HSE and the RIDDOR regulations are amended to include work-related ill-health.

Progress Report

Shared policy and motion with lead on suicide prevention at National Working Group on Mental Health.

Priority within manifesto calls for 2026.

Attended The Societal Benefits of Accreditation and Standards parliamentary reception on 26/11.

Met with British Standards Institution (BSI) in January to explore their standard:

<https://www.bsigroup.com/en-GB/insights-and-media/insights/brochures/bs-30480-suicide-and-the-workplace/>

Attending BSI webinar on 12 March about BS 30480, the UK's first dedicated workplace standard to help organisations of all sizes plan for, respond to and support people when suicide impacts their workplace.

Engaged with Scottish Hazards to explore shared responses to upcoming RIDDOR national consultation.

WORK-RELATED STRESS

Conference notes with significant concern the high levels of stress reported by teachers in Scotland.

Conference believes that work-related stress is a serious occupational hazard that can have profound negative impacts on the health, wellbeing, and professional effectiveness of teachers, as well as on the quality of education provided to pupils.

Conference further believes that the lack of systematic data collection on work-related stress among teachers hinders efforts to fully understand the scale of the problem, identify its root causes, and develop effective interventions.

Conference calls on the Scotland Executive Council to:

- (i) lobby the Scottish Government to acknowledge work-related stress as a significant concern within the teaching profession;
- (ii) lobby the Scottish Government to record and monitor data on work-related stress among teachers in Scotland, with:
 - a. a standardised methodology for data collection;
 - b. confidentiality and anonymity for reporting teachers and
 - c. information on the prevalence, causes, and consequences of work-related stress.
- (iii) lobby the Scottish Government to utilise the collected data to:
 - a. inform the development of targeted policies and interventions to address work-related stress;
 - b. allocate resources effectively to support teacher wellbeing and
 - c. monitor the effectiveness of implemented strategies over time.

Progress Report

Workshop at H+S Seminar Nov 25.

Sept 25 – attended roundtable session with Affinity Health At Work on Project OSCAR: Review of interventions for preventing and mitigating work-related stress.

Highlighted the prevalence of work-related stress in a Professional Associations meeting with the Cabinet Secretary for Education and Skills in September (and again in March) and focused on the need for professional supervision for teachers and access to other health and wellbeing support.

Improved data collection a key demand in the NASUWT Election Manifesto published in December.

Met with BSI to explore their standards around Psychological Safety on 27/01.

Presented Teachers' Side motion to SNCT Support Group on work-related stress to amend SNCT Handbook in February, highlighting successful litigation undertaken by NASUWT.

Lobbied Scottish Greens MSPs in February about the need for improved data collection across a whole range of areas.

New guidance on neurodiversity and risk assessment launched on our website.