





Foreword from The President

RASHIDA DIN

It is with great pride, gratitude and a deep sense of purpose that I introduce the 2025 NASUWT Annual Report. I want to begin by offering my heartfelt thanks to the members who voted me into this position. It has been my privilege to serve as the first Muslim and 13th woman President, and to be able to advance the interests of our members and to champion teachers' rights. I hope this inspires others to step up!

Last year marked a turning point for education in the UK. At the end of 2023, we made it clear that change was necessary – we needed a government that would listen to teachers and put education first, rather than burying its head in the sand. That change has come, and with a new government brings new opportunities.

There is now a real sense of optimism for our profession, and we have seized this opportunity to ensure that teachers' voices are at the forefront of policy decisions. We were present and active at major political conferences for the Labour, Liberal Democrat and Green parties, engaging directly with policymakers to make it clear that teachers must be supported, valued and central to shaping the future of education.

Our commitment to equality and inclusion has been unwavering. This year, we have strengthened equality practices across the Union and developed networks that empower Black teachers and other under-represented groups. We are building a stronger, fairer profession that truly reflects the diversity of our society. Alongside this, we have deepened our focus on tackling far-right populism, which poses a growing threat to education and inclusion.

Union renewal was a cornerstone of our work throughout the past year. Strengthening our ties with the TUC and collaborating internationally has allowed us to share strategies, develop our resilience and tackle global challenges head-on. I began this year by representing our union at the 68th UN Commission on the Status of Women in New York, where we discussed global gender equality and women's empowerment. I also attended the ETUC Conference in Montenegro, where union renewal and the rise of AI were central topics. These opportunities underscore the importance of international solidarity in safeguarding education and workers' rights.

Nelson Mandela once said, *"Education is the most powerful weapon which you can use to change the world."* Those words are as relevant today as they have ever been. As teachers, we are the custodians of that power - we shape futures, foster hope and empower generations to create change.

This has also been a year of record-breaking industrial action. Teachers across the UK stood up in unprecedented numbers to demand fair treatment, safer working conditions and respect for the profession. In the independent schools sector, we have seen significant action, including ballots against pension scheme cuts, and we continue to make strides in collective bargaining for supply teachers.

Our focus has been on ensuring that all members, wherever they work, feel represented and supported. We have strengthened our work across the devolved nations, ensuring that our efforts are not England-centred but inclusive of the needs and priorities of teachers in Scotland, Wales, Northern Ireland and the various islands and overseas territories we operate in. Whether through targeted actions, campaigns or collaboration, we are striving to amplify the voices of our members across every region.

This year has been about action, solidarity and renewal. As we look ahead, we remain steadfast in our mission to champion fairness, equality and opportunity. We will continue to prioritise the wellbeing of teachers, challenge systemic injustices and demand that education is recognised as the foundation of our society.

The pages of this report reflect our shared journey – one of determination, innovation and hope. I want to thank each and every Member of the National Executive for their hard work, resilience and commitment to our union and profession. Together, we have achieved so much, and together, we will continue to build a future where every teacher is valued, every school is safe, and every child has the opportunity to thrive.

Meet
NASUWT

Rashida Din
President



228,437
Members

294
Local Associations
and Federations

43
Members of the
National Executive
Committee

367
Staff



Patrick Roach
General Secretary



Jane Peckham
Deputy General
Secretary



Maggie Bremner
Assistant General
Secretary



Phil Siddle
Assistant General
Secretary



Wayne Broom
Senior Vice-President



Rosemary Carabine
Ex-President



Mark Dickinson
Junior Vice-President



Chris Holland
Honorary Treasurer

SECURING FAIR PAY AND BETTER CONDITIONS

Fair pay and equitable working conditions are at the heart of our mission. In 2024, we made significant strides in addressing the systemic challenges faced by teachers across the UK, including pay restoration, workload reduction and safeguarding pensions.

The year also marked a significant shift under the new Westminster Labour Government, which fostered a partnership approach and mutual respect in its dealings with our union. This change has provided a collaborative framework for progress and strengthened our ability to deliver tangible outcomes for our members.

Launching the New Deal for Teachers campaign

We launched the New Deal for Teachers campaign in 2024, a bold initiative aimed at tackling long-standing inequalities in pay and working conditions. This campaign seeks to restore the professional dignity of teachers, focusing on real-terms pay restoration, manageable workloads and workplace protections. By engaging members across the UK and driving key debates at political and trade union conferences, our union laid the foundation for meaningful and lasting change.

To support this, we secured a commitment to the restoration of social partnership in England, which will act as a vehicle to deliver the New Deal and ensure sustained progress.

The New Deal campaign also strengthens the critical link between teacher wellbeing and student success. By addressing the root causes of teacher dissatisfaction – including excessive workloads and inadequate pay – we aim to create a more supportive and effective educational environment for all.

Securing above-inflation pay awards across all nations

England

Following our detailed submissions to the School Teachers' Review Body (STRB), we secured a fully funded 5.5% pay increase for teachers and headteachers in England. In addition, the Westminster Government committed £1.2 billion in extra funding to ensure schools could meet these pay awards without impacting their operational budgets.

This constituted the first significant real-terms pay award for teachers in 14 years and we welcomed the Government's decision to prioritise rewarding teachers, given the dire economic and fiscal legacy inherited by the new government from the Conservatives.

Whilst we welcomed the award for this year, we continued to press the new government on the issue of pay restoration, advancing our demands for a new national commission on teachers' pay to be set up. We also secured the support of the STRB who used their 2024 report to highlight the declining real-terms pay of teachers and the widening gap between teachers' pay and pay in other graduate professions.

Scotland

In Scotland, teachers secured a cumulative pay uplift, with a 4.27% increase implemented for 2024/25. This outcome was achieved as a result of mounting political pressure on the Scottish Government and the threat of dispute within the Scottish Negotiating Committee for Teachers (SNCT) negotiating machinery. Nevertheless, we remained concerned over the failure of the negotiating machinery to deliver a timely pay award once again this year.

Wales

Teachers in Wales achieved a 5.5% pay increase, matching England's award, despite the Independent Welsh Pay Review Body (IWPRB) recommending a lower 4.3% uplift. Delays in publishing and implementing the pay award caused frustration among members, but we welcomed the decision of the Welsh Government to honour the 'no detriment' commitment and exceed the recommendation of the IWPRB.

We also welcomed the many non-pay recommendations from the Review Body, including improvements to working conditions for Additional Learning Needs Co-ordinators, which were also accepted by the Welsh Government.

Northern Ireland

In Northern Ireland, we secured a 10.4% cumulative pay increase for the 2021-24 period, alongside a £1,000 consolidated uplift and a rise in the starting salary to £30,000. Commitments were also made to address workload issues through the Workload Agreement.

The restoration of the Northern Ireland Executive in February 2024, following a prolonged political deadlock, was a pivotal moment. This development enabled formal pay talks to commence and brought renewed focus to education sector challenges. We continue to advocate for pay equity and pension parity across the UK to ensure fair and sustainable retirement provisions for teachers.

Despite this progress, disparities in teacher pay persist. We submitted a 13.6% pay claim for 2024/25 to address inflation-driven shortfalls and achieve pay restoration. In the absence of a pay settlement, we initiated a ballot of members across all schools, delivering a 93% vote in support of strike action and 99% support for action short of strike action. By the end of the year, we had given notice for the escalation of industrial action commencing January 2025.

Defending the independence of the School Teachers' Review Body

The independence of the STRB remained a priority in 2024. We opposed Conservative Government attempts to undermine its role and successfully campaigned to remove performance-related pay (PRP) from teacher evaluations. These actions are ensuring fair and transparent pay-setting mechanisms, prioritising members' interests.

Our advocacy for STRB independence also underlined the broader implications for the teaching profession. Fair and impartial pay reviews not only benefit individual teachers but also enhance the overall attractiveness of the profession, addressing ongoing critical recruitment and retention challenges.

Leading the charge against anti-trade union legislation

In a major victory for workers' rights, we successfully opposed the Government's plans to extend the Minimum Service Levels (MSL) legislation into education. Through steadfast action and collaboration, we prevented this restrictive, anti-trade union measure, protecting the right to strike and promoting meaningful negotiations.

We also led critical debates at the TUC Congress, focusing on repealing anti-trade union laws, enabling online industrial action ballots and safeguarding collective bargaining rights. Our motions galvanised the broader trade union movement, ensuring that the voice of teachers remained central to national policy debates.

Our union played a critical role in advancing the Employment Rights Bill, securing key advancements under the new Labour Government within their first 100 days in office.

Key provisions in the draft legislation include banning zero-hours contracts, ending fire-and-rehire practices and prohibiting the use of agency workers to replace striking staff. These legislative changes represent a victory for workplace fairness and security – not just for teachers, but also for all workers in the UK.

Protecting members' pensions

We defended the Teachers' Pension Scheme (TPS) from challenges posed by independent schools seeking to exit the scheme. We safeguarded pension provisions for teachers. Record participation in disputes highlighted the collective strength of our members in addressing threats to retirement security.

The TPS remains a cornerstone of financial security for teachers. Our campaigning in 2024 ensured that this critical benefit remains protected, providing peace of mind for teachers at all stages of their careers.

Governments come and go, but we remain. We are always here for our members, ensuring their voices are heard and their needs are met. With the strength of our membership and a clear vision, we will continue to champion fair pay and better working conditions that recognise the invaluable contributions of teachers across the UK.

On average, teachers are losing

£15,047

annually in unpaid overtime.

88% of members
are worried about
their finances.

63% say that
financial worries
have impacted their
working life.

66% of supply
teacher members earn
£149 or less per day.



“*Because of our actions, we secured the first significant inflation-busting pay award in 14 years for NASUWT members.”*

Patrick Roach
NASUWT General Secretary



TAKING ACTION FOR OUR MEMBERS

Last year was a transformative year for NASUWT and the wider trade union movement. Through coordinated industrial action and sustained advocacy, our victories resonated far beyond education.

From securing fair pay and protecting pensions to addressing excessive workloads and challenging violent pupil behaviour, members demonstrated extraordinary strength and unity in the face of significant challenges.

In 2024, we conducted over 120 workplace ballots and announced 459 days of strike action across England, Wales, Scotland, Northern Ireland, Jersey, Guernsey and Gibraltar.

National action delivers progress on pay

At the start of the year, NASUWT members set a determined tone in support of our New Deal for Teachers campaign to address systemic issues. Across the nations and overseas territories, members united to demand fair pay, action on excessive workloads, safer working conditions and protections on pensions.

Across England, workplace ballots highlighted widespread dissatisfaction among members with unsustainable workloads, pay and working conditions. The collective resolve of NASUWT members in national industrial disputes over recent years, set against the backdrop of the cost-of-living crisis and robust negotiations, played a pivotal role in securing an improved, above-inflation pay offer from the new Westminster Government in autumn 2024, which was accepted by our union.

In Northern Ireland, 2024 was marked by historic industrial action, culminating in a

decisive ballot in December for the 2024/25 academic year. This ballot saw 93% of members voting in favour of strike action and 99% supporting action short of a strike, with turnout increasing to 45.4%. Around 1,000 more members participated compared to the previous ballot two years ago.

Following discussions with the Northern Ireland National Executive Members, the National Action Committee launched a comprehensive programme of action short of a strike, which began in January 2025. This marked a significant escalation in our campaign to address longstanding pay disparities and secure equitable pay for all members across the nations.

Earlier in the year, in January 2024, NASUWT led one of the largest coordinated strikes, with a full-day walkout across all schools. This was followed by further industrial action, including strikes and action short of a strike, aimed at tackling pay disparities and excessive workloads.

These efforts built on the significant successes secured for the 2021-24 period, including pay improvements and commitments to address workload issues through the Workload Agreement. However, by the end of the year, teachers in Northern Ireland remained the lowest paid in the UK, receiving no formal pay offer for the current academic year, while colleagues in England and Wales have been awarded a 5.5% pay uplift.

Our union also actively addressed poor management that undermined teacher welfare and professional standards. In Northern Ireland, members exposed the systemic misuse of temporary contracts, prompting an Equality Commission investigation.

In Jersey, national-level industrial action, part of a longstanding dispute, was resolved in February, securing an improved pay award and a three-year inflation-linked agreement. This was achieved through a combination of collective bargaining and sustained union pressure.

Meanwhile, in Guernsey, attempts to close the defined benefit pension scheme to new entrants and remove all public sector pay scales were defeated, marking significant victories for members.

In Gibraltar, our union supported members where pupil behaviour had deteriorated to the point of being unsafe. Following a successful ballot during the summer, the Union's pressure led to talks with the Education Department. While progress was slow, by the end of the year the Department was issued an ultimatum to produce a draft revised behaviour policy early in the New Year.

Key victories follow high level of local disputes

The resolve and determination of NASUWT members delivered substantial wins in workplace disputes across the UK and beyond. From tackling violent pupil behaviour in Wales and Scotland to securing safer working conditions and fair pay agreements in Northern Ireland, England, Isle of Man, Jersey and Guernsey, our union stood firm for its members.

In Wales, our members engaged in numerous disputes over pupil behaviour and the failure of employers to protect education workers. At Pencoedre High School, a ballot over pupil behaviour and adverse management practices saw 83% of members voting for discontinuous strike action, with members highlighting ongoing health and safety concerns. Similarly, at Ysgol Abersychan in Torfaen, 100% of members voted for strike action in a dispute over unsafe conditions and management failures. These actions, along with numerous other local disputes over violent pupil behaviour, led to the Welsh Government agreeing to our demands for a national Behaviour Summit to be held in 2025, bringing together key stakeholders to address these critical issues.

In Scotland, our members took action to address unsafe conditions, excessive workloads and violent pupil behaviour. Sustained pressure through workplace ballots led to significant employer concessions, including improved working conditions and stronger policies to protect staff from harm.

Whether challenging unsafe conditions and poor management practices, or defending pensions and trade union rights, we proved that no issue is too big to take on when we stand together.

Strengthening member organising activities

During the year, the National Executive prioritised efforts to engage members more actively within our union. We explored how current and potential members perceive NASUWT, which informed the development of new organising strategies aimed at strengthening member involvement and fostering a deeper sense of collective purpose.

To support these initiatives, the work of the National Executive Organising the Future Oversight Group and Organising Taskforce continued to inform our work and practice in relation to member engagement and narrative.

We also enhanced member engagement through innovative digital tools and expanded training. These platforms streamlined communication and mobilised members more effectively. Lay activists benefited from record participation in workshops on negotiation and inclusive leadership, reflecting our commitment to equipping members with the skills to drive change.

“This year, we’ve shown that standing together works – members have secured victories on pay, conditions and safety.”

