

NASUWT THE  
TEACHERS'  
UNION



ANNUAL <sup>26</sup> BIRMINGHAM  
CONFERENCE

ANNUAL  
REPORT  
2025

REPORT OF THE  
NATIONAL EXECUTIVE  
COMMITTEE



# Foreword from **The President**

## WAYNE BROOM

It is both an honour and a privilege to introduce the NASUWT Annual Report for 2025.

This past year has been one of determination, resilience and renewed purpose for our union. At a time of continued economic pressure, political change and growing challenges within our schools, NASUWT members have stood firm for the values that define us: fairness, professionalism and solidarity.

NASUWT members are proud to be teachers. We are proud of our profession and proud of our union. That pride has been evident in every campaign we have advanced and every dispute we have supported over the past year.

Across the UK, members have taken action to secure fair pay, defend pensions, challenge excessive workload and confront unsafe working conditions. In doing so, they have demonstrated once again that when teachers stand together, we achieve progress. Our wins have not come about by chance, they are the result of member-led resolve and collective strength.

Our New Deal for Teachers campaign continued to shape national debate, placing teachers at the heart of education policy. We have pressed governments in every nation to recognise that improving teacher pay, reducing workload and restoring professional respect are not optional extras, but essential foundations for a thriving education system. Where governments have been prepared to engage constructively, we have taken a pragmatic, solution-focused approach. Where they have fallen short, we have not hesitated to challenge them.

At the same time, this has been a year in which wider social pressures have increasingly impacted our schools. Rising concerns about pupil behaviour, the influence of misogynistic and far-right rhetoric online, and the growing strain on provision for children with special and additional needs have all been brought to the fore by our members. We have been clear that teachers cannot and should not carry the burden of these societal challenges alone. Education must be properly funded, external services must be restored, and accountability systems must operate with professionalism, empathy and respect.

We have also continued to defend the integrity of national pay frameworks and to safeguard the Teachers' Pension Scheme (TPS). The attempts by some employers to erode pensions and downgrade terms and conditions have been robustly resisted. Our message has been clear: teachers deserve security in retirement as well as fairness in work.

Beyond the immediate issues of pay and conditions, we have invested in strengthening our union for the future. We have reflected on how we build activism, deepen member engagement and ensure we remain the authentic and undiluted voice of teachers. We only represent teachers, and that clarity of purpose remains our strength. Through advice, legal support, professional development and collective action, NASUWT is the union for every teacher, at every stage of their career.

This report sets out in detail the work undertaken by your National Executive Committee over the past year. It reflects a union that is confident but not complacent, assertive but not aggressive, forward-looking and solution-focused. It demonstrates that we are driven by ideas, not ideology, and by a determination to secure tangible improvements in the working lives of teachers.

The challenges facing education remain significant. Recruitment and retention pressures continue. School funding remains constrained. Wider political currents, including the growth of divisive and populist rhetoric, present real risks to equality and social cohesion. Yet our response is grounded in solidarity and progress. We will continue to champion anti-racism, equality and inclusion. We will continue to work with partners across the trade union movement. And we will continue to ensure that the collective voice of teachers is heard clearly and confidently in every forum.

Governments may change. Policies may shift. But NASUWT endures.

On behalf of the National Executive Committee, I extend my sincere thanks to every workplace representative, activist and member who has contributed to our collective achievements this year. Your commitment sustains our union. Together, we will continue to secure progress for teachers, strengthen our profession and defend the future of education for the children and young people we serve.

Meet  
**NASUWT**



**Wayne Broom**  
President



**Mark Dickinson**  
Senior Vice-President



**Rashida Din**  
Ex-President



**Matt Wrack**  
General Secretary



**Jane Peckham**  
Deputy General  
Secretary



**Dan Lister**  
Junior Vice-President



**Howard Leighton**  
Honorary Treasurer



**Maggie Bremner**  
Assistant General  
Secretary



**Phil Siddle**  
Assistant General  
Secretary

# SECURING FAIR PAY AND BETTER CONDITIONS

Securing fair pay and protecting pension rights have remained our central priorities throughout 2025. Teachers' remuneration is not limited to salary alone. It is the combination of pay, pension, workload protections and national conditions that defines the professional settlement. When any element of that settlement is eroded, the sustainability of the profession is placed at risk.

## Restoring the Value of Teachers' Pay

Teachers in England continue to experience significant real-terms pay erosion compared to other graduate professions. The Department for Education's (DfE's) written evidence to the School Teachers' Review Body (STRB), which pointed towards constrained awards within existing budgets, represents a continuation of a damaging approach. We have made clear that further below-inflation awards would deepen the recruitment and retention crisis.

Independent research commissioned by NASUWT demonstrates that teachers' earnings have fallen behind comparable graduate occupations over time. This evidence strengthens our case for sustained above-inflation pay restoration over multiple years, not one-off settlements that fail to address cumulative losses.

We have also challenged proposals to introduce greater pay 'flexibility', including non-consolidated bonuses and changes to salary safeguarding periods. Fragmenting the national pay framework risks creating postcode pay, increasing inequality and weakening collective protections. Our position is clear: the national framework must be strengthened, not diluted.

Following the publication of the STRB's 2025 report and the subsequent pay award in England, we made clear that the outcome fell short of what is required to restore the value of teachers' pay and to address the ongoing recruitment and retention crisis. The Secretary of State accepted the STRB recommendation of a 4% pay award for teachers in England from 1 September 2025. The DfE is providing funding for approximately 75% of the cost, while schools must cover the remaining 25%.