Patrick Roach

NASUWT General Secretary



DRIVING POSITIVE CHANGE IN EDUCATION POLICY

With our Teachers' Manifesto and calls for a New Deal for Teachers, we put teachers and pupils at the heart of the national debate, championing reforms that support teachers, improve provision for vulnerable pupils and foster collaboration to build a better system for all.

Shaping the Children's Wellbeing and Schools Bill

We welcomed the introduction of the Children's Wellbeing and Schools Bill in late 2024, which proposed significant reforms to the education system. These included measures to enhance teacher qualifications, improve induction processes and restore Qualified Teacher Status (QTS) requirements for all teachers.

To ensure the Bill addressed the key concerns of our members, we worked closely with parliamentarians, advocating for adequate funding to support its implementation, consistent enforcement of QTS requirements across all schools, and policies designed to minimise administrative burdens on teachers. We also pushed for clear accountability mechanisms to guarantee that the proposed changes would translate into meaningful improvements in the classroom.

Fighting for fair funding for SEND pupils

We continued our efforts to demand better for pupils with special educational needs and disabilities (SEND) and the teachers who support them. In 2024, the Westminster Government introduced a revised funding model for SEND provision. While this was an acknowledgment of the pressing need for reform, we emphasised that it fell short of addressing the systemic underfunding that has plagued the sector for years.

In our discussions with policymakers, we stressed that funding must prioritise pupil needs rather than focusing on cost-saving measures. We also highlighted the need for stronger collaboration between education, health and social care services to create a more joined-up approach to supporting SEND pupils. We further called for an end to the profiteering practices which operate to the detriment of pupils.

Our members working in SEND provision have consistently reported challenges, including inadequate resources, limited training and fragmented support systems. Building on our critique of the SEND Green Paper, we pressed for increased investment and structural reforms to ensure that teachers are properly equipped to meet the needs of their pupils.

Calling for clarity on Advanced British Standard proposals

We played a leading role in shaping curriculum and assessment policy, ensuring that teachers' expertise informed discussions at every stage. One of the year's central issues was the Westminster Government's proposal for the Advanced British Standard (ABS), which aimed to streamline post-16 qualifications.

In our response to the Department for Education's consultation, we raised concerns about the decision to scrap T-levels before they

had been fully implemented. We argued that such inconsistent policymaking erodes trust in the system and creates unnecessary disruption for teachers and pupils.

We called for an evidence-based approach to reform, ensuring that changes are practical, manageable and designed to improve outcomes. Our members told us that current curriculum structures place too great a burden on administrative tasks, detracting from time spent on teaching. We pressed for reforms that reduce workload while maintaining the high-quality education our members are committed to delivering.

Safeguarding teachers' privacy

In late 2024, we successfully opposed controversial proposals to allow online searches of teachers under updated safeguarding guidance. These measures, intended to strengthen child protection, raised serious concerns about teacher privacy and professional autonomy.

We engaged directly with the Information Commissioner's Office (ICO) to outline the risks posed by these proposals. We argued that permitting online searches could lead to unwarranted scrutiny and undermine trust within the profession. Following our intervention, the Government reconsidered its position.

This success builds on our union's commitment to safeguarding policies that protect both teachers and pupils.

Bridging the digital divide

Recognising the lasting impact of digital learning post-Covid-19, we continued to call for greater investment in digital infrastructure in schools. This included advocating for targeted funding to improve internet connectivity, provide up-to-date devices and ensure that pupils and teachers in disadvantaged areas have access to the same opportunities as their peers.

We worked closely with policymakers to highlight the digital divide that remains a barrier to progress, particularly for rural schools and underfunded areas. By presenting evidence from members about the challenges they face, we reinforced the need for a national strategy to address inequalities in digital access.

Building a collaborative national framework for change

Our union also played a leading role in establishing the National Partnership Board for Improving Education Together, a vital framework for addressing systemic challenges in education. This initiative brings together unions, employers and government to focus on solutions to issues such as teacher retention, pay restoration and reducing workload pressures.

Through this partnership, we have ensured that teachers' voices are central to decision-making, driving forward reforms that prioritise fairness and sustainability.

The framework provides an avenue for tackling longstanding barriers to progress while rebuilding trust and morale across the profession.

We have used this platform to advocate for better workforce planning and meaningful investments in teacher development, ensuring that policies are grounded in the realities of the classroom.

44% of members rate their working hours as manageable.

89% say the Government is failing to tackle excessive workload and long hours.

10% feel that children receive appropriate mental health support.

60% believe pupils need additional input from mental health services.



FOCUSING ON TEACHER WELLBEING

Teachers in the UK continue to face unsustainable challenges, from excessive workloads to declining mental health and the ongoing cost-of-living crisis. As these pressures mount, we've prioritised driving meaningful progress in securing better working conditions and shaping an education system that places wellbeing at its core.

In 2024, progress was made in areas such as inspection reform, workload reduction and flexible working rights, but there is still much to be done to safeguard the profession and support our members.

Pushing for positive reforms to inspections

We took a strong stand on the need to reform Ofsted's inspection framework, a system that has placed unnecessary stress on teachers for far too long. Following the Coroner's report into the tragic death of headteacher Ruth Perry, we were able to secure change from the Westminster Government to abolish single-word inspection judgements. This marked an important step, paving the way for further reforms aimed at making inspections more supportive and less punitive.

As part of these important reforms, the Government introduced plans to replace single-word judgements with school report cards from September 2025. This follows calls set out in our 2015 report on Maintaining World Class Schools to see the introduction of balanced report cards as a fairer and less high-stakes or punitive approach to school accountability.

We continued to push for additional reforms, including a pause on inspections to assess their impact on mental health and workload, alongside the establishment of an independent complaints process. Moreover, we have called for inspection teams to include professionals with recent classroom experience to better understand the realities of teaching. These measures are critical to restoring confidence in the inspection process and ensuring it serves as a supportive tool rather than a source of fear and stress.

In Scotland, we welcomed the commitment of the Interim Chief Inspector for Schools, Janie McManus, to involve classroom teachers in a full-scale review of the Inspection Framework. In the autumn, we raised the urgent need for better suicide prevention measures and mental health support in our meeting with the Department for Work and Pensions (DWP). Building on the findings from our member surveys, which highlight the adverse impact of

workload and stress on teachers, we continue to lobby for systemic changes to address these pressing issues.

Our ongoing collaboration with the TUC reinforces the call for a national framework that prioritises mental health across the education sector.

Engaging with the DfE Workload Taskforce

Our involvement with the Department for Education (DfE) Workload Taskforce has led to some promising early outcomes. The reinstatement of the list of non-teaching administrative tasks, which were previously removed from teachers' contracts, marks a positive step in addressing workload concerns.

Furthermore, the scrapping of performance-related pay (PRP) reflects our longstanding evidence that PRP exacerbates stress and workload inequities. However, these measures need to represent the start of broader systemic change. In discussions with policymakers, we have continued to push for a statutory 35-hour working week for teachers, aligning working hours with other sectors to combat burnout and support retention.

Launching the Valued Worker Scheme

In January 2024, we launched the renewed Valued Worker Scheme in partnership with our sister trade unions, including UNISON, Unite and the GMB. This initiative aims to set a new benchmark for employment practices in schools and colleges, focusing on six core principles such as ensuring wellbeing and dignity at work, providing secure working environments and guaranteeing the Living Wage.

By promoting collective bargaining and fostering healthier workplace cultures, the scheme offers a roadmap for better employer-employee relations, ultimately improving teacher morale and retention.

Promoting flexible working rights

We played a leading role in securing flexible working rights for teachers. Through sustained campaigning and consultations with policymakers, we highlighted the critical need for greater work/life balance and flexibility in the profession.

Our union contributed significantly to the introduction of new legislation in April 2024 that made flexible working a 'day one' right, removing the previous requirement of 26 weeks of service. Other improvements included faster response times for requests and a requirement for employers to consult with employees before rejecting requests.

Flexible working is vital for recruiting and retaining teachers, promoting wellbeing and supporting a diverse workforce. It also helps

teachers balance personal responsibilities and adjust to different life stages, such as caring responsibilities or phased retirement.

We ensured members' voices were heard during discussions and provided guidance to help members understand their rights.

These changes to flexible working form part of the broader Employment Rights Bill. Our union played a critical role in shaping this proposed legislation, securing key provisions under the new Westminster Government. These include banning zero hours contracts, ending fire and rehire practices, and prohibiting the use of agency workers to replace striking staff. These changes represent a victory for workplace fairness and security – not just for teachers, but for all workers in the UK.

Highlighting unpaid overtime and excessive workloads

The TUC's 2024 report confirmed what our members have long known: teachers work more unpaid overtime than any other profession in the UK. This is not just a workload crisis but also a wellbeing emergency. We have used these findings to amplify our Time for a Limit campaign for workload reductions and fair pay, demanding action from governments to address systemic exploitation and restore balance to the profession.

60% of members cited Ofsted as the biggest driver of workload.

88% reported experiencing work-related stress in the past year.

84% said they had experienced an increase in work-related stress over the last 12 months.

65% raised workload concerns with school leadership, though only 28% saw effective action taken.

PROMOTING HEALTHIER AND SAFER LEARNING ENVIRONMENTS

We took the lead in addressing pupil behaviour issues, unsafe buildings and children's health, ensuring that the safety and wellbeing of both teachers and pupils remained paramount.

Sounding the alarm on pupil behaviour challenges

2024 saw a significant escalation in pupil behavioural issues, as evidenced by our Behaviour Survey, which revealed widespread concerns from members about violence, verbal abuse and classroom disruption. This vital data has strengthened our case for urgent reforms and shaped discussions with policymakers and school leaders.

Strikes at schools across Wales highlighted the scale of the issue. Research conducted by our union revealed that nearly 10% of teachers in Wales had encountered pupils bringing weapons to school in the previous 12 months. Alarming, recent guidance from the Welsh Government had removed 'possession of a weapon' as a reportable reason for exclusion.

We successfully lobbied the Welsh Cabinet Secretary for Education to reintroduce 'possession of a weapon' as an exclusion criterion in November, following sustained efforts to highlight the severity of the issue. This was a vital step in ensuring more robust policies to protect staff and pupils.

In December, a demonstration outside the Senedd brought further national attention to the behaviour crisis in Welsh schools, resulting in a commitment from the Cabinet Secretary for Education to hold a Learner Behaviour Summit in 2025. We have long called for a national strategy to comprehensively address the behaviour crisis.

We also worked closely with Stephen Morgan MP, the DfE Minister responsible for behaviour and attendance, to ensure schools in England receive the support they desperately need. His commitment to engage directly with our members and act on their experiences represented a positive step forward. We continued to stress to the Government the importance of backing teachers and leaders when they take action to tackle indiscipline.

In Scotland, we pressed the Cabinet Secretary for Education and Skills for the overdue publication of the *National Action Plan on Relationships and Behaviour in Schools*. We also provided insights from our Behaviour Survey to influence a parliamentary debate on the issue.

Tackling gender violence

Gender violence remains a pressing issue in Northern Ireland's schools, with teachers and staff reporting increasing incidents of harassment and abuse. Our members have highlighted the urgent need for greater awareness, training and support in addressing this pervasive problem.

In response, we have been working closely with policymakers and education authorities to ensure robust safeguarding measures are in place. This includes calling for mandatory gender violence training for all school staff and pressing for the introduction of a clear framework to identify and address gender-based harassment within schools.



We also launched targeted support resources for members in Northern Ireland, offering guidance on recognising and responding to incidents of gender violence.

In Scotland, we were a key part of the Working Group which resulted in the publication by Scottish Government of *Preventing and Responding to Gender Based Violence: A Whole School Framework*, a policy document which the Cabinet Secretary for Education & Skills, Jenny Gilruth, suggests will 'see schools create cultures in which all members of the school community know that gender-based violence is unacceptable and will not be tolerated'.

Collaborating on sexual harassment policies

As part of our ongoing commitment to safer environments, we contributed to the TUC's initiatives to combat sexual harassment within the trade union movement, through our work on the TUC Executive Working Group. Specifically, we participated in the advisory group for the groundbreaking TUC report on Black women's experiences of workplace harassment. The findings of this report are shaping national strategies to address the intersection of racism and sexism in the workplace.

Ongoing concerns about RAAC and asbestos

Reinforced autoclaved aerated concrete (RAAC) remained a critical issue. Having previously called for a national register of schools affected by RAAC and a clear timetable for remediation, we continued to press for action.

This included discussions with Sir Stephen Timms MP and raising concerns about the impact on exams during our meetings with Ofqual. These representations led Ofqual and awarding bodies to consider mitigations aimed at ensuring fair assessments for students in affected schools.

We continued to engage in discussions about asbestos in schools, advocating for urgent action to address this longstanding risk and calling for a national removal strategy to ensure safe environments for staff and pupils.

Taking action on technology safeguarding

The increasing role of technology in schools has raised significant safeguarding concerns. We actively engaged with policymakers on the Safer Phones Bill, which aims to limit the disruptive and harmful impacts of mobile phones on pupils' behaviour and mental health. Drawing on evidence from our members, we highlighted the challenges that unregulated mobile phone use creates for maintaining safe and focused learning environments.

Our union ensured that the proposed legislation addressed the critical need for enforceable measures, providing schools with the tools to manage mobile phone use effectively while protecting pupils and reducing the workload burden on teachers.

Combatting vaping harms

Our campaign to ban disposable vapes resulted in UK Government legislation that is set to take effect in June 2025. This critical reform addresses the rising health risks posed to young people and follows extensive union engagement with policymakers.

We also provided evidence to the Local Government Association and the Royal College of Paediatrics and Child Health, highlighting the link between the aggressive marketing of disposable vapes and the rising number of underage users.

Strengthening safeguarding leadership

Designated safeguarding leads (DSLs) play a vital role in protecting children, but increasing responsibilities have left many overwhelmed. We contributed to the Children's Wellbeing Bill, which includes provisions to improve multi-agency safeguarding and support DSLs with clear roles and additional resources.

Our submission highlighted the importance of mandatory training for DSLs and the need for dedicated, protected time for them to fulfil their duties effectively.

"You feel unsafe walking into the classroom, unsure if today will bring another incident of violence."

Behaviour Survey respondent

"There's a growing sense of hopelessness as we're forced to teach in environments that aren't safe."

Behaviour Survey respondent

60% of members reported being subjected to verbal abuse from pupils.

21% expressed concerns about being physically assaulted by pupils.

CHAMPIONING DIVERSITY AND OPPORTUNITY

We took bold and decisive action to challenge discrimination, advance equity and champion a teaching profession where everyone has the opportunity to succeed.

We set out to the newly elected Westminster Government our priorities for delivering a new deal on equalities in schools and colleges, including our calls for measures to address ethnicity and disability pay gaps, scrapping of PRP, and stronger regulation of employers.

We welcomed progress on pay transparency, including the introduction of the Westminster Government's Equality (Race and Disability) Bill, which mandates employers with 250+ employees to publish their disability and ethnicity pay gaps.

Following our lobbying, we supported measures to introduce mandatory ethnicity and disability pay gap reporting alongside action plans to support employees experiencing the menopause. We argued for these measures to be extended to include all workers, including agency workers, such as supply teachers.

We highlighted the ongoing barriers to promotion and higher salaries faced by Black, disabled and women teachers across the UK. These inequalities, compounded by real-

terms pay erosion, disproportionately impact marginalised groups.

We urged the Government to include in the Employment Rights Bill provisions for mandatory reporting on workplace harassment cases and strong penalties for non-compliance. We also called for greater government investment in information, education and training to fully equip employers to meet their statutory responsibilities.

Our members' experiences, as shared in our surveys, made it clear that enhanced legislative transparency must lead to tangible action. We campaigned for robust accountability measures to accompany pay gap reporting and supported initiatives in Scotland to tackle workplace harassment and inequality, ensuring these reflected the lived realities of our members.

While our members continue to face such systemic challenges, we remain steadfast in our response to these inequities.

Strengthening the voice of marginalised groups

This year, we amplified the voices of marginalised teachers by creating new forums for dialogue and

action. These forums provided safe spaces for members to share their experiences, inform union policy and shape national conversations about equity in education. A digital platform was also launched to enable continuous engagement and resource-sharing among under-represented groups.

Our annual Disabled Teachers' Consultation Conference provided a vital platform for members to voice their experiences and shape our advocacy actions. Members shared personal accounts of overcoming workplace barriers, including inaccessible facilities, lack of reasonable adjustments and discriminatory attitudes.

We redoubled our efforts to protect and promote the rights of LGBTI members, recognising the challenges many face in the workplace. This year's LGBTI Teachers Consultation Conference provided a forum for discussing the ongoing impact of discrimination and the resurgence of anti-LGBTI sentiment in public discourse.

Our member surveys continue to highlight the urgent need for more inclusive training and policies to support LGBTI



staff and students, and we remain committed to advocating for these changes.

Empowering Black teachers and standing against racism

We remained committed to tackling racism in education and across wider society, including through members organising together through groups like the West Midlands Black Teachers' Network. The inaugural Aspiring Black Leaders event in Birmingham provided Black teachers with a platform to explore pathways to leadership in schools, colleges and within our union.

Members shared experiences and strategies for overcoming systemic challenges, building a community of support and inspiration.

Beyond this event, we took a leading role in broader anti-racism initiatives. As leading members of the TUC Anti-Racism Oversight Group, we supported key demonstrations such as the Stand Up to Racism protest in October, where we significantly outnumbered far-right groups.

We brought together Jewish members to discuss our work in tackling antisemitism. Feedback from the roundtable event informed the publication of the Union's official statement on antisemitism.

Anti-racism training for teachers was further expanded, equipping members with the tools to challenge prejudice and create inclusive learning environments.

We also celebrated Black History Month through workshops and events that honoured the contributions of Black teachers and reaffirmed our commitment to racial justice in education. This work reflected our broader aim to make schools and colleges places where diversity is respected and valued.

Expanding advocacy for intersectional equity

We recognise the importance of addressing equity in education through an intersectional lens, considering the overlapping challenges faced by individuals based on race, gender, disability and sexual orientation. Throughout 2024, we worked to ensure policies reflected the diverse realities of our members and prioritised initiatives that promote inclusivity across the profession.

We supported research into the barriers experienced by Black disabled teachers, ensuring findings from these studies informed our actions to address systemic inequalities. We also prioritised mental health initiatives tailored to the needs of marginalised groups in education, reinforcing our commitment to holistic support for our members.

Our Equalities Conference brought together over 450 members to share insights, discuss challenges and celebrate progress in creating more inclusive workplaces. Key topics included tackling unconscious bias, improving access to professional

development for under-represented groups and exploring the intersectionality of race, gender and disability in education. Speakers emphasised the importance of allyship and collective responsibility in dismantling discrimination in the workplace.

15%
experienced
discrimination at
work in the last
12 months.

“Diversity and equality of opportunity are fundamental to a fair and inclusive education system. Every teacher and pupil should be able to work and learn in an environment free from discrimination, where talent and potential – not background or identity – determine success. We will always challenge inequality, champion the rights of all teachers, and hold employers and policymakers accountable for delivering meaningful change.”

Patrick Roach
NASUWT General Secretary



DEVOLVED NATIONS

Our members and nations teams worked tirelessly throughout 2024 to secure meaningful reforms, the defence of critical working conditions, and improvement to pay and conditions for teachers across Scotland, Wales and Northern Ireland.

Our work throughout the year sent a clear message to governments and employers that NASUWT will always act in the interests of our members and to assure the future of the teaching profession.

Driving education reforms and addressing workload pressures

Scotland

Education reform gained traction with the Scottish Government's response to the Hayward Review. While some progress was made, including a firm commitment to retain National 5 exams, a lack of clarity persists around potential changes to Senior Phase assessment. NASUWT emphasised the need for clearer decision-making and agreed implementation plans to avoid adding to teachers' workload.

There was continued frustration around the lack of progress on the Scottish Government's commitment to reduce class contact time for teachers, though NASUWT pressure, alongside other members of the SNCT Teachers' Panel, brought some glimmers of light, with a commitment by the Cabinet Secretary for Education and Skills to have formal proposals tabled in early 2025 to move this forward.

We led the national debate on pupil behaviour, and a national Behaviour and Relationships action plan was finally published in August as a result. Whilst we welcomed its publication, we highlighted the urgent need to implement the suggested actions to protect teachers from the threat of violence in the classroom.

Concerns about inadequate funding and resources remained, prompting further engagement with the Cabinet Secretary to ensure practical support for teachers.

Wales

NASUWT Cymru played a pivotal role in shaping education policies to address workload challenges. As part of the Welsh Government's Workload Co-ordination Group, we contributed to the development of the 'Engagement Code', a policy designed to formalise collaboration between schools and unions at the local level.

We spearheaded a national campaign which successfully halted proposed changes to the school year and summer holiday. This was a major victory for the Union in Wales, which persuaded a number of local authorities in England to retreat from bringing forward similar measures. By forming alliances with trade unions in the tourism and agricultural sectors, we secured the withdrawal of these reforms.

We also secured funding for pilot projects to assess the workload impact of curriculum changes.

Northern Ireland

Our year started with the biggest coordinated strike action taking place which was a key catalyst in breaking the political deadlock in Stormont. The restoration of power sharing and the Northern Ireland Executive enabled us to secure a pay deal and commitment to further measures to tackle teacher workload. However, due to lack of progress on pay matters, by the end of the year we balloted members again for industrial action. The response from members in Northern Ireland was emphatic, enabling us to press the Minister and employers on commitments on pay for Northern Ireland's teachers.

Discussions with the newly formed Northern Ireland Executive also focused on addressing systemic workload drivers, such as excessive administrative burdens and workforce planning challenges, ensuring teachers are supported during this period of change.

Educational reform took centre stage with the Independent Review of Education, which was established to address longstanding issues in the education system and propose meaningful and sustainable improvements.

After a long delay, the Minister of Education in Northern Ireland responded to the review in the autumn, announcing a series of reforms aimed at transforming the educational

landscape. These included a shift to a 'knowledge-based curriculum', alongside reforms to statutory assessments to better track pupil progress and updates to the qualifications system to align more closely with the needs of employers and the labour market.

Plans were also unveiled to raise the education participation age, requiring all children to remain in education or training until the age of 18.

While these reforms aim to enhance educational outcomes, we emphasised the importance of clear implementation strategies to ensure these changes do not place additional workload pressures on teachers.

Leading the fight for equality and inclusion

Scotland

By the end of the year, our campaigns against racism and far-right movements had gained momentum, with counter demonstrations and anti-racism educational initiatives making a significant impact across Scotland's educational landscape.

In September, our union joined and spoke at the Stand Up To Racism rally in Glasgow, where we significantly outnumbered the far-right protestors, and in November, we participated in the STUC St Andrew's Day March, reaffirming our collective commitment to standing against hate.

We also supported the introduction of an anti-racism toolkit for teachers, offering practical strategies to foster inclusivity and address discrimination. This vital resource was supported by community-based engagement activities to challenge the spread of far-right ideas.

Wales

At the Welsh Labour Party Conference, we secured commitments to extend union advocacy into broader policy areas, including tourism and rural school funding. We also developed cross-sector partnerships to push for fairer broadband access for rural schools, addressing a critical barrier to effective teaching and learning.

Northern Ireland

We lobbied for provisions in the Employment Rights Bill to ensure fair conditions and protections for teachers and, more broadly, public sector workers, particularly those from under-represented groups in Northern Ireland.

We worked with stakeholders across Northern Ireland to expose the deep-rooted inequalities affecting education in underfunded schools located in socially deprived areas. This engagement underscored the urgent need for reforms to tackle these disparities and create fairer opportunities for pupils and teachers alike.

Tackling pupil behaviour and supporting wellbeing

Scotland

Pupil violence and indiscipline remain critical concerns for our members in Scotland. At Buchanan High School, which supports pupils with additional support needs, staff were left traumatised following repeated incidents of violence, including a serious assault on a deputy headteacher. Following our intervention, the pupil was placed in an alternative education setting, ensuring safer working conditions for staff and learners.

Throughout the year, we engaged with the Scottish Government to highlight the challenges teachers face, contributing to discussions on education reform, teacher workload and pupil behavioural policies. We remain committed to ensuring our members' voices are heard as tangible solutions are developed to address these challenges.

We made several key recommendations as part of our written and oral evidence presented to the Scotland Covid-19 Inquiry – including improved digital teaching support and expanded mental health resources – as well as detailing the pandemic's disproportionate burden on education workers and systemic failures by national bodies. Our message to Scottish Government and others throughout the year has been to return their focus to Education Recovery, given the ongoing impact on pupil attendance, behaviour and mental health.

Wales

Pupil behaviour remained a significant issue for teachers in Wales. At Pencoedre High School in Barry, there were over 50 serious incidents of verbal and physical abuse reported since September 2023, which prompted strike action by local members to address unsafe conditions and advocate for adequate specialist provision.

We successfully secured the reintroduction of 'possession of a weapon' as a category in

exclusion guidance, ensuring clearer policies for managing severe behavioural issues. The Welsh Government committed to hosting a Learner Behaviour Summit in 2025, following sustained campaigning from our union to bring national attention to the crisis.

Northern Ireland

Violent pupil behaviour continues to have a significant impact on teachers in Northern Ireland, particularly in special educational needs (SEN) settings. Many members have reported feeling unsupported in managing these challenges. In response, we launched a targeted programme of de-escalation training and pushed for increased funding to provide better resources for behavioural management in schools.

Industrial action across the region brought much-needed attention to these issues and we continue to work with stakeholders to ensure safe and supportive environments for all education workers.

The Union was successful in getting a review of TNC 2011/2 – Tackling violence/abuse against teachers in schools. Work is ongoing to make sure that all schools meet their mandatory requirements in relation to reporting abuse of teachers.

CASE STUDY

Buchanan High School

NASUWT members in North Lanarkshire won a crucial victory against pupil violence at Buchanan High School. After the Depute Head suffered permanent injuries in a serious assault by a pupil in June, staff were appalled that the school planned to readmit the pupil despite a flawed risk assessment.

With NASUWT support, members lodged a trade dispute, leading to negotiations. Facing an imminent industrial action ballot, the council confirmed the pupil would be placed elsewhere, highlighting the importance of union solidarity in ensuring safety. NASUWT remains committed to ensuring no teacher works in an environment where violence is tolerated and urges members to seek support if needed.

“While it is clear much more needs to be done to tackle the root causes of the upsurge in violence, abuse and poor behaviour, immediate action can and should be taken to address its effects in our schools.”

Mike Corbett

NASUWT National Official, Scotland

“Our members shouldn’t have been put in the position where they had to take industrial action to get a cost-of-living award at a time when basic living costs are spiralling.”

Justin McCamphill

NASUWT National Official, Northern Ireland

“Teachers are there to teach – not to serve as bodyguards, punch bags or referees. But when pupils are bringing weapons into school, we can only expect assaults on teachers and learners to increase.”

Neil Butler

NASUWT National Official, Wales

REPRESENTING TEACHERS WHEREVER THEY WORK

We are committed to ensuring that our members have a strong and independent voice, regardless of where they work.

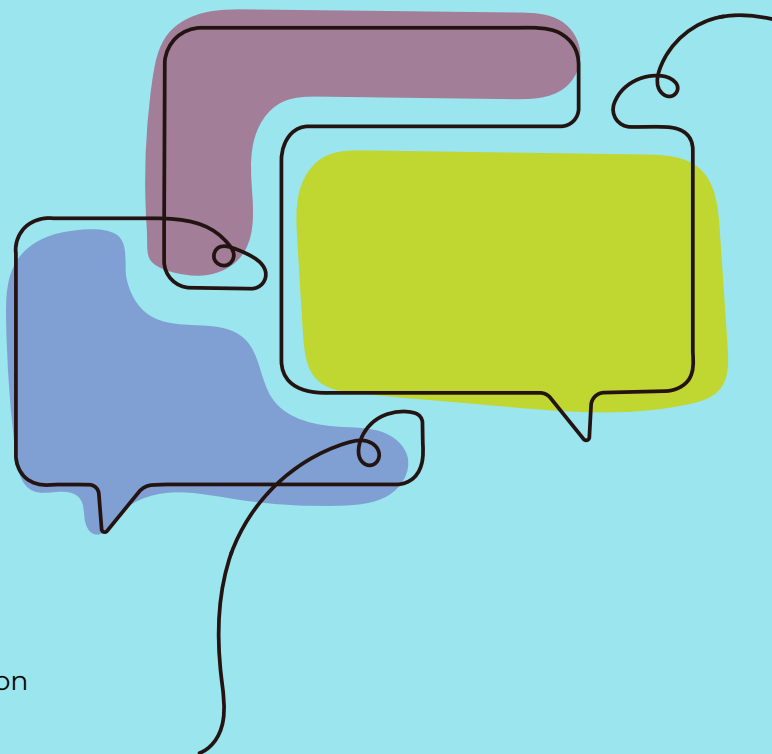
That's why we played an active role throughout 2024, delivering meaningful progress for our members across the Channel Islands, Isle of Man, Gibraltar and Defence Children's Services. From securing better pay to addressing concerns about pensions and workplace safety, we worked tirelessly to protect and improve teachers' working conditions.

JERSEY

We achieved significant successes in pay negotiations and advanced discussions with the Government of Jersey (GoJ) on working conditions. The year began with the resolution of a long-running pay dispute following the States Employment Board (SEB) revised three-year offer. This agreement included an 8% consolidated pay increase effective from 1 January 2024, a one-off £1,500 non-consolidated payment, and guarantees for pay rises in 2025 and 2026 based on RPI plus 1%, or 2% as a minimum.