In Scotland, a two-year settlement was accepted which runs from 1 August 2025 to 31 July 2027 and comprises a 4% uplift on all SNCT pay points from 1 August 2025, rising to 4.25% from 1 April 2026, and a further 3.25% uplift on all SNCT pay points from 1 August 2026 to 31 July 2027.

In Wales, the Government offered a pay award of 4%, for the first time below the Independent Welsh Pay Review Body recommendation, which was 4.8%. However, the award was fully funded.

A pay award for teachers in Northern Ireland for 2025/26 had still not been agreed by the end of the year.

While any movement on pay is important, the award failed to reverse the long-term erosion of earnings or to demonstrate a credible commitment to multi-year restoration. The Union also raised serious concerns about affordability, reiterating the point that pay awards must be fully funded and not reliant on schools making further cuts to staffing or provision. NASUWT has continued to engage with members and press governments to move beyond short-term settlements towards a properly funded, strategic approach that recognises and values the profession.

Across the UK, we have pressed governments to ensure that any pay awards are fully funded. Unfunded awards force schools into cutting staff, increasing class sizes or reducing curriculum provision. Fair pay must never come at the expense of worsening workload or redundancies.

## Defending the Teachers' Pension Scheme

Pensions have been a defining issue of the year. The TPS is a vital part of teachers' overall remuneration. It provides security, stability and recognition of long-term service to the profession. It is not a discretionary benefit but a core element of teachers' terms and conditions.

In the independent sector, a growing number of employers have sought to withdraw from the TPS or impose inferior schemes. In several disputes, teachers were presented with an unacceptable choice: remain in the TPS and accept significant pay cuts, or transfer to a lower-value pension scheme. In some cases, employers threatened dismissal and re-engagement on inferior contracts if staff did not comply.

Our members have responded with determination. Strike action has been taken at schools including Coventry School Foundation, Ewell Castle and Alderley Edge to resist pension downgrades. These disputes underline the strength of feeling among members that pensions are deferred salary and must be defended.

We have consistently exposed the short-sightedness of employers who claim financial necessity while maintaining significant reserves or high executive salaries. Undermining pensions may produce short-term savings but it damages morale, recruitment and long-term workforce stability.

## Understanding Pension Reform and Taxation

In addition to defending access to the TPS, we have monitored wider fiscal changes affecting pension provision. The 2025 Autumn Budget included reforms to salary-sacrifice pension schemes and other tax measures which will have implications for teachers' take-home pay and retirement planning. This won't affect teachers in the various teacher pensions schemes in the UK nations.

In Scotland, members have been supported in navigating the introduction of the online pension portal and the implementation of the McCloud remedy, which addresses discrimination arising from previous pension reforms. Ensuring that teachers receive accurate information about their accrued rights and options remains an important strand of our work.

We continue to challenge any changes which would disproportionately impact mid-career or older teachers, including potential changes to accrual rates, contribution structures or pension taxation thresholds. A secure retirement is fundamental to the attractiveness of teaching as a lifetime profession.

## Linking Pay, Pensions and Recruitment

There is a direct link between remuneration and recruitment. Teachers entering the profession must be confident that their pay will progress fairly and that their retirement income will reflect their service. Weakening pension provision or eroding pay progression damages that confidence.

In England, we have also continued to oppose attempts to move teachers from the Upper Pay Range back to the Main Pay Range and have resisted proposals that would make it easier to reduce pay through shortened safeguarding periods. Protecting progression and safeguarding arrangements is integral to maintaining career stability.

## Industrial Leverage and Negotiation

Where employers have refused to engage constructively, members have been prepared to act. Ballots across multiple schools over adverse changes to pensions, pay and conditions demonstrate the readiness of members to defend their rights.

At the same time, we have continued to pursue negotiated solutions wherever possible. In Northern Ireland further education, members secured a 5.5% pay increase alongside workload commitments through determined collective action and dialogue.

## Looking Ahead

The coming year is likely to see continued pressure on public finances and renewed attempts by some employers to weaken pension provision or fragment pay structures. We will remain vigilant.

Our priorities remain clear:

- Restoring the real-terms value of teachers' pay.
- Ensuring all pay awards are fully funded.
- Defending universal access to the teachers pension schemes.
- Resisting fire and rehire tactics.
- Protecting national pay frameworks and progression rights.

Fair pay and secure pensions are not optional extras. They are essential to recognising the professionalism of teachers and to sustaining the education system for the future. We will continue to defend both with determination and resolve.

# 79%

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

# 81%

say they are worried about their financial situation.

Source: *The Big Question 2025*

# 44%

in England stated that they had experienced financial hardship. Source: *Supply Teachers Survey 2024*



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

**Matt Wrack**  
NASUWT General Secretary



# TAKING ACTION FOR OUR MEMBERS

At the heart of our work is a simple commitment: when members face injustice, we act.

Throughout 2025, the Union has demonstrated that commitment in workplaces across the UK. Whether defending pay and pensions, challenging unsafe conditions, confronting bullying management practices or resisting attacks on trade union rights, NASUWT has stood firm alongside members.

## Industrial Action and Workplace Disputes

Over the past year, members have voted for industrial action in a wide range of disputes, reflecting the scale of pressures facing the profession. These disputes have centred on pensions, workload, pupil behaviour, health and safety, redundancy proposals and the failure of employers to engage in meaningful consultation.

In the independent sector, members at schools, including Alderley Edge School for Girls and Ewell Castle, took strike action in response to attempts to withdraw from the TPS and impose inferior arrangements, often accompanied by threats of fire and rehire. We made clear that pensions are not a luxury but deferred pay and that aggressive tactics designed to intimidate teachers are unacceptable.

In academies and multi-academy trusts (MATs), members challenged redundancy proposals and adverse management practices. At Westbourne Academy, teachers took action over intolerable levels of disruption and threats to staff safety. NASUWT's position has been consistent: teachers have the right to work in safe environments where they can teach without fear.

Across sixth-form colleges, ballots were opened and members prepared to act over unfair and inequitable pay proposals.

Through collective pressure, progress was secured in many workplaces, including agreement on pay awards in a number of institutions.

In Northern Ireland further education, members commenced action short of strike over pay and workload, leading to a negotiated settlement including a 5.5% pay increase for 2024-25 and commitments on workload reform. This outcome reflected the strength and determination of members who were prepared to act to secure fair treatment.

## Defending National Pay and Conditions

We have continued to defend national pay frameworks and to resist fragmentation of teachers' terms and conditions. At our 2025 Annual Conference in Liverpool, delegates overwhelmingly supported a motion rejecting any unfunded pay award and supporting action, if necessary, to secure fully funded pay increases. This clear democratic mandate underlines the Union's readiness to act where governments fail to meet their responsibilities.

We have also challenged attempts to attach inappropriate conditions to pay offers, including efforts in Northern Ireland to restate working hours and limit future industrial action. We have been unequivocal that there are no circumstances in which we would surrender members' right to take industrial action.

## Legal Action and Casework

Taking action is not limited to industrial disputes. We have continued to provide robust legal support to members facing disciplinary proceedings, discrimination, capability procedures and employment tribunal claims.

Where regulatory or policy changes risk prejudicing members' rights, we have sought and acted on legal advice. In Scotland, for example, we have challenged changes to registration arrangements that could disadvantage teachers applying from outside the country, and we have begun preparations for potential test cases.

We have also intervened where external organisations have encouraged practices that risk the welfare and safeguarding of teachers, ensuring that employers are reminded of their duties and that members are protected.

## Campaigning and Public Pressure

Industrial leverage is strengthened by public campaigning. Our *Where Has All The Money Gone?* report exposed excessive executive pay and profiteering within the education sector, challenging the narrative that there is no money available for fully funded teacher pay awards. By shining a light on waste and mismanagement, we reinforced members' case for fair pay and proper investment.

Our award-winning social media campaigns have amplified members' voices, with videos on inspection reform, pay and working conditions reaching millions of viewers. Teachers who have shared their experiences have reported that this visibility has helped galvanise activism and strengthen workplace organisation.

## Member-led Action

Every action taken by NASUWT begins with members. Ballots, surveys and consultative processes ensure that decisions are democratically grounded. When members vote to act, the Union provides the resources, legal expertise and strategic co-ordination necessary to secure results.

The past year has demonstrated that when teachers are united, employers and governments must listen. Disputes have been resolved, pay awards improved, unsafe practices challenged and rights defended.

## Looking Ahead

The pressures facing teachers are unlikely to diminish in the year ahead. Funding constraints, workforce shortages and rising behavioural challenges will continue to test the resilience of schools and colleges.

We will remain vigilant and prepared. We will negotiate where negotiation can deliver progress. We will challenge where employers or governments fall short. And where necessary, we will not hesitate to ballot and take industrial action to defend our members' rights.

Taking action for our members is not a slogan. It is the practical expression of our purpose as The Teachers' Union.

*“Members feel that they have no choice but to take strike action in order to stand up for their right to be treated as the skilled professionals they are.”*

### Alan Hackett

NASUWT National Executive Member  
Meadowside Primary School Dispute, Kettering

*“Teachers just want to feel valued, and with this offer they don't feel valued at all. You don't feel valued when you are not being paid fairly.”*

### Alison Morgan

NASUWT National Executive Member  
United Learning Trust Dispute

*“The safety of staff and that of the pupils they teach cannot be ignored and action delayed.”*

### Jac Casson

NASUWT National Executive Member  
Moorside Primary School Dispute, Salford

# DRIVING POSITIVE CHANGE IN EDUCATION POLICY



Throughout 2025, education policy across the UK has remained under intense scrutiny. For NASUWT, this has been a year of sustained engagement, robust challenge and clear advocacy to ensure that teachers' voices shape the direction of reform in every nation.

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

## **Inspection and Accountability**

In England, the publication of consultation outcomes on inspection reform and school accountability failed to address the deep concerns raised by teachers about the high-stakes nature of the current system. We made clear that superficial changes will not resolve the excessive workload, stress and professional damage caused by a punitive accountability regime.

Teachers have been clear that inspection must support improvement rather than undermine wellbeing. We stressed directly to Ofsted and to Ministers that the profession expects meaningful reform grounded in professional dialogue and transparency. The failure to adequately reflect consultation feedback risks further eroding trust in the system.