Building on this settlement, we entered negotiations with the SEB to review teachers' terms and conditions. The review, agreed as part of the pay dispute resolution in 2023, focused on issues including working hours, pay scales, award of management points and the Teachers' Task. While these discussions progressed steadily, they occurred against a backdrop of political instability, including the removal of the Council of Ministers and the restructuring of the SEB following a vote of no confidence.

The newly constituted SEB raised concerns about the financial implications of the proposed reforms. By the end of the year, work was ongoing to address these concerns and ensure that the proposals could be finalised. Despite the challenges, we remain committed to securing better pay and working conditions for our members.



GUERNSEY

In 2024, we began negotiations with the States of Guernsey to review teachers' terms and conditions, including the possibility of introducing a working hours limit similar to that of the Isle of Man. These talks, which started in the autumn, were still in the early stages by the end of the year, but we remain committed to securing meaningful progress for our members.

Earlier in the year, the final stage of a three-year pay deal saw members receive a 5.8% salary uplift from 1 January. Despite submitting a detailed pay claim in April, negotiations over future pay did not begin until October and remained unresolved by the end of the year.

Pensions remained a key issue throughout 2024. The Policy and Resources Committee (PRC) chose not to advance its earlier proposal to close the defined benefit pension scheme to new entrants, though this issue may resurface in the future.

However, the PRC introduced positive changes following new secondary pensions

legislation, including reducing the eligibility threshold for membership from one year to three months and shortening the vesting period from two years to three months.

Attempts by the States of Deliberation to close the defined benefit pension scheme and remove all public sector pay scales were strongly opposed by members. Both proposals were defeated, with the latter replaced by a PRC-led review of pay scales, which we will monitor closely to ensure fair outcomes for our members.

ISLE OF MAN

Teachers received a 5.5% pay uplift in line with the School Teachers' Pay and Conditions Document (STPCD), effective from 1 September. Alongside this, we submitted a detailed pay claim to the Department for Education, Sport and Culture (DESC) to address the Manx weighting, which remains a critical issue for our members. However, by the end of the year, these negotiations had yet to be concluded.

Pensions also remained a key focus throughout the year. In December, the Public Sector Pensions Authority (PSPA) published the outcome of the 2024 cost-sharing valuation, revealing a 13.5% reduction in pension costs as a percentage of salaries. Discussions on how to allocate the resulting surplus were scheduled to begin in 2025.

We remain committed to securing fair pay, resolving the Manx weighting and ensuring that any changes to pensions benefit our members.

Throughout 2024 we continued to engage directly with the DESC to support the review of the implementation of the 35-hour contractual working week.

GIBRALTAR

We supported our members at Westside School, where deteriorating pupil behaviour created an unsafe workplace environment. In the summer, a successful ballot empowered us to take action, prompting the Education Department to engage in discussions to address these concerns. However, progress was slow, and by the end of the year, we issued a clear ultimatum to the Department to produce a draft revised behaviour policy early in the New Year.

Pay also remained a pressing issue for our members. In the autumn, the Government of Gibraltar implemented a differentiated consolidated award favouring lower earners, which failed to address the broader impact of pay erosion experienced by all our members in recent years.

DEFENCE CHILDREN'S SERVICES

Our relationship with Defence Children's Services (DCS) remained strained, primarily due to their continued refusal to recognise teacher trade unions. Despite this, we actively supported our members, pursuing a significant number of Employment Tribunal claims for teachers working at various DCS sites worldwide.

By the end of the year, we escalated the issue further, writing directly to the Secretary of State for Defence asking him to personally intervene to address the lack of union recognition and improve working conditions for our members.

We remain steadfast in our commitment to standing up for teachers working in DCS schools and will continue to push for fair treatment and better conditions in the year ahead.

INTERNATIONAL ACTION

We continued to lead globally, focusing on defending teachers' rights and promoting education for all. Through collaboration with global trade unions and international advocacy, we challenged extremism, championed equality and worked to protect teachers and children in conflict-affected regions.

Defending democracy and tackling far-right extremism

In June, we hosted a virtual roundtable with teacher trade union representatives from around the world to address the urgent issues of defending democracy and tackling far-right extremism. With 2024 marked as a significant election year globally – especially in Europe – concerns over the rise of far-right populism and fascism were at the forefront of discussions.

Participants agreed on the need for collective action within the global trade union movement to counter these threats and defend the Education International (EI) Go Public! Fund Education campaign.

In collaboration with unions in Germany and Sweden, we worked to address the growing threat of far-right extremism in education. Partnering with the Gewerkschaft Erziehung und Wissenschaft (GEW) and the Swedish Teachers' Union, we developed initiatives to equip teachers and students with tools to counter the spread of extremist ideologies in schools.

These exchanges fostered strategies to uphold democratic values and ensure schools remain inclusive and safe spaces for all.

We were well represented at the World Congress of EI in Argentina, where we led in proposing motions on trade union rights, combating the far-right and tackling racial discrimination. We also contributed to debates on pandemic recovery, trade union rights and the ethical implications of artificial intelligence (AI).

Later in the year we joined teacher trade unionists from across Europe in Montenegro at the Conference of the European Trade Union Committee for Education, where a new committee was elected and a plan with campaigning and policy priorities for the next four years was agreed.

Our work with other teachers' unions globally concluded at the end of the year, with the President attending the Conference of the Caribbean Union of Teachers.

Championing women's and girls' education

In March, we joined the 68th United Nations Commission on the Status of Women in New York as part of the EI delegation. Alongside hundreds of global Labour women and trade union representatives, we engaged in discussions to advance gender equality through education, with a focus on free, high-quality public education as a tool to reduce poverty and empower women and girls.

At the Congress of UNSA in France, we highlighted our ongoing Step Up Sisters campaign, reaffirming our commitment to tackling sexual harassment and misogyny in the workplace.

Global Rights Index highlights need for enhanced UK workers' rights

The ITUC's 2024 Global Rights Index revealed a troubling global trend, with workers' rights in decline across many regions. The Index, which reviewed 151 countries against 97 International Labour Organization (ILO) indicators, rated the UK at level four, denoting 'systematic violations of rights'.

The Minimum Service Levels legislation was cited as a key example of this erosion, representing a significant attack on collective bargaining and union rights. We joined forces with EI and other global unions to call on the UK Government to repeal this legislation and respect international labour standards.

As ITUC General Secretary Luc Triangle noted: "Democracy, trade unions, and workers' rights go together; you simply cannot have one without the other."

Against this backdrop, we intensified our campaign for stronger enforcement mechanisms to hold employers accountable

for anti-union practices. With a new government in place, we pressed for immediate reforms to establish a fair and equitable framework for trade union rights.

While NASUWT welcomed the provisions within the Employment Rights Bill, we called for additional measures to be implemented. These include repealing anti-trade union provisions in the Trade Union Act 2016, such as the arbitrary six-month time limit on statutory ballot mandates.

Strengthening global solidarity, building resilient unions and ensuring the UK leads by example in respecting international labour standards remain at the heart of our advocacy as we continue to work with the Westminster Government.

Teachers in Conflict Zones

The conflict in Gaza and Israel devastated schools and disrupted the lives of teachers and students. Many educational institutions were destroyed or severely impacted, leaving teachers unable to work and pupils without access to education.

In collaboration with EI and other unions, we condemned the violence and called for urgent measures to protect teachers, students and schools. We supported the TUC General Council's statement urging the UK Government to prioritise education in its response, including ensuring that

humanitarian aid reaches affected schools and that the rebuilding of Gaza includes a focus on public education and decent work for teachers.

Similarly, in Ukraine, the ongoing war continues to take a severe toll on the education system, with thousands of schools damaged or destroyed. Teachers and students face constant danger and many have been forced to flee, disrupting learning on an unprecedented scale. We stand in solidarity with Ukrainian teachers and call for sustained international support to rebuild schools, safeguard education and uphold the rights and safety of teachers and students.

We remain committed to advocating for the safety and rights of teachers and students in conflict zones and continue to call for international action to uphold the protection of education sectors during crises.

“Democracy, trade unions, and workers’ rights go together; you simply cannot have one without the other.”

Luc Triangle
ITUC General Secretary



ACTIONS ON CONFERENCE RESOLUTIONS 2024

PUTTING TEACHERS FIRST

Conference asserts that the ability to benefit from a high-quality education is the fundamental right of every child.

Conference maintains that securing entitlements for children and young people depends upon securing the entitlements of teachers to the pay and working conditions they deserve and the need to do the jobs they are asked to do.

Conference believes that addressing the crisis of teacher recruitment, retention and morale must be a core priority for any future government if it is to fulfill its obligations to children, young people and the workforce on which their educational progress and future life chances depend.

Conference welcomes the work of the National Executive in lobbying all political parties to commit, in the run-up to the next General Election, to joint working with trade unions to secure a New Deal for Teachers that will deliver:

- (i) a programme to secure real-terms pay restoration for teachers;
- (ii) a national framework of statutory, contractual conditions of service for all teachers and headteachers, including a maximum 35-hour working time limit;
- (iii) stronger rights to tackle violence, assault or harassment of teachers from pupils and parents;
- (iv) equal rights for supply and substitute teachers and
- (v) stronger measures to tackle discrimination, including requiring all school and college employers to publish details of their gender, ethnicity and disability pay gaps.

ACTIONS TAKEN

We continued to strengthen and embed our Better Deal for Teachers and Better Deal for Supply teachers campaigns.

We highlighted measures governments, administrations and employers must take to secure positive behaviour in schools through our Better Deal on Behaviour campaign.

All of our submissions for Scotland, Wales and England and for the three Crown Dependency pay claims set out the case for a real-terms restoration of teachers' pay back to 2010. This included the need to ensure that the pay and terms and conditions of supply teachers, including those working through employment agencies, are covered by the remit of the relevant pay body in each jurisdiction.

We continued to campaign for a contractual 35-hour working week for teachers and leaders similar to those already operating in Scotland and the Isle of Man.

We pressed for all employers to publish details of gender, ethnicity and disability pay gap reporting.

With the TUC, we lobbied for statutory equality pay gap reporting duties to be extended.

We called for National Commission on Teachers' Pay in England.

Our asks were set out in our Manifesto for Teachers, in supplementary political briefings and pressed in meetings with parliamentarians in the pre-General Election period as advocacy supporting our New Government for a New Deal for Teachers campaign.

We made representations on a number of TUC bodies which impact on supply teachers as agency workers, including the TUC Insecure Working Group and the TUC Public Procurement Group.

Using the data from our 2023 annual survey of supply teachers in England, Northern Ireland and Scotland we continued to voice the concerns of supply teachers to make the case for better treatment and terms and conditions.

In England we pressed for the Workload Reduction Taskforce to recommend the introduction of a limit on weekly working time in teacher and leader contracts.

Correspondence sent to the new Secretary of State for Education highlighted issues around workload and working time and called for the development of a National Workforce Plan.

We ramped up our campaign to address the issue of violence in schools through meetings with MPs and Ministers across our jurisdictions.

Our campaigning led to the National Behaviour Summit in Scotland and we called for a similar model in Wales.

We pressed our position through engagement with the Private Members' Bill on banning mobile phones.

We refreshed our webinar programme to include Negotiating policies, including the Equalities Agenda.

MENTAL HEALTH AND INSPECTIONS

Conference congratulates our national trade union for creating opportunities for mental health training, awareness and signposting.

Conference believes that all schools and colleges should have outstanding standards for wellbeing and mental health.

Conference urges the National Executive to:

- (i) work with inspectorates across the UK to provide guidance on how welfare and wellbeing can be further prioritised, and inspection can be seen as a supportive process;
- (ii) lobby the governments and administrations further over the need for inspectorates to assess mental health and wellbeing in young people and teachers;
- (iii) publish their findings in every inspectorate report and
- (vi) lobby governments and administrations to include wellbeing opportunities during the working day for all staff and pupils.

ACTIONS TAKEN

Our Mental Health First Aid training was expanded to include wider areas of the UK.

We updated advice and guidance on Ofsted inspections to highlight changes relevant to teacher mental health.

We expanded our webinar programme to include suicide awareness.

Our NASUWT policy paper on inspection was adopted and disseminated.

Our evidence to Ofsted's Big Listen exercise emphasised issues highlighted in our policy position paper on mental health-related impacts of inspections.

We highlighted the stress and pressures associated with inspection in meetings with Ofsted.

We held a joint fringe with our sister teacher unions at Labour Party Conference.

We encouraged members to engage with Ofsted's Big Listen survey, including highlighting mental health dimensions of inspection and its consequences.

We updated our guidance on ungraded inspection following revisions to the framework.

We engaged with Ofsted and the Government on the removal of headline inspection grades.

We continue to increase the number of tutors to deliver MHFA Suicide Awareness training more widely across the UK.

We encouraged NASUWT accredited caseworkers to undertake the MHFA Awareness course.

In Wales, as part of the Workload group, we began looking at producing a wellbeing charter.

We used the opportunity created by the establishment of a new inspection body in Scotland to emphasise mental health impacts of inspection.

We continued to highlight issues around inspection and accountability-related stress with the new Secretary of State for Education.

Accountability was identified as a key early priority for new social partnership structures in England.

INCREASING MINIMUM PPA TIME

Conference notes that teachers need to work beyond their allocated planning, preparation and assessment (PPA) time to complete their professional duties.

Conference instructs the National Executive to urge the Government to:

- (i) amend existing regulations to increase PPA time by an additional 10% of all contact time;
- (ii) allocate sufficient funding and resources to educational institutions, to support the implementation of increased time;
- (iii) consult with NASUWT in developing comprehensive guidelines and frameworks for the effective implementation of increased PPA time;
- (iv) investigate the accessibility of PPA time for disabled and neurodivergent teachers and identify the specific barriers they face and
- (v) conduct equality impact assessments on any PPA legal modifications.

Conference urges the National Executive to produce model guidance on the use of PPA for disabled and neurodivergent colleagues.

Conference further urges the National Executive to continue to campaign to ensure there is a reduction in overall workload, in line with NASUWT's 35-hour per week maximum working time policy.

ACTIONS TAKEN

We developed training for negotiators on bargaining for, and conducting, equality impact assessments.

We continued to campaign for increased PPA time in England.

In consultation with our Disabled Members' Advisory Group, we undertook a survey of members who already declare they are disabled which included those who identify as being neurodiverse.

Submissions to the STRB and IWPRB included a call for increased PPA time.

We pressed for increases to PPA time and contractual limits on teacher and leader weekly working hours to be recommended by the Workload Reduction Taskforce.

We continue to campaign through the Workforce Subgroup of the IET Partnership.