In Scotland, we engaged closely with discussions on inspection reform, governance and qualification changes. We have insisted that teachers must be meaningfully involved in shaping new frameworks and that any reforms must be properly resourced and grounded in classroom reality. The same principle has guided our engagement in Wales and Northern Ireland, where accountability structures and inspection models continue to evolve.

## **Behaviour, Safety and Security**

Across all four nations, pupil behaviour and school safety have been dominant concerns. Evidence gathered from members demonstrates rising incidents of abuse, harassment and violence directed at teachers. We have consistently made the case that the behaviour crisis is not a matter of isolated incidents but a systemic issue requiring national leadership.

In Scotland, Conference debates and union campaigning have underlined the point that some schools have become battlegrounds of blame and violence, with teachers reporting unacceptable levels of disruption and abuse.

We have called for improved reporting mechanisms, clearer consequences and consistent security standards across all school sites.

In England, we have pressed for the re-establishment of a ministerial-led, multi-agency working group on safety and security in schools. We have argued that teachers cannot be expected to manage escalating risks without co-ordinated support from government, local authorities and partner agencies.

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

## **Special and additional pupil needs and inclusion**

The crisis in special educational needs and disabilities (SEND) in special and additional needs provision across the UK remains acute. Despite increased expenditure over the past decade, outcomes have not improved and pressures on teachers have intensified. In responding to parliamentary scrutiny of SEND provision in England earlier this year, we emphasised that reform must include a clear national plan, effective multi-agency working and sustainable funding for schools and local authorities

We have been clear that inclusion must be meaningful, not rhetorical. Teachers need

access to specialist staff, educational psychologists, child and adolescent mental health services (CAMHS) and manageable class sizes. Without these, both pupils with SEND and additional needs and their teachers are placed under unsustainable strain.

The forthcoming debates on SEND reform and funding in England will be critical. We will continue to insist that any changes strengthen, rather than dilute, teachers' professional capacity to support pupils with complex needs.

### Curriculum and Legislative Reform

This year has also seen significant legislative and policy developments. The Children's Wellbeing and Schools Bill has prompted national debate on curriculum entitlement, pay frameworks and safeguarding. We have welcomed measures that restore fairness and national consistency, while making clear that ambition must be matched by adequate funding.

Curriculum and assessment reform remains under discussion in several nations. We have consistently argued that reform must avoid increasing workload or narrowing the curriculum. Teachers must have the professional space to teach creatively, adapt to pupil need and maintain subject integrity.

### Workforce, Professional Standards and Supply

Workforce challenges continue to impact curriculum delivery and school stability. In Scotland, members have raised concerns about the growing use of non-specialist teachers in the senior phase, with implications for pupil attainment and teacher workload.

Similar pressures are evident elsewhere, particularly in shortage subjects.

We have continued to press governments to address recruitment and retention holistically. Competitive pay, manageable workload, secure pensions and meaningful professional development are inseparable from educational quality. The profession cannot be sustained through short-term incentives alone.

We have also challenged practices that fragment pay and conditions, including attempts to weaken national frameworks or introduce divisive bonus structures. A strong, national approach to pay and conditions remains essential to maintaining professional standards and workforce stability.

We have continued our campaigning and policy work to secure a Better Deal for Supply Teachers – focusing particularly on fair pay, regulation of agencies and improved employment rights. We pressed for supply teachers, including those working through agencies, to fall fully within the remit of the STRB so that their pay and conditions are set within the national framework and aligned with those of permanently employed teachers. We also challenged the growing role of private supply agencies, highlighting evidence that hundreds of millions of pounds in fees are being taken from school budgets while supply teachers themselves experience lower pay and insecure work.

Alongside this, NASUWT raised supply teachers' concerns with governments, contributed evidence to consultations on agency workers' rights, and continued our Better Deal for Supply Teachers campaign to secure equal treatment, stronger regulation of agencies and greater public oversight of supply teacher provision.

### Looking Ahead

The coming year is likely to see intensified debate around school reform, special and additional needs provision, inspection and workforce policy. Economic pressures and competing public spending priorities risk further strain on education budgets.

We will continue to apply our brand values of pride, pragmatism and progress to this work. We are proud to represent only teachers and to speak with the undiluted voice of the profession. We are pragmatic in seeking solutions and negotiating positive change. And we are focused on securing progress for teachers, the profession, and the children and young people they educate.

Education policy must be shaped by evidence, professional expertise and a commitment to long-term stability. We will remain at the forefront of that debate, ensuring that teachers are not only heard, but heeded.

**44%** of teachers do not feel managed in a way that empowers them.

**62%** say constant change professionally disempowers them.

**59%** cite lack of respect for professional judgement as a key disempowering factor.

Source: Big Question 2025.



## FOCUSING ON TEACHER WELLBEING

Teacher wellbeing is not a peripheral concern. It is central to the sustainability of the profession and the quality of education delivered in our schools and colleges. Throughout 2025, we have continued to place teacher wellbeing at the forefront of our campaigning, negotiations and policy engagement.

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

### **Workload and Working Time**

Workload remains the most frequently cited factor affecting teacher wellbeing.

Across the UK, we have pressed governments and employers to deliver meaningful reductions in unnecessary bureaucracy and administrative burden.

In Scotland, our ballot on reducing class contact time has highlighted the urgent need to deliver on long-standing commitments to address workload. Members have been clear that without tangible change, teacher morale and retention will continue to suffer.