2(c) MOTION: NORTHERN IRELAND – INVESTING IN A BETTER FUTURE

ACTIONS TAKEN

Conference welcomes the publication of *Investing in a Better Future*, the final report of the Independent Review of Education in Northern Ireland.

Conference believes that this report has identified the main issues with education in Northern Ireland and, while not agreeing with all the recommendations, believes that it can be a basis for a programme of government for a future Executive.

Conference notes that this report has been published at a time when education is chronically underfunded and believes that this aspect of the report must receive immediate priority to ensure that schools and colleges are adequately funded, young people are supported and teachers and lecturers receive a proper level of pay.

Conference congratulates members across Northern Ireland for their continuing solidarity, dedication and commitment to NASUWT industrial action strategy, but believes it is regrettable that members have been put in this position and calls on the UK Government to ensure that teachers and lecturers in Northern Ireland have, at the very least, pay parity with other jurisdictions in the UK.

Conference asserts that the Northern Ireland Executive, in considering the report, needs to prioritise the establishment of a single department of education which is inclusive of further education as well as legislating for a single employer of teachers.

Conference is concerned that the report hasn't gone far enough in addressing the fragmented nature of education in Northern Ireland and is further concerned that academic selection is likely to remain a feature of the education system.

Conference notes with concern that the report recommends that a new professional body is established for teachers and lecturers where elected teachers would be in a minority.

Conference calls upon the National Executive to adopt a strategy for engagement with the Northern Ireland Executive on the report that:

- (i) ensures education is properly funded;
- (ii) establishes a single employer for teachers and one department of education;

Our asks were made in our response to the Independent Review of Education.

We secured pay awards for teachers and lecturers.

We campaigned with ICTU on funding of public services.

This was a priority in our Manifesto for Teachers campaign.

- (iii) resists any change to academic selection that involves classroom-based assessment and
- (iv) establishes a professional body which is representative of the profession and commands its respect.

2(c) MOTION: SCOTLAND – SECLUSION AND RESTRAINT/ PHYSICAL INTERVENTION

ACTIONS TAKEN

Conference notes that NASUWT surveys and other research, including the Scottish Government-commissioned *Behaviour in Scotland's Schools Research* study, published in November 2023, confirm that violent incidents in schools are now more prevalent than ever.

Conference believes that, in light of increasing violence in schools and classrooms, clear national advice on seclusion and restraint/physical intervention has never been more important.

Conference notes that:

- (i) draft guidance was produced, following several meetings over 2020/21 of a National Working Group which included NASUWT;
- (ii) a formal Scottish Government Consultation followed in 2022, which NASUWT responded to in depth and
- (iii) despite the Scottish Government's commitment to publish guidance by the end of 2023, no further progress has been made.

Conference believes there has been a clear and complete abdication of responsibility on the part of the Scottish Government in providing guidance for schools.

Conference is concerned that in the absence of clear national guidance on seclusion and restraint/physical intervention, individual employers, including local authorities, are creating their own disparate policies leading to inconsistencies in the way conflicts, such as when a teacher intervenes in a dispute between pupils, are managed across Scottish schools.

Conference calls on the National Executive to lobby the Scottish Government to complete the national advice on seclusion and restraint/physical intervention expeditiously, ensuring that national advice will:

- (a) be created in partnership with NASUWT to ensure guidance clearly reflects the views of teachers;

We continued to build on work around our Better Deal on Behaviour campaign and to highlight measures governments, administrations and employers must take to secure positive behaviour in schools.

We engaged via the Scottish Government Working Group on Physical Intervention.

We restated our key positions in correspondence to Scottish Government.

Our Webinar programme was refreshed.

- (b) include clear and agreed definitions of seclusion and restraint/physical intervention;
- (c) take into account the duty of care to all, including staff and other young people, by ensuring rights are not viewed exclusively through the lens of the child who may be the subject of an intervention;
- (d) have been considered through an equality lens, taking, for example, appropriate cognisance of the impact of gender-based violence, and linking to the ongoing national work of the Gender Equality Taskforce in Education and Learning (GETEL);
- (e) consider associated workload burdens and avoid placing teachers in harm's way, ensuring teachers will feel safe and supported at work;
- (f) be accompanied by the right for any teacher who wishes to access appropriate training;
- (g) be supported by an investment in sufficient resources for local authorities, schools, headteachers and teachers, including the provision of supervision for teachers and
- (h) include a timeframe for national review and have appropriate mechanisms built in to allow for further revision as appropriate.

DIRECTED TIME

Conference notes that many schools do not provide their teachers with an adequate and timely directed time calendar. This is detrimental to all staff; in particular, those with caring responsibilities and part-time staff.

Conference notes with concern that the 'Time for a Limit' action has highlighted just how unaware our members and their employers are regarding their contractual rights.

Conference instructs the National Executive to:

- (i) create a robust, relevant, interactive and widespread campaign to inform teachers about their contractual rights around directed time and working time;
- (ii) lobby for education inspectorates to ask for the directed time calendar;
- (iii) campaign to ensure all schools and colleges consult with unions on their directed time calendar;

ACTIONS TAKEN

The actions were contained in our Time for a Limit and New Deal for Teachers campaigns.

We updated our directed time online resources and resources for part-time members.

We created a portfolio of resources for Local Secretaries, workplace reps and contacts to use in school-based meetings with members.

Our Webinar programme was refreshed to include a webinar on directed time aimed at teachers about to start their second year of teaching.

We issued a template letter for activists and members to use.

- (iv) collate and share good practice;
- (v) campaign for directed time for headteachers and school leaders, and all on the leadership spine and
- (vi) continue to campaign for a maximum 35-hour per week working time limit.

RECLAIMING TEACHER AUTONOMY

Conference is concerned by the relentless erosion and denigration of teachers' autonomy and professionalism in the workplace.

Conference asserts that the constant micro-management, scrutiny and excessive control of teachers is stifling their creativity, passion and enthusiasm for the profession.

Conference further asserts that this straitjacketed approach by employers is contributing to the current recruitment and retention crisis, while also having a catastrophic impact on the morale of the teaching profession as a whole.

Conference calls upon the National Executive to:

- (i) lobby governments and inspection bodies to ensure that schools, academy trusts and colleges allow teachers to have a right to teach and manage their class with autonomy as a respected and valued professional;
- (ii) continue to monitor the impact of unacceptable micro-management and monitoring practices, such as quality assurance, mock inspections and deep dives, on the recruitment, retention and workload of teachers and
- (iii) campaign for employers' policies to acknowledge the value of a teacher's professionalism.

ACTIONS TAKEN

We continued to highlight the importance of appropriate teacher autonomy in the evaluation of schools through inspection.

We identified issues to be considered in revised position statement on teacher professionalism, including initial teacher education, CPD, QTS, collegiality and appropriate teacher autonomy.

We emphasised opportunities and risks to teacher professionalism associated with development of AI and digital technology in education.

We ran a session at our June Equalities event to seek member feedback on their experiences of deprofessionalisation and measures required to secure greater professionalism.

We developed a position statement on teacher professional development and training to include how CPD can secure and advance teacher professionalism.

We offered a CPD session on AI at our Leadership seminar.

We engaged with Oak Academy and the DfE on the use of AI and digital technology in lesson planning and resource generation, to promote the NASUWT principles on appropriate deployment of technology.

We engaged with the DfE on the approach to secure the Labour manifesto commitment, to ensuring that all teachers in state-funded schools are in possession of QTS.

We updated our checklists on performance-related pay (PRP), capability and pay.

We took part in the CPD fringe at Labour Party Conference.

We engaged with the TUC on the use of AI in Education.

We secured a commitment from the new Labour Government to guidance for the safe use of AI in Education.

ANTI-TRADE UNION LAWS

The UK has some of the most restrictive anti-trade union laws in Europe. This prevents trade unions from representing their members and denies workers protections in the workplace.

Conference is appalled by the current Government's consistent degradation of trade unions and workers' rights.

Conference instructs the National Executive to campaign and work with the TUC to repeal the anti-trade union legislation, including, but not limited to:

- (i) the requirement to conduct postal ballots for industrial action;
- (ii) the removal of minimum service levels;
- (iii) ballot thresholds;
- (iv) automatic dismissal for those who refuse to attend work during periods of strike action and
- (v) the ability to sequestrate trade unions' funds.

ACTIONS TAKEN

We continue to fight this attack on the fundamental rights of teachers through litigation where necessary.

We lobbied successfully to prevent the introduction of the secondary legislation on medium service levels (MSLs) in education.

We continue to work with the TUC on these issues.

We raised the issues through our engagement with politicians.

We campaigned to secure commitment to the repeal of legislation within the first 100 days of a new government.

2(b) MOTION – A NEW GOVERNMENT FOR A NEW DEAL

Conference asserts that the outcome of the next UK General Election must be a turning point for the future of our schools and colleges and for the future of the teaching profession.

Conference further asserts that the next government must be one that will commit to delivering a new deal for teachers that will address:

- (i) the serious decline in teachers' current and future living standards as a result of the deliberate and damaging policy of austerity;
- (ii) the de-funding of our public services by the UK Government since 2010;
- (iii) the spiral of decline across the UK with regard to teachers' pay, morale, wellbeing, job satisfaction, recruitment, retention and the status of teachers;
- (iv) the decade of attacks on the trade union rights of teachers;
- (v) the undermining of the collective voice of teachers through ongoing attacks on collective bargaining rights, the interference in the work

ACTIONS TAKEN

We launched our New Deal for Teachers campaign following Annual Conference.

Briefings were sent to NEMs and Secretaries.

We developed a campaign landing page on NASUWT's website.

Activities to support the mobilising of under-represented groups on the New Deal campaign were incorporated into the 2024 Equality Conferences.

We circulated briefings to MPs.

We developed a programme of engagement and lobbying with main political parties ahead of the General Election.

We undertook opinion polling of teachers.

We engaged with the TUC's New Deal for Working People campaign.

We explored common ground with the Recruitment and Employment Confederation (REC) to support supply teachers as agency workers and what 'good work' could look like.

We were represented on a number of TUC bodies looking at key aspects of a New Deal for Working People.

- of the independent pay review bodies, and the scrapping of social partnership arrangements;
- (vi) the mounting pressures on teachers and the loss of talented and experienced teachers, particularly in areas of acute disadvantage;
- (vii) the rampant discrimination and exploitation of teachers by school and college employers, employment agencies and umbrella companies;
- (viii) the failure to attract, recruit and retain teachers and
- (ix) the widening opportunity gap based upon where children live and are educated.

Conference deplores the actions of the Conservative Government in holding the country's teachers, children and young people to ransom by failing to set a date for the General Election.

Conference endorses the work of the National Executive in championing a New Deal for Teachers at the next General Election, whenever it is called, through our Teachers Manifesto.

Conference believes that a New Deal for Teachers will only be secured when there is a government in Westminster that is on the side of our teachers, education and public services, and that political campaigning must now take priority over industrial action.

Conference mandates the National Executive to utilise all available political and educational resources to mobilise members, now and beyond the General Election, to secure a government that is committed to delivering a New Deal for Teachers.

We continue to increase the number of tutors to deliver MHFA Suicide Awareness training more widely across the UK. We continued our ongoing School Buildings campaign.

We continued to lobby for restoration of funding to the HSE.

Our expectations from the new government in terms of delivering a New Deal for Teachers were the focus of a session at our new teacher conferences.

We engaged with the DfE on the approach to secure the Labour manifesto commitment to ensure that all teachers in state-funded schools are in possession of QTS.

2(c) MOTION: WALES – PROTECTING TEACHERS IN WALES FROM ABUSE

Conference recognises that Wales faces extreme challenges with regards to poor learner behaviour. This has contributed to:

- (i) a teacher recruitment and retention crisis in Wales and
- (ii) increased numbers of disputes that have led to strike action to protect teachers where employers have failed to do so.

Conference congratulates the National Executive for supporting industrial action in Wales to protect teachers from violence and abuse in classrooms in Wales.

ACTIONS TAKEN

We incorporated these issues into the review of our Behaviour Management course.

We build on work around our Better Deal on Behaviour campaign to highlight measures governments, administrations and employers must take to secure positive behaviour in schools.

We continue to ballot members at schools where behaviour management is an issue and employers are failing to protect members.

We continue to increase the number of tutors to deliver MHFA Suicide Awareness training more widely across the UK.

Conference further congratulates the National Executive for supporting industrial action to protect teachers from adverse management practices, both at school and local authority level, which seek to put the blame for poor pupil behaviour on teachers and seek to discipline teachers for trying to ensure good discipline in schools.

Conference calls upon the National Executive to lobby the Welsh Government to:

- (a) set up a Behaviour Summit so that all stakeholders can discuss and seek solutions to increased challenges from learner behaviour;
- (b) increase funding in local authorities and schools to create more capacity in alternative provision and increased support for teachers in the classroom;
- (c) support increased awareness at local authority level to ensure that education directorates have a full understanding of safeguarding legislation and procedures, to ensure that they do not undermine the important frontline work being done in schools;
- (d) make a positive impact on teacher workload so that teachers have more time for behaviour management and
- (e) reduce class sizes to increase teacher behaviour management capacity.

Conference endorses the National Executive to take all appropriate action, up to and including industrial action, to:

- (1) protect teachers where employers have failed to do so;
- (2) challenge ineffective behaviour management policies;
- (3) challenge the failure to implement existing behaviour management policies and
- (4) ballot members where schools and/or local authorities attack teachers for trying to bring discipline into schools in extremely difficult circumstances.

We encouraged NASUWT accredited caseworkers to undertake the MHFA Awareness course.

WORKLOAD OF TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Conference is concerned that many children identified with educational, health, care and additional needs in mainstream schools are not supported or given equal access to a high-quality curriculum to suit their needs. The opportunity and time to work with any additional support staff is minimal.

ACTIONS TAKEN

We continue to engage with governments and administrations to highlight the implications of insufficient investment in the SEND/ALN/ASN systems.

We emphasised the importance of investment and reform to the system for supporting children with special and

Not all teachers are specialists in special educational needs; additional support and funding is required to expand the facilities for teachers, support staff and pupils with SEND/ALN/ASN.

Conference instructs the National Executive to:

- (i) lobby governments and devolved administrations to increase funding to ensure both mainstream and SEND/ALN/ASN teachers have training to ensure they have knowledge and skills to teach pupils and students in their workplace, so they can reach their full potential;
- (ii) lobby governments and devolved administrations to increase funding to provide those pupils and students with education, health, care and additional needs the staffing support and other resources needed for them to reach their full potential and
- (iii) to explore the potential for joint research, all the while supporting the Union to collate and evaluate data on the accessibility of education for all.

additional needs in pre-General Election campaigning.

We highlighted shortcomings in the Government's rationale for its proposal to allow special schools to acquire religious character status.

We investigated the impacts of the Safety Valve and Delivering Better Value programmes on SEND provision at local authority level.