In Wales, we have advanced work on an Engagement Code for schools to embed a culture of social partnership and to tackle workload collaboratively. In England and Northern Ireland, we have challenged attempts to extend working expectations without proper negotiation and resisted any implication that teachers are not fulfilling their professional duties.

In the Isle of Man, we have continued to refine the groundbreaking working time agreement that delivered a 35-hour contractual working week, and pressed the governments in Jersey and Guernsey to follow suit.

### **Inspection and Accountability**

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

Our public campaigning has amplified members' voices on this issue, with social media engagement reaching millions and reinforcing the scale of professional concern, and we have secured significant improvements to the new inspection regime in the Isle of Man. Teachers have described inspection pressures as damaging to morale, professional autonomy and personal wellbeing. We will continue to argue for a system that fosters improvement without fear.

### **Violence, Abuse and Safety**

Teacher wellbeing cannot be separated from safety. Rising incidents of violence, harassment and abuse have placed additional strain on staff. In Scotland, our Behaviour Survey and subsequent engagement with Ministers have secured commitments to strengthen reporting and apply a full range

of consequences for poor behaviour as part of the implementation of the National Action Plan on Relationships and Behaviour.

We have pressed for clearer guidance on the use of force in schools and for improved training standards, making clear that teachers must not be left exposed to legal or professional risk when responding to serious incidents.

Wellbeing also includes physical safety in the workplace. Through Workers Memorial Day activity and related campaigning, we have reinforced the importance of tackling hazards such as asbestos and ensuring safe working environments.

### **Health, Inclusion and Support**

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

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

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

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

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

### **Professional Support and Member Services**

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

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

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

### **Looking Ahead**

Improving teacher wellbeing requires systemic change. It demands investment, realistic workload expectations, fair pay, safe working conditions and professional respect.

We will continue to press governments and employers to move beyond rhetoric. Wellbeing strategies must be matched by measurable action and accountability. Teachers cannot continue to carry unsustainable levels of stress while policymakers defer meaningful reform.

A profession that is exhausted cannot flourish. By focusing on teacher wellbeing, we are investing in the long-term health of education itself.

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

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

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

*Source: Big Question 2025.*

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

**Matt Wrack**  
NASUWT General Secretary

# PROMOTING HEALTHIER AND SAFER LEARNING ENVIRONMENTS

Creating healthier and safer learning environments is fundamental to high-quality education. Teachers and pupils have the right to work and learn in settings that are physically safe, emotionally secure and properly resourced. Throughout 2025, we have continued to take decisive action to promote standards that protect both the school workforce and the children and young people they teach.

## Tackling Violence and Disruption

Rising incidents of violence, harassment and persistent disruption have remained a significant concern across all four nations. Our engagement with governments has emphasised that this is not an isolated issue but a systemic challenge requiring national leadership.

In Scotland, following our Behaviour Survey and parliamentary briefings, Ministers acknowledged that implementation of the National Action Plan on Relationships and Behaviour had been inconsistent and committed to further action. Further guidance was issued during 2025 on risk assessment and consistent consequences, as a result of sub-groups of the National Action Plan.

In Wales and England, we have participated in behaviour summits and roundtables focused on violence in schools, pressing for statutory training, stronger support services and an end to blanket policies that undermine teachers' authority. The summit in Wales would not have happened without the instrumental roles played by NASUWT in securing it. We have made clear that no teacher should feel abandoned when dealing with serious behavioural incidents.

## Clearer Guidance and Professional Protection

Teachers require robust, detailed guidance when managing risk. In response to consultation on statutory guidance regarding the use of force in schools, we highlighted the absence of national standards and quality assurance for training. We stressed that teachers need clarity not only on when force may be used, but also on when it should not be used, and that guidance should offer the same level of protection afforded to staff in residential and care settings.

We have also taken action where external bodies have promoted practices that risk undermining teacher safety, including raising concerns about covert filming and photography of teachers in classrooms. Employers have been reminded of their safeguarding duties and of their responsibility to protect staff welfare.

## School Buildings and Environmental Hazards

Healthy learning environments depend on safe buildings. This year has once again exposed the consequences of years of underinvestment in the school estate.

We have continued to press for urgent action on reinforced autoclaved aerated concrete (RAAC), following the identification of structural risks in school buildings across



England and beyond. Temporary closures, propping and last-minute relocations have created uncertainty and stress for both teachers and pupils. We have called for a fully funded, long-term rebuilding programme to ensure that no school operates in unsafe or substandard accommodation.

Asbestos remains present in a significant proportion of school buildings. Through Workers Memorial Day activity and wider campaigning, we have reinforced the need for a national strategy for asbestos removal, rather than reliance on piecemeal management. Teachers must not be placed at risk from deteriorating materials in ageing buildings.

We have also raised concerns about the use of rubber crumb surfaces on school sports pitches and playgrounds. Members have questioned the long-term health implications of exposure to recycled tyre materials, particularly where surfaces are poorly maintained. We have called for clearer guidance, transparent risk assessments and precautionary approaches where evidence is uncertain.

#### Health Protection and Medical Safety

Through collaboration with the Natasha Allergy Research Foundation, we surveyed teachers on allergy awareness and school policies. The findings revealed significant gaps in training and policy knowledge, with many teachers reporting that they had not received adequate preparation to manage allergic reactions safely.

We have called on governments to ensure that schools are equipped with the necessary training, resources and clear protocols to protect pupils and staff with allergies. Health and safety standards must be proactive, not reactive.