We worked with other unions in Scotland to agree a Joint Statement on ASN which was published in June.

We sought feedback from Local Negotiating Secretaries on their experiences of the Safety Valve and Delivering Better Value programmes.

We called for greater flexibility around the Safety Valve and Delivering Better Value programmes to reduce financial pressures on local authorities in correspondence to the new Secretary of State and Chancellor.

SEND was identified as an early priority area of new social partnership.

POST-PANDEMIC IMPACT ON TEACHER AND PUPIL MENTAL HEALTH

Conference continues to be alarmed by the issue of teacher and pupil mental health, which continues to be adversely affected by unmanageable workloads and adverse demands.

Conference is further concerned about the mounting signs of negative mental health, wellbeing issues and those impacted from Long Covid, which show that teachers, pupils and their families are increasingly stressed and have limited resources to support them.

Conference believes that the wellbeing/mental health of teachers and pupils is paramount in order for a school/college to thrive.

Conference calls upon the National Executive to:

- (i) highlight positive mental health for all teachers post-pandemic through advice, development, support, training and showcasing good practice;
- (ii) join with the relevant trade union centres in lobbying for the RIDDOR reporting system to be changed so

ACTIONS TAKEN

Wellbeing activities/sessions to be incorporated into the 2024 Equalities Consultation Conferences.

Regional and national wellbeing sessions incorporated into the 2024/25 National Training Programme.

We continue to campaign for Long Covid awareness and workplace actions in conjunction with the TUC.

The issues are being highlighted through our participation in UK Covid Inquiry.

We continued to campaign for greater access to school-based counselling for pupils and for action to tackle barriers to accessing key mental health services for children.

We highlighted the importance of investment in mental health services for children and young people in our campaigning work around the General Election.

Our focus continues through our joint work with Education Support.

We expanded our suite of training to include MHFA Adult, Youth and Awareness courses.

- work-related stress absence is reportable;
- (iii) hold national, regional and local wellbeing events for members;
 - (iv) organise wellbeing training for Local Association Executive Members which can then be cascaded;
 - (v) ensure wellbeing continues to be on the agenda at all NASUWT Consultation Conferences;
 - (vi) produce specific wellbeing/ mental health data after surveying members;
 - (vii) maintain the Long Covid campaign and call for the Government to implement a national curriculum and pastoral strategy for mental health and resilience across schools to mitigate the pandemic's social effects;
 - (viii) continue to promote Mental Health First Aid courses and the role they play in supporting teacher wellbeing and
 - (ix) campaign for a reduction in waiting times for all those seeking a diagnostic outcome for neurodivergent or mental health conditions and appropriate NHS support pathways for them that are fully funded.

We continue to increase the number of tutors to deliver MHFA Suicide Awareness training more widely across the UK.

We reviewed and updated our Mental Health First Aid guidance.

We continue to lobby the HSE around RIDDOR regulations.

We reviewed and updated our Long Covid campaign.

We continue to increase the number of MHFA tutors to deliver Adult, Youth and Awareness courses.

We encouraged NASUWT accredited caseworkers to undertake the MHFA Awareness course.

We undertook our annual wellbeing survey.

We engaged with the Government over our New Deal for Teachers campaign and campaigned for changes to the Employment Rights Bill.

EROSION OF THE CURRICULUM

Conference asserts that less funding to employ teaching staff in non-core subjects reduces the breadth of the curriculum. Because of this, many young people are seeing their choices significantly limited.

Conference is aware that:

- (i) the reduction in vocational and creative courses is having an impact on teacher employment and
- (ii) many students whose skills are more suited to practical coursework and assessments are being disadvantaged.

Conference urges the National Executive to:

- (a) continue to lobby governments and administrations to set out plans to grow vocational and creative courses and ensure specialist teacher recruitment and retention is improved;
- (b) meet with governments and administrations to share evidence of students being failed due to a lack of educational options which suit their

ACTIONS TAKEN

We continued our work on decolonising the curriculum, principally on encouraging local activists to use resources and advice developed by the national union.

We submitted evidence to the Government consultation on plans to introduce a post-16 Advanced British Standard.

We highlighted to political parties and policymakers the impacts of curriculum offers of high-stakes accountability regimes.

We revised our curriculum position statement to support campaigning and lobbying work.

Our Webinar programme was refreshed to reflect our position.

We met with Scottish Government officials to explore the reasons for increased numbers of pupils leaving school at the end of S4 post-pandemic.

We continued to engage in all nations and make representations where appropriate.

- learning and assessment strengths and
- (c) continue to pursue the development of the whole curriculum, in conjunction with governments and employers, to ensure that every subject area is able to offer courses that suit all learners.

We submitted a response to the Curriculum and Assessment Review, following a meeting with the Review Chair.

We continue to campaign for the Government to progress with their commitment to increasing teacher number through the IET Partnership Workforce Group.

SUICIDE PREVENTION

Conference notes with alarm the rise in suicide, suicide attempts and suicidal thoughts within the teaching profession. The Union is also concerned that the number will only increase.

Conference further notes that in the latest NASUWT Big Question survey, 81% of its members stated that the job had adversely affected their mental health in the previous 12 months.

Conference believes that the pressures of the job are leading to a mental health emergency within the teaching profession and that members' health is reaching a crisis point.

Conference calls upon the National Executive to:

- (i) campaign for fully funded mandatory mental health training in all schools and colleges;
- (ii) campaign for Mental Health First Aid trained colleagues in all schools and colleges;
- (iii) campaign for suicide prevention training for all school leaders and
- (iv) implement suicide prevention and awareness training for all caseworkers and Workplace Representatives within its National Training Programme.

ACTIONS TAKEN

We continue to increase the number of tutors to deliver MHFA Suicide Awareness training and Adult, Youth and Awareness courses more widely across the UK.

Our webinar programme was expanded to include a webinar on suicide awareness and prevention for activists.

A suicide awareness workshop was added to our leadership seminar programme.

We lobbied the Government and opposition parties on this issue.

Suicide prevention continues to be a focus in our joint work with Education Support.

We developed signposting guidance and training for caseworkers and frontline advisers.

Our motion to TUC Congress on suicide prevention was adopted unanimously.

We held a joint fringe with sister teacher unions at the Labour Party Conference.

ENTITLEMENT TO CPD

Conference notes that every teacher has a contractual right to CPD suitable to their individual needs.

Conference is concerned that CPD in many schools and colleges is often a 'one-size-fits-all' approach, with no consideration of individual need or career stage.

Conference further notes limit to funding of CPD by many schools and colleges. Conference calls on the National Executive to campaign for:

- (i) better funding for CPD;

ACTIONS TAKEN

We pressed for reforms to performance management and appraisal arrangements to provide more effective support to teacher and leader professional development.

We lobbied governments and administrations to implement our policy on the introduction of contractual rights to CPD in jurisdictions where such provisions are absent.

We secured commitment from the DfE to remove performance-related pay from the

- (ii) teachers to receive their entitlement for CPD that is suitable to their individual needs;
- (iii) greater teacher input to shape their own CPD as professionals and
- (iv) entitlement to CPD for supply and substitute teachers.

School Teachers' Pay and Conditions Document.

We developed a position statement on teacher professionalism, including a focus on the provision of effective CPD.

We campaigned for governments and administrations to ensure that supply teachers are included in any discussions, specifically those working as agency workers in England and Wales.

We took part in a fringe session at Labour Party Conference with 'More in Common'.

We continue to highlight the need for a National Workforce Strategy through the IET partnership Workforce Subgroup.

The issues affecting supply teachers were highlighted in correspondence to the Secretary of State.

We continue to press for the re-instatement of the DfE Black Leaders Programme.

LACK OF SPECIALIST TEACHERS

Conference deplores the growing tendency of coercing teachers to instruct outside of their specialism.

Conference asserts that this is detrimental to both teachers with specialist expertise in these areas and to students who are deprived of the skills of trained and talented professionals.

Conference acknowledges that some teachers welcome the opportunity to develop new areas of expertise outside of their initial specialism and recognises that these teachers must be provided with the time and training necessary to acquire specialist knowledge and pedagogy.

Conference calls upon the National Executive to engage with governments and administrations to reinstate funding for teachers in order to support expert and optimum provision for students.

ACTIONS TAKEN

Our evidence submitted to pay review bodies set out the adverse impacts for teachers and pupils of teachers being deployed to teach subjects outside their subject specialist areas.

We continued to highlight to the DfE the implications of inadequate funding for subject knowledge enhancement programmes.

We developed a 'dos' and 'don'ts' guidance document for members teaching outside their subject specialism.

We continued to advocate for a National Workforce Plan to include measures to ensure that teachers have the support and professional development opportunities necessary to teach subjects and areas allocated to them.

We continued our lobbying of the Government around their commitment to 6,500 extra teachers.

We continued to press for the requirement for teachers to have, or be working towards QTS.

Conference notes that in this digital age where data has increasing value and technology is presenting ever more opportunities for the Union to become more effective, connected and better able to serve members, there are those who seek to exploit that technology in order to undermine and attack teachers.

Conference further notes that that in this age of trackers and hackers, it is of paramount importance that the Union take all steps to ensure the digital and data security of all members and the Union itself.

Conference deplores the Westminster Government's continued attacks on trade union rights, including the pernicious Strikes (Minimum Service Levels) Act which seeks to remove the right to privacy of trade union members and lay representatives.

Conference urges the National Executive to campaign for employers to adopt policies which require that the consent of each individual member of staff must be obtained before they are recorded in staff meetings, telephone calls, INSET and delivering lessons online.

Conference endorses the following ongoing action by the National Executive:

- (i) campaign for stronger protection of the privacy rights of teachers at work;
- (ii) provide training, advice and information to members and representatives to secure the data protection rights of members;
- (iii) oppose and resist the deployment of union-busting practices by employers and governments;
- (iv) demand the repeal of anti-trade union legislation and
- (v) use appropriate technology to assist in protecting members' privacy rights.

We continued to build on work to highlight and address data protection issues arising from increasing use of AI and digital tech in the education system.

We promoted our advice on principles for appropriate AI and digital tech practice and our collective bargaining guidance on these matters.

We engaged with teacher unions internationally to learn lessons about effective approaches to digital security and securing privacy rights.

We raised the issue of unhelpful national expectations on schools to conduct online searches of shortlisted candidates and the increasing tendency of employers to request staff personal social media login details with the Government, the EHRC and the ICO.

We refreshed our webinar programme to include safeguarding.

The issues were reflected in our responses to consultation on the Employment Rights Bill.

WORKPLACE-RELATED BULLYING

ACTIONS TAKEN

Conference believes that workplace-related bullying has reached unprecedented levels.

Conference asserts that all forms of bullying are unacceptable and contribute to the poor mental health of our members. Every member has the right to work in a safe environment.

Conference calls upon the National Executive to:

- (i) undertake a survey into the extent of all types of bullying within the workplace, the role that unconscious bias and prejudice plays in increasing the vulnerability of our members to workplace bullying and
- (ii) develop an action plan to address the findings.

Strategies to deal with bullying and harassment have been incorporated into our Anti-Racism and Sexual Harassment Action Plans and policies.

The issue is also a focus in our training programme through our Tackling Bullying in the Workplace (Dignity at Work) and Working Assertively courses.

We continue to increase the number of tutors to deliver MHFA Suicide Awareness training and Adult, Youth and Awareness courses more widely across the UK.

We encouraged NASUWT accredited caseworkers to undertake the MHFA Awareness course.

We continue to address member concerns through our industrial strategy where appropriate.

MISCARRIAGE LEAVE

ACTIONS TAKEN

Conference is concerned that members experiencing a miscarriage before the end of their 24th week of pregnancy are not entitled to statutory maternity, paternity or parental bereavement leave or pay, so any time off would be at the discretion of the employer.

Conference believes that this is both upsetting and traumatic for members.

Conference calls on the National Executive to:

- (i) campaign for a change in the law with regards to miscarriage and have it included within maternity and paternity rights;
- (ii) write to all employers, urging them to remove miscarriage from their sickness absence policy and treat it as an independent condition deserving its own policy;
- (iii) inform and educate all reps on how to tackle miscarriage and sickness absence with employers;
- (iv) work across the TUC(s) with affiliated unions to develop a model policy and training for our reps and
- (v) seek to ensure that supply teachers are covered by the model policy.

Awareness raising and campaigning around miscarriage was incorporated into activities and events on women's health and wellbeing.

Bargaining and campaigning for miscarriage leave was built into our webinar programme.

We continued through bargaining with national employers to press for appropriate miscarriage leave policies and procedures.

Our motion to TUC Congress on miscarriage leave was adopted unanimously.

We developed a checklist for members and activists on miscarriage leave.

VALUED WORKER SCHEME

ACTIONS TAKEN

Conference applauds employers who treat their employees fairly, engage with trade unions and provide good terms and conditions.

Conference commends the Valued Worker Scheme for highlighting and recognising such employers.

Conference calls upon the National Executive to continue to work with other trade unions to promote and develop the Valued Worker Scheme.

We promoted our refreshed Valued Worker Scheme via our website, social media and other communications.

The scheme is promoted through our Managing Stress in the Workplace training course.

We continue to campaign through partnership work for the DfE to mandate all state-funded schools to sign up to their Workforce Charter by September 2025.

COLLECTIVE ACTION

ACTIONS TAKEN

Conference applauds the work of lay activists and paid officials in providing exceptional support to members.

Conference has previously committed the Union to a renewed organising agenda.

Conference is concerned by the aggressive attitude that some employers take towards Workplace Representatives. This position needs to be challenged quickly and decisively whenever it occurs to help protect our reps.

Conference calls upon the National Executive to:

- (i) educate members on the importance of getting involved in the Union and acting collectively;
- (ii) continue to work with the TUC, WTUC, STUC and ICTU to promote the importance of collective action in workplaces and
- (iii) continue to pursue the objective of securing elected representatives in every workplace.

Our Equalities and Consultation Conferences programmes include sessions on getting involved in the Union.

The importance of collective activity is raised in a number of our training courses.

We delivered sessions at our new teacher conferences on how the Union campaigns collectively to improve pay and conditions.

Our Joint work of Recruitment and Organising, Training and EOC standing committees undertook joint work to create the role of workplace Equality Champions.

MATERNITY PAY

ACTIONS TAKEN

Conference is appalled that there has been no progress with occupational maternity pay in the teaching profession. It is not equitable with other professions in the public sector. Members suffer real hardship within a short space of time under the current system.

Conference instructs the National Executive to:

- (i) survey, analyse and report on the occupational maternity pay rights in schools and other public sector areas;
- (ii) lobby governments and administrations to increase the pay of teachers on maternity leave and

We undertook research on the levels of maternity pay across the public sector.

Occupational Maternity Pay (OMP) Schemes, and best practice examples from Academy Trust and private sector employers.

Drafting report on research.