#### Safe Transport and Educational Visits

Promoting safe environments extends beyond the school gate. We have received increasing concerns from members regarding expectations to drive school minibuses without appropriate training, licensing clarity or employer support. We have reiterated that employers must ensure full compliance with transport legislation, proper insurance arrangements and comprehensive risk assessments before asking staff to undertake such responsibilities, whilst also working with campaigners and parliamentarians to address significant shortcomings of the Section 19 permit regime.

Educational visits enrich learning, but they must never compromise safety. Teachers must not be exposed to personal liability or pressured into undertaking duties for which they are neither trained nor contracted.

#### Defending Public Health and Safeguarding

Promoting safe environments also includes engagement on issues such as vaping, energy drinks and safeguarding guidance. We have participated in stakeholder meetings and parliamentary engagement to press for stronger regulation and clearer national direction.

Safe schools are not achieved through slogans. They require sustained investment, clear statutory standards and genuine partnership with the profession.

#### Looking Ahead

Healthier and safer learning environments require consistent national leadership and long-term funding commitments. Teachers cannot deliver high-quality education in unsafe buildings without adequate training, or in workplaces where risk is normalised.

We will continue to advocate for statutory safety standards, a properly funded school rebuilding programme, decisive action on asbestos and RAAC, clear guidance on environmental hazards such as rubber crumb and robust protections around transport and educational visits.

Safe schools are not an aspiration. They are a prerequisite for effective teaching and learning.

#### School Buildings and Site Safety

**30%** of teachers rate the condition of their school building as poor or very poor.

**40%** say the condition of their school building has deteriorated over the past three years.

**46%** report concerns about the presence of asbestos in their school.

**72%** report concerns about extreme temperatures in school buildings.

*Source: Big Question 2025.*

# CHAMPIONING DIVERSITY AND OPPORTUNITY

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

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

## **Tackling Racism and the Far Right**

This year has seen a worrying growth in racist and anti-migrant rhetoric, reflected in protests, online abuse and the targeting of communities. We have been clear that such narratives inevitably impact schools and the working lives of teachers.

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

We have intensified our engagement with partners in Scotland and across the UK to embed race equality within education policy and practice, ensuring that teachers' experiences inform national programmes and guidance.

## **Challenging Antisemitism**

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

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

Through our equality networks and Conference debates, we have reaffirmed that solidarity with Jewish communities and a

commitment to historical truth are essential elements of anti-racist practice. Education remains one of the most powerful tools in combatting prejudice and ensuring that the lessons of history are neither forgotten nor distorted.

## **Islamophobia**

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

## **Defending LGBTI Equality**

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



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

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

### **Challenging Sexism and Gender-Based Violence**

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

We have pressed governments to ensure that national action plans on relationships and behaviour are translated into tangible improvements within schools. We have advocated for better reporting systems, clearer consequences for abuse, and robust support for teachers affected by harassment and violence.

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

Tackling sexism, misogyny and misogynoir have been key features of the termly Equality Training and Development Days throughout the year.

In particular, understanding the intersecting nature of sexism and racism and how to address this have been the focus of workshops at the Women's and Black Members' Consultation Conferences.

### **Disability Rights and Workplace Protections**

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

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

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

### **Equalities in Practice**

Equalities work within NASUWT is both outward-facing and internal. Through our equality networks, advisory groups and conferences, we ensure that members from under-represented groups shape union policy and activity. We are proud to be a member-led union in which diverse voices contribute to national debate and strategy.

We have continued to embed equality considerations into our responses to legislative

developments, including the Employment Rights Bill and education reform proposals. Equality cannot be separated from pay, workload or safety. A profession that is underpaid, overworked or unsafe will disproportionately harm those who already face structural disadvantage.

### **Looking Ahead**

The challenges ahead remain significant. Rising political polarisation, economic pressure and misinformation pose risks to equality gains made over decades. However, our members understand that education remains one of the most powerful tools for challenging prejudice and building cohesive communities.

We will continue to demonstrate pride in our profession and in our commitment to equality. We will take a pragmatic approach to working with governments and partners to secure practical change. And we will pursue progress, ensuring that every teacher, regardless of background or identity, can thrive in their career and contribute to a more just and inclusive society.