We continued to explore with national employers the potential for enhanced maternity pay.

We called for improved maternity rights, including pay, in our Manifesto for Teachers.

- (iii) lobby governments and administrations to improve maternity rights, including portability of maternity rights and removing the requirement to repay.

In Scotland, we met with the EIS to consider a joint approach to SNCT to improve maternity pay.

We campaigned with all nations and administrations for the adoption of the Maternity Action position on Statutory Maternity Pay (SMP).

We continued to campaign for Occupational Maternity Pay and SMP to be a day-one right.

We explored reopening Burgundy book discussions with sister unions on all family-related provisions to secure enhancements.

RETENTION OF TEACHERS WITH UNDERLYING HEALTH CONDITIONS

Conference confirms that many teachers who suffer from issues to do with their physical health or mental wellbeing are more than capable of performing their roles to a high standard, with additional support from employers where appropriate.

Conference is concerned that it is too often the case that employers are unwilling to provide the necessary support to such teachers, resulting in job loss or even teachers leaving the profession altogether.

Conference asserts that teachers from ethnic minority backgrounds, disabled teachers and older teachers are more likely to report higher levels of work-related stress and wellbeing concerns stemming from insufficient support being provided by employers.

Conference notes with concern an apparent increase in the number of cases of teachers with underlying health conditions having their employment terminated for reasons connected to their conditions.

Conference calls upon the National Executive to campaign to ensure;

- (i) employers are fully aware of their legal and moral obligations towards staff that may require any additional support in order to fulfil their role and
- (ii) teachers are made fully aware of their specific legal workplace rights.

Conference also calls on the National Executive to take serious action to tackle ableism in the workplace faced by those with underlying conditions, as well as by disabled and neurodivergent teachers, and report back to Annual Conference 2025.

ACTIONS TAKEN

This was built into our evidence to the Covid inquiries.

We provided additional support for members in the form of strategic litigation against employers who were unwilling to support members.

We continued to encourage members to report issues to the Union.

We delivered briefings to members on their rights under the Equality Act and the use of the ACAS questionnaire on all capability (health) and equality-related casework.

The issues were a focus in many of our training courses for members and activists.

We continued to raise and challenge issues with employers on an individual and whole-school basis.

We developed a campaign to tackle ableism for disabled and neurodiverse teachers.

NATIONAL OFFICERS AND NATIONAL EXECUTIVE COMMITTEE 2024

(11 meetings were held during the year)

		Meetings attended
President:	Rosemary Carabine (<i>to Conference 2024</i>)	11
	Rashida Din (<i>from Conference 2024</i>)	11
Senior Vice-President:	Rashida Din (<i>to Conference 2024</i>)	11
	Wayne Broom (<i>from Conference 2024</i>)	11
Junior Vice-President:	Wayne Broom (<i>to Conference 2024</i>)	11
	Mark Dickinson (<i>from Conference 2024</i>)	6
Honorary Treasurer:	Michelle Codrington-Rogers (<i>to Conference 2024</i>)	3
	Chris Holland (<i>from Conference 2024</i>)	6
Ex-President:	Angela Butler (<i>to Conference 2024</i>)	3
	Rosemary Carabine (<i>from Conference 2024</i>)	11
District 1	John Hall/Julie Parkin	11
	Dan Lister/Deborah Egglestone	11
District 2	Lester Russell/Howard Leighton	9
District 3	Karen Brocklebank	10
District 4	Jac Casson	10
	Rachel Knight	11
District 5	Claire Ward	10
District 6	Bryan McConnell	11
	Anne Rycroft	8
District 7	Tim Toepritz	11
	Wendy Shuttleworth	10
District 8	Fiona Hawksley-Cartwright	10
District 9	Kath Oliver	10
District 10	John Crofts	6
District 11	Alan Hackett	7
District 12	Anne Thompson	10
District 13	Alan Jones	8
	Vacant	

District 14	Harold Gurden	10
District 15	Caroline Clode	11
District 16	Mark Burns	9
District 17	Katherine Moore	11
District 18	Stephen Howells	11
District 19	Wendy Exton	11
District 20	Mike Leigh	10
District 21	Beverley Alderson	9
District 22	Ruth Duncan	11
District 23	Kath Duggan	11
	Chris Holland (<i>until March 2024</i>)	4
	Omolo Johnson (<i>from April 2024</i>)	7
District 24	Alison Morgan	10
District 25	John McGill	11
District 26	Folasade Afolabi	10
District 27	Mark Dickinson (<i>until March 2024</i>)	4
	Colin Mills (<i>from August 2024</i>)	4
District 28	Row Martin	10
District 29	Vacant	
District 30	Stephen Witherden (<i>until July 2024</i>)	1
	Gwilym Jones (<i>from Oct 2024</i>)	3
District 31	Sharron Daly	10
	Mark Morris	11
District 32	Helen Johns	11
District 33	Rod McCready (<i>from Feb 2024</i>)	
	Nik James (<i>from Aug 2024</i>)	7
	Eddie Carroll (<i>until Jul 2024</i>)	2
	Scott McGimpsey (<i>until Jan 2024</i>)	1
District 34	Raymond Beggs	10
	Delma Boggs	10

NATIONAL EXECUTIVE COMMITTEES

Education – Eight Members

Lester Russell/Howard Leighton (RS)
Wendy Shuttleworth
Sade Afolabi
Eddie Carroll (*until Jul 2024*)
Alan Jones (*from Aug 2024*)

Kathy Duggan (Chair)
Beverley Alderson
Tim Toepritz (Vice-Chair)
Bryan McConnell (*from Aug 2024*)

Legal Aid, Services and Central Benevolent Committee – Six Members

Helen Johns
Fiona Hawksley-Cartwright (Vice Chair)
Mike Leigh (Chair)

Rachel Knight
Mark Burns
Omolo Johnson

Recruitment and Organising – Eight Members

Anne Rycroft (Chair)
Ruth Duncan
Katherine Moore
Raymond Beggs

John Crofts
Alison Morgan (Vice-Chair)
Stephen Witherden (*until Jul 2024*)
Kath Oliver

Salaries, Pensions and Conditions of Service – Eight Members

Rod McCready (*until July 2024*)
Caroline Clode
Dan Lister/Deborah Egglestone (RS)
Harold Gurden
Gwilym Jones (*from Oct 2024*)

Alan Jones (*until Jul 2024*)
Jac Casson (Vice-Chair)
John McGill (Chair)
Colin Mills (*from Aug 2024*)

Trade Union Education and Training – Seven Members

Sharron Daly
Claire Ward (Vice-Chair)
Karen Brocklebank
Nik James (*from Aug 2024*)

John Hall/Julie Parkin (RS)
Anne Thompson
Stephen Howells (Chair)

Health and Safety Committee – Six Members

Delma Boggs
Mark Morris (Chair)
Bryan McConnell (*until Jul 2024*)
Rod McCready (*from Aug 2024*)

Wendy Exton (Vice-Chair)
Alan Hackett
Row Martin

Equal Opportunities Committee – Eight Members

Tim Toepritz (Education)
Delma Boggs (H&S)
Claire Ward (Training) (Chair)
Mark Burns (Legal) (Vice-Chair)
Harold Gurden (Salaries) (*from Aug 2024*)

Dan Lister/Deborah Eggleston (RS) (Salaries) (*until Jul 2024*)
Ruth Duncan (Recruitment)
Wendy Shuttleworth (Education)
Caroline Clode (Salaries) (*until Jul 2024*)
John McGill (Salaries) (*from Aug 2024*)

2b Oversight Group

Rashida Din
Angela Butler (*until Mar 2024*)
Mark Dickinson
Rosemary Carabine
John Crofts (Recruitment)
Stephen Howells (Training)
Claire Ward (Equal Opps)

Wayne Broom
Michelle Codrington-Rogers (*until Mar 2024*)
Chris Holland (*from Mar 2024*)
Row Martin (H&S)
Beverley Alderson (Education)
Caroline Clode (Salaries)

ADVISORY COMMITTEES

Black Members' Advisory Committee

Ajaz Aslam (*until Jul 2024*)
Matthew Karangi
Racquel Parchment (*from Aug 2024*)
Andrea Welter
Karen Williams (*from Aug 2024*)

Yvette Carnegie
Natasha Logan
Ava Verrier
Javay Welter

Disabled Members' Advisory Committee

Clive Bowles
Josephine Howard
Lara Morris
Michelle Towe (*until July 2024*)
Claire Stewart (*from Aug 2024*)

Kathryn Downs
N. Khan (*from Aug 2024*)
Bernadetta Omundi
Tracey Whelan (*until Jul 2024*)

Leadership Group Advisory Committee

Pushpalata Chaure
Clair Fulton (*from Aug 2024*)
Robert Kent
Alan Parkhurst
Ronan Sharkey (*until Jul 2024*)

Kevin Donaghy
Helen James
Andrew Middleton (*from Aug 2024*)
Gavin Quinn (*until Jul 2024*)

Lesbian, Gay, Bisexual, Trans and Intersex Members' Advisory Committee

Melissa Brabranski (*from Aug 2024*)
Asa Haycock
Stephen Jennings (*from Aug 2024*)
Addele Lynas
Rebecca Tebbett

John Conlon (*from Aug 2024*)
Nik James (*until Jul 2024*)
Christopher Kerrigan (*until Jul 2024*)
David Owen-Harris
Rob Tollman (*from Aug 2024*)

Post-16 Advisory Committee

Kevin Abbott
Marina Dickings (*from Aug 2024*)
Conor Wilson (*from Aug 2024*)

Brian Banks (*from Aug 2024*)
Zaphira Kambouris (*from Aug 2024*)
Katherine Moore (observer)

Primary Advisory Committee

Shama Akhtar
Claire Colling
Mandy Keeble (*from Aug 2024*)
Jane McConville
Jenni Parker (*until Jul 2024*)

Beverley Alderson (*until Jul 2024*)
Kevin Donaghy (*until Jul 2024*)
Shaunagh Lambe
Alister Parker (*from Aug 2024*)
Michael Parsons

Special Education Advisory Committee

Helen Entwistle *(from Aug 2024)*
Muhammad Khan *(from Aug 2024)*
Barry Leslie *(from Aug 2024)*
Harriet Randall *(from Aug 2024)*
Dave Wilkeley *(until Jul 2024)*

Martin Gault *(until Jul 2024)*
Marie Kirby
Laura McClure *(from Aug 2024)*
Pod Serge *(from Aug 2024)*

Women Members' Advisory Committee

Mary Hogg
Lorraine Morton
Mumtaz Quayum
Dianne Reynolds

Kat Lord Watson *(from Aug 2024)*
Candida Mellor
Sally Rees
Deborah White *(from Aug 2024)*

Young Members' Advisory Committee

Aedin Bartlett *(from Aug 2024)*
Niamh Hurley *(from Aug 2024)*
William Mason *(from Aug 2024)*
Ellen Tate *(from Aug 2024)*

Mathias Flamenco
Cassie Jay Jones *(from Aug 2024)*
Gareth Owen *(until Jul 2024)*
Nicole Weyman *(from Aug 2024)*

Organising Taskforce

Row Martin
John Crofts
Wayne Broom
Michelle Codrington-Rogers *(until March 2024)*
Luke Lockyer (Wales/Cymru)
Aqsa Rasul (North West)
Alan Parkhurst (West Midlands)
Keith Kilkenny (Greater London)
Maureen Kennedy (Scotland)

Claire Ward
Rosemary Carabine
Mark Dickinson
Ronan Sharkey (Northern Ireland)
Candy Mellor (North East)
Donna Hammond (East Midlands)
Pushpalata Chaure (South East)
Gee Rossouw (Eastern)
Sophie Etherington (Yorkshire and Humberside)

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
Matchgirls Memorial
Mechanics Centre Trust
National Youth Choir of Scotland
Northern TUC Asbestos Support and Campaign Group
Redhills
Riverside Band
Tolpuddle Martyrs Festival
Ulster Schools Athletics
Welsh Schools Athletic Association
Working Class Movement Library

Affiliations

Amnesty International
Campaign for Trade Union Freedom
Education International
Education and Solidarity Network
ICTU
Institute of Employment Rights
Justice for Colombia
Labour Research Department
National Children's Bureau
Scottish TUC
TUC
TUC Cymru

Emergency International Support

TUC Aid – Africa Project
EI Solidarity Fund for Palestine
Medical Aid for Palestinians

CONSULTATION RESPONSES

England/UK

Department for Education

- Minimum Service Levels in Education
- Safeguarding Children in Schools and Colleges
- Strengthening Protections in Unregistered Alternative Provisions
- Curriculum and Assessment Review

House of Lords Industry and Regulators Committee

- Skills for the Future

Department for Business, Energy and Industrial Strategy

- Holiday entitlement for part-year and irregular hours workers
- Hiring Agency Workers to Cover Industrial Action

Department for Business and Trade

- Application of the clauses in the Employment Rights Bill to agency workers
- Ensuring the provisions on zero hours contracts apply effectively to agency workers
- Creating a modern framework for industrial relations
- Strengthening remedies against abuse of the rules on collective redundancy and fire and rehire

HM Treasury

- Applying Value Added Tax (VAT) to Private School Fees and Removing the Business Rates Charitable Rates Relief for Private Schools

Ministry of Justice

- Introducing Fees in the Employment Tribunals and the Employment Appeal Tribunal

Teachers' Pension Scheme

- The Teachers' Pension Scheme (Amendment) Regulations Consultation 2024

Equality and Human Rights Commission – EHRC

- Technical guidance on sexual harassment and harassment at work

School Teachers' Review Body

- STRB's 34th Report and draft STPCD

Isle of Man

Isle of Man Government

- Consultation on Parental and Caring Rights
- Consultation on Employment Tribunal Qualifying Periods and Maximum Awards
- Draft Code of Practice on the Recognition of Trade Unions

Public Sector Pensions Authority

- Consultation on the Teachers' Pension Scheme 2024

Scotland

Scottish Government

- Wellbeing and Sustainable Development Bill Consultation (February)
- Ending Conversion Practices in Scotland (April)
- The Learning Disabilities, Autism and Neurodivergence Bill
- United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024: Statutory Guidance on Part 2 and 3, section 18
- Next Steps on delivery of Employment Injury Assistance
- Democracy Matters (Local Government and Communities)
- Education (Scotland) Bill

Scottish Parliament

- Education, Children and Young People Committee Education (Scotland) Bill
- Education, Children and Young People Committee Schools (Residential Outdoor Education) (Scotland) Bill
- Social Justice and Social Security Committee Post Legislative Scrutiny of the Child Poverty (Scotland) Act 2017
- The impact of the Child Poverty (Scotland) Act 2017
- Prohibiting mobile phone use in Scottish schools

Scottish Teachers' Pension Scheme

- Proposed changes to member and employer contributions from 1 April 2024
- Proposed Changes to Membership Eligibility Criteria

General Teaching Council Scotland (GTCS)

- Review of the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland
- GTCS Fitness to Teach rules review

Disclosure Scotland

- Disclosure (Scotland) Act 2020 – accredited body fees and proposals for discounting: PVG scheme

Wales

Welsh Government

- The structure of the school year
- Health Impact Assessment (Wales) Regulations
- Implementation of education reforms
- 14 to 16 Learning in the Curriculum for Wales
- A collaborative model between schools, LAs and Welsh Government – Draft guidance
- Welsh Language and Education (Wales) Bill
- Charitable Non-Domestic Rates Relief for Private Schools
- Curriculum for Wales: Updated Sections of Framework Guidance

Independent Welsh Pay Review Body (IWPRB)

- IWPRB Submission

International

United Nations Special Rapporteur on the Right to Education

- AI in Education

REPRESENTATION ON TRADE UNION CENTRES

TUC

General Council

Michelle Codrington-Rogers (*until Mar 2024*)
Rashida Din (*from Apr 2024*)
Patrick Roach

Executive Committee

Patrick Roach

Finance Committee

Patrick Roach

Implementation Oversight Group

Patrick Roach

Disabled Workers' Committee

Carol Wood (*until May 2024*)
Kat Downs

LGBT+ Committee

Michelle Codrington-Rogers
Stephen Dyer (*until Jul 2024*)
N Khan (*until Jul 2024*)
Asa Haycock (*from Jul 2024*)
Becks Tebbett (*from Jul 2024*)

Race Relations Committee

Michelle Codrington-Rogers (*until Mar 2024*)
Rashida Din (*from Mar 2024*)
Patrick Roach
Andrea Welter (*until Apr 2024*)
Ruth Duncan

Women's Committee

Michelle Codrington-Rogers (*until Mar 2024*)
Rashida Din (*from Mar 2024*)
Sharon Calvert (*until Mar 2024*)
Kat Lord Watson (*until Mar 2024*)
Ajaz Aslam
Deborah White (*from Mar 2024*)

Young Workers' Forum

Gareth Owen (*from Mar 2024*)
Kira Chan (*from Mar 2024*)

Sexual Harassment Working Group

Patrick Roach

TUC Aid

Michelle Codrington-Rogers (*until Mar 2024*)

ICTU

Executive Council

Sally Rees
Justin McCamphill

Northern Ireland Committee

Justin McCamphill
Ronan Sharkey

Women's Committee

Sally Rees
Maxine Murphy-Higgins

Disability Committee

Delma Boggs
Clive Bowles

LGBT Committee	Shaunagh Lambe Addele Lynas
Youth Committee	Ronan Sharkey
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 (Vice-Chair)
TUCC	
General Council	Siôn Amlyn Neil Butler Helen Johns
Executive Committee	Neil Butler
Health, Safety and Workplace Regulation Committee	Helen Johns
Equalities Committee	Helen Johns
Welsh Language Forum	Siôn Amlyn

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

Guernsey

- Negotiating Committee for Teachers and Lecturers

Isle of Man

- Isle of Man Teachers Pension Advisory Board

Northern Ireland

- Education Authority NITC Engagement Forum
- Education Authority Joint Consultative Forum
- Education Authority/Northern Ireland Teachers Council Engagement Forum
- Northern Ireland Teachers' Council
- ICTU Education Committee (Northern Ireland)
- ICTU Executive Council
- ICTU Finance and General Purposes Committee
- ICTU Global Solidarity Committee
- ICTU Health & Safety Committee
- ICTU North/South Committee
- ICTU Northern Ireland Committee
- ICTU Northern Ireland Finance and General Purposes Committee
- ICTU Women's Committee
- ICTU Youth Committee
- Joint Secretaries Forum
- Northern Ireland Teacher's Negotiating Committee
- Northern Ireland Teachers' Pension Board
- Northern Ireland Teachers' Pension Scheme Advisory Board

Scotland

- Anti-Racism Education Programme: Curriculum Reform
- Anti-Racism Education Programme: Racism and Racist Incidents
- Anti-Racism Education Programme: Education Leadership and Professional Learning
- Anti-Racism Education Programme: Diversity in the teaching profession and education workforce
- Behaviour in Scottish Schools – Research Advisory Group
- Centre for Teaching Excellence Co-Production Group.
- Curriculum and Assessment Board
- Curriculum Improvement Cycle
- Education Reform Stakeholder Reference Group
- Gender Based Violence in Schools Working Group
- GTCS Professional Associations Liaison Group
- Headteacher Recruitment 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 24 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 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 (with Cabinet Secretary)
- PSE Delivery & Implementation Group
- PSE ITE and CLPL Subgroup
- Qualifications Scotland – Teacher Charter and Interest Committee
- 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 Uniform Working Group
- Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS)
- SAGRABIS Risk Assessment Group
- SAGRABIS Consequences Group
- Scottish Learning for Sustainability Leadership Group
- Scottish Employment Injuries Advisory Council Steering Group
- Scottish Government Gender Equality Taskforce
- Scottish Negotiating Committee for Teachers
- Scottish Negotiating Committee for Teachers ASN Subgroup
- Scottish Negotiating Committee for Teachers General Secretaries
- Scottish Negotiating Committee for Teachers Support Group
- Scottish Negotiating Committee for Teachers – Job Sizing Group
- Scottish Negotiating Committee for Teachers – Pay and Leave Spec
- Scottish Teachers' Pension Scheme Advisory Board
- 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 – Health subgroup
- STUC Women's Committee – Organising & Campaigning for Women's Equality Subgroup
- STUC Women's Committee – Worker's Rights & Discrimination Subgroup
- STUC Disabled Workers' Committee
- Supporting Workforce Wellbeing Stakeholder Reference Group

UK/England

- Amnesty International Trade Union Network Committee
- Anti-Bullying Alliance Advisory Group
- AQA General Teachers' Unions meeting
- Asbestos in Schools Group
- David Ross Education Trust EDI Steering Group
- DfE Asbestos Steering Group
- DfE Flexible Working Advisory Group (FWAG)
- DfE Permanent Secretary's Stakeholder Group
- DfE School Buildings Stakeholder meeting
- DfE School and Academy Funding Group
- DfE Sustainability & Climate Change Working Group
- DfE Trade Unions Group on Special Educational Needs
- DfE Trade Union Working Group on Recruitment and Retention of Teachers
- DfE Teachers Pay and Affordability Group
- DfE Programme of Talks
- DfE qualifications policy stakeholder meeting
- DfE stakeholder meeting on climate change and sustainability
- DfE stakeholder meeting on the Advanced British Standard
- DfE Working Lives of Teachers and Leaders Advisory Group
- DfE Workload Reduction Taskforce
- Edge Policy Network
- Eduqas Teacher Associations meeting
- Employment Tribunals Public Engagement Group
- End Violence against Women Prevention Network
- Joint Council for Qualifications Teacher Associations meeting
- Joint Union Asbestos Committee
- Labour Research Department Board
- Long Covid Educators For Justice Group
- National Hazards Committee
- National Joint Council for Staff in Sixth Form Colleges
- OCR Trade Unions meeting
- Ofsted Standing Group of Teacher Associations
- Ofqual Examinations Stakeholder Engagement Group
- Partnership on Work-related Violence
- Pearson Qualifications Teacher Associations Group
- Primary Umbrella Group
- Send My Friend to School Steering Group
- Special Educational Needs Consortium
- Standards and Testing Agency Teacher Associations meeting
- Traveller Movement – Education Steering Group
- TUC Anti-Racism Implementation and Oversight Group
- TUC Anti-Racism Taskforce
- TUC Anti Trade Union Restrictions Working Group
- TUC Artificial Intelligence Working Group
- TUC Black Women and Sexual Harassment Advisory Group
- TUC UK Covid Inquiry Group
- TUC Disabled Workers' Committee
- TUC Education Unions Group
- TUC Equality Officers' Network
- TUC Executive Committee
- TUC General Council
- TUC Health and Safety Specialists Network

- TUC International Officers' Meeting
- TUC Key Workers Group
- TUC LGBT+ Committee
- TUC Pensioners' Committee
- TUC Pension Specialists' Committee
- TUC Procurement and Outsourcing Group
- TUC Public Services Liaison Group
- TUC RAAC Joint Unions Group
- TUC Race Relations Committee
- TUC Union Legal Officers' Network
- TUC Unions and the World of Work Steering Group
- TUC Women's Committee
- TUC Fair Pay Agreements Working Party
- TUC Faith and Belief Network
- TUC Trade Union Sustainable Development Advisory Committee
- UK Safer Internet Centre Expert Advisory Board
- Universities Council for the Education of Teachers

England and Wales

- England and Wales Teachers' Pension Scheme Board
- England and Wales Teachers' Pension Scheme Advisory Board

Wales

- Education Trade Union Partnership Group
- Education Workforce Council Trade Union Liaison Group
- Estyn Stakeholder Group
- Joint Further Education Trade Unions
- Pay Partnership Forum
- Post-16 Estyn Workload Group
- Qualifications Wales
- School Teachers' Pay and Conditions Partnership Forum
- Schools Workload Co-ordination Group
- Social Partnership Council
- Schools Social Partnership Forum
- TUCC General Council
- TUCC Executive Committee
- TUCC Health, Safety and Workplace Regulation Committee
- TUCC Equalities Committee
- TUCC Welsh Language Forum
- WJEC Teacher Associations Meeting
- Workforce Partnership Council

Other

- British and Irish Group of Teachers' Unions
- Education International 10th World Congress
- Education International Research Network
- Education and Solidarity Network Board
- Education International OECD Advisory Committee
- ETUCE Conference
- ETUCE Executive Committee
- ETUCE Standing Committee for Equality
- Trade Union Advisory Committee to the OECD
- United Nations Commission on the Status of Women

FORMATION, DISSOLUTION AND AMALGAMATION OF LOCAL ASSOCIATIONS

The National Executive approved the following changes to Local Associations:

Cambridgeshire

The three non-negotiating Local Associations known as Cambridge (C14), Isle of Ely (E34) and Huntingdonshire (H80) were dissolved along with the Federation known as Cambridgeshire (C200).

A newly constituted Negotiating Local Association, Cambridgeshire (C14), was formed with boundaries based on the area covered by the former Cambridgeshire Federation.

SUCCESSFUL INDUSTRIAL ACTION BALLOTS 2024

National Ballots

- Northern Ireland (CCMS, EA and Individual Schools)

Workplace ballots

- Abbey Gate College (Cheshire West and Chester)
- All Saints Catholic School (North Yorkshire)
- Aurora Brooklands School (Lancashire)
- Aurora Eccles School (Norfolk)
- Aurora Severnside School (Gloucestershire)
- Aurora White House School (Norfolk)
- Aurora Woodlands School (Lancashire)
- Babington House School (Kent)
- Bablake Senior School (Coventry)
- Bablake Junior School (Coventry)
- Berwick Middle School (Northumberland)
- Berwick Middle School (Northumberland)
- Bickley Park School (Kent)
- Bradford Grammar School (Bradford)
- Bristol Hospital Education Service (Bristol)
- Budmouth Academy Weymouth (Dorset)
- Byron Court Primary School (Brent)
- Cheadle Hulme School (Stockport)
- Chetham's School of Music (Manchester)
- Clifton College (Bristol)
- Cokethorpe School (Oxfordshire)
- Co-Op Academy Bebington (Wirral)
- Dame Allan's Senior School (Newcastle Upon Tyne)
- Darland High School (Wrexham)
- Eastwood Nursery School (Wandsworth)
- Ewell Castle School (Surrey)
- Fairstead House School & Nursery (Suffolk)
- Farleigh School (Hampshire)
- Farringtons School (Bromley)
- Foyle College (Derry)
- Gable Hall School (Thurrock)
- Gendros Primary School (Swansea)
- Gilbrook School (Wirral)
- Glendale Middle School (Northumberland)
- Glendale Middle School (Northumberland)
- Gust Independent School (Northumberland)
- Haven High Academy (Lincolnshire)
- Highfield Primary School (Enfield)
- Ivanhoe School (Leicestershire)
- King Edward VI Grammar School (Lincolnshire)

- King Edward VI High School for Girls (Birmingham)
- King Henry VIII Senior School (Coventry)
- King Henry VIII Junior School (Coventry)
- Kirkintilloch High School (East Dunbartonshire)
- Lady Barn House School (Stockport)
- Lancashire Inclusion And Diversity Team (Lancashire)
- Lewis Girls' Comprehensive School (Caerphilly)
- Llangors Church in Wales Primary School (Powys)
- Longsands Academy (Cambridgeshire)
- Meadowside Special School (Wirral)
- Melksham Oak Community School (Wiltshire)
- Merchant Taylors' Senior Boys', Merchant Taylors' Senior Girls' and Stanfield Preparatory School (Liverpool)
- Minera Voluntary Aided Primary School (Wrexham)
- Moorlands School (Leeds)
- Palmers Green High School (Preparatory, Junior and Senior) (Enfield)
- Ratcliffe College (Leicester)
- Richard Taunton Sixth Form College (Hampshire)
- Rothwell Junior School (Northamptonshire)
- Royal Hospital School (Suffolk)
- Royal Russell School (Surrey)
- Rydal Penrhos Senior School (Clwyd)
- Sherborne School (Dorset)
- Shoreham College (West Sussex)
- Sir Francis Hill Primary School (Lincolnshire)
- St Benedict's School (Ealing)
- St Cuthbert's RC High School (Rochdale)
- St Edmund's School (Kent)
- St Mary's Catholic High School and Sixth Form College (Wigan)
- St Mary's College, St Mary's College Preparatory School and St Mary's Bright Sparks & Early Years School (Liverpool)
- St Mary's School (Windsor and Maidenhead)
- Stover School (Devon)
- Surbiton High School (including Surbiton High, Girls Junior and Boys Prep) (Surrey)
- The Deepings School (Cambridgeshire)
- The Five Islands Academy (Isles of Scilly)
- The King's School in Macclesfield (Cheshire East)
- The Study Preparatory School (Merton)
- The Trinity Catholic School (Nottinghamshire)
- Tormead School (Surrey)
- Tring Park School for the Performing Arts (Hertfordshire)
- Tweedmouth Community Middle School (Northumberland)
- Werneth School (Stockport)
- West Buckland School (Preparatory, Senior and Sixth Form) (Devon)
- Westside School (Gibraltar)
- William Hulme's Grammar School (Secondary Phase and Sixth Form) (Manchester)
- Windermere School (Cumbria)
- Ysgol Abersychan School (Torfaen)
- Ysgol Clywedog (Wrexham)
- Ysgol Gyfun Gymunedol Penweddig (Ceredigion)
- Ysgol Nantgwyn (Rhondda Cynon Taf)

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Visit nasuwt.org.uk