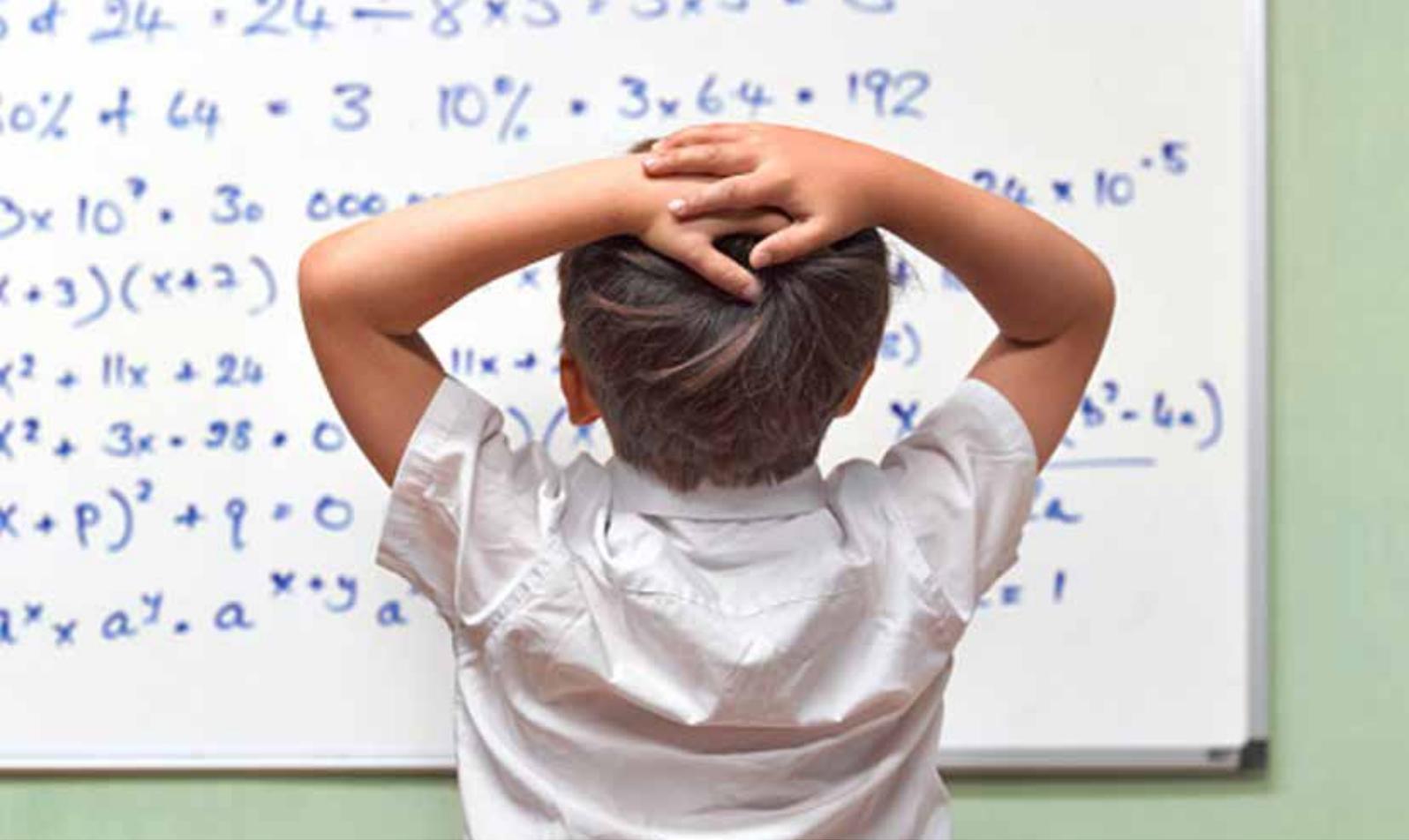
Equality is not a peripheral issue. It is part of the Union's DNA.

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

### **Matt Wrack**

NASUWT General Secretary





## DEVOLVED NATIONS

Education policy is devolved across the UK. While teachers in every nation face shared challenges around pay, workload, behaviour and recruitment, the political and policy contexts in Scotland, Wales and Northern Ireland each present distinct opportunities and risks. Throughout 2025, we have continued to engage robustly in each jurisdiction to ensure that teachers' voices are central to decision-making and that national frameworks are defended.

### **Scotland**

In Scotland, behaviour, workload and education reform have remained at the forefront of the agenda. NASUWT Scotland's Behaviour Survey has played a significant role in shaping political debate, informing ministerial statements and parliamentary scrutiny. Ministers have acknowledged the need to strengthen reporting systems and to accelerate implementation of the National Action Plan on Relationships and Behaviour.

At the Scotland Annual Conference, members highlighted the growing impact of far-right rhetoric, misogyny and social media influence on pupil behaviour, warning that some classrooms are becoming battlegrounds of blame and violence. We have called for improved social media literacy, consistent consequences for abuse, and renewed emphasis on equality and inclusion within education policy.

We have also engaged closely with developments arising from the Education (Scotland) Bill and reforms to qualifications structures. While welcoming the promise of increased teacher involvement in new bodies such as Qualifications Scotland, we have expressed concern about proposals to place restraint and seclusion guidance on a statutory footing without sufficient safeguards or clarity.

Workforce pressures remain acute. Members have raised concerns about the increasing use of non-specialist teachers in the senior phase, which disadvantages pupils and places additional strain on staff. We continue to press for robust workforce planning, sustainable funding and meaningful reductions in workload, including commitments on class contact time.

## **Wales**

In Wales, NASUWT Cymru has focused on embedding genuine social partnership within schools. Work on an Engagement Code seeks to translate the principles of social partnership into practical changes in school culture, particularly around workload and professional dialogue.

We have raised concerns about the operation of pay partnership arrangements and have challenged failures to ensure full and equal engagement with us in formal processes. Fair and transparent consultation is essential if pay and conditions are to command professional confidence.

Members in Wales have also acted where local authorities have failed to consult appropriately on restructuring and school reorganisation proposals. We have supported demonstrations and industrial processes, where necessary, to defend members' working conditions and ensure proper adherence to consultation duties.

## **Northern Ireland**

In Northern Ireland, pay and workload have been defining issues. NASUWT members in further education colleges commenced action short of strike action in pursuit of fair pay and parity with school teachers. Their determination secured a 5.5% pay increase for 2024/25 and 3% for 2025/26, alongside commitments to address workload pressures and parity concerns.

NASUWT Northern Ireland has continued to emphasise that teachers and lecturers must not be treated as second-class professionals. Securing parity and sustainable workload reform remains a priority for the coming year.

We have also engaged on the wider political and fiscal context affecting education, recognising that funding constraints and political instability continue to shape the policy environment.

## **Across the UK**

While each nation has its own legislative framework and policy trajectory, common themes emerge:

- the need for fully funded pay awards;
- the defence of national pay structures and pension rights;
- addressing violence, abuse and the influence of extremist narratives;

- ensuring meaningful consultation and social partnership;
- tackling recruitment and retention challenges through long-term workforce planning.

Our strength lies in combining UK-wide solidarity with strong national leadership. Our devolved structures ensure that teachers in Scotland, Wales and Northern Ireland are represented by leaders who understand their specific contexts while remaining part of a united professional voice.

As debates intensify around SEND reform, behaviour, inspection, qualifications and workforce sustainability, we will continue to engage constructively and robustly in each jurisdiction, ensuring that teachers are not passive recipients of reform but active shapers of their professional future.

**63%** of teachers in Scotland said social media negatively impacts pupil behaviour.

*Scotland*

**87.5%** of NASUWT members at Ysgol Nantgwyn (Rhondda Cynon Taf) voted in favour of discontinuous strike action in a dispute over pupil behaviour and health, safety and welfare.

*Wales*

**79.4%** of NASUWT members voted to accept the negotiated further education pay and workload offer, securing 5.5% for 2024/25 and 3% for 2025/26.

*Northern Ireland*

# 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 2025, delivering meaningful progress for our members across the Channel Islands, Isle of Man, Gibraltar and Defence Children Services. From securing better pay to addressing concerns about pensions and workplace safety, we worked tirelessly to protect and improve teachers' working conditions.

## **JERSEY**

Negotiations around terms and conditions continued throughout 2025, with an additional hour of planning, preparation and assessment (PPA) time secured for all teachers in Jersey, coming into effect from 1 January 2026. In addition, talks around introducing a new fixed-hours contract, similar to that introduced in the Isle of Man, were also held and were continuing at the end of the year.

## **GUERNSEY**

We negotiated a substantial increase in pay in 2025, with a 5% increase from 1 January, and then a second increase of 4% from 1 September. This addresses the issue during the Covid pandemic where the teachers' pay increase date was unilaterally moved from 1 September each year to 1 January. All subsequent pay awards will now take effect from 1 September, with the March RPIX inflation figure used as the reference figure. We will continue, however, to press for a return to RPI as the inflationary measure. As well as the pay award, the States of Guernsey agreed to review the pay scales, although this work had not begun by the end of the year.

In addition, talks continued slowly around the full review of terms and conditions and the adoption of an Isle of Man-style fixed-hours' contract. Some progress was made, although it is unlikely that this will be in place before September 2027.

## **ISLE OF MAN**

Teachers received a 4% 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, with negotiations around the

distribution of the surplus in the cost-sharing valuation taking place throughout the year.

The final agreement was:

- an increase in the cash commutation factor from £1:£12, to £1:£16;
- a decrease in contributions of 1%;
- an improvement in the accrual rate of 18%, so that pre-2007 joiners will have an accrual rate of 1/70.3 (from 1/83) and post-2007 joiners will have an accrual rate of 1/52.9 (from 1/62.5).

These changes were approved by Tynwald in December, to be implemented in 2026.

Throughout 2025, we also continued to engage directly with the DESC to support the continuous review of the implementation of the 35-hour contractual working week.

## **GIBRALTAR**

We continued to support our members at Westside school, where deteriorating pupil behaviour created an unsafe workplace environment. Talks continued throughout the year around a revised behaviour policy, and members reported in the autumn term that the situation had much improved.

Pay also remained a pressing issue for our members. In the autumn, the Government of Gibraltar implemented a consolidated award, which failed to address the broader impact of pay erosion experienced by all our members in recent years, especially for those on higher salaries, as the pay award was capped.

## **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.

In the autumn of 2025, we secured a meeting with the Armed Forces Minister and laid out our concerns to them. Further information was requested, and the offer was made of further talks.

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

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

## **Defending Public Education Globally**

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

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

## **Strengthening European Solidarity**

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

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

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

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

## **Global Partnerships and Exchanges**

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

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

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

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

## **Human Rights and International Solidarity**

We have continued to speak out against the harassment and persecution of trade unionists in Turkey, raising concerns directly

with government authorities and through international bodies. We have reiterated calls for compliance with international labour standards and the protection of teachers' rights.

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

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

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

The Union was once again represented on the EI delegation at the UN Commission on the Status of Women in New York. This delegation, alongside other global labour women, played a key role in the negotiations with governments

for further progress on ending violence against women and girls around the world.

### Looking Ahead

International solidarity is not symbolic. It strengthens our capacity at home and abroad. By working through EI, ETUCE and bilateral relationships, we contribute to shaping global policy debates on teacher status, AI and digital technologies, equality, refugee inclusion and the defence of democratic values.

At a time when authoritarianism and extremist narratives are gaining ground in parts of the world, education unions must stand together. We will continue to champion public education, protect trade union rights and work in partnership with colleagues globally to ensure that teachers everywhere are respected, supported and heard.

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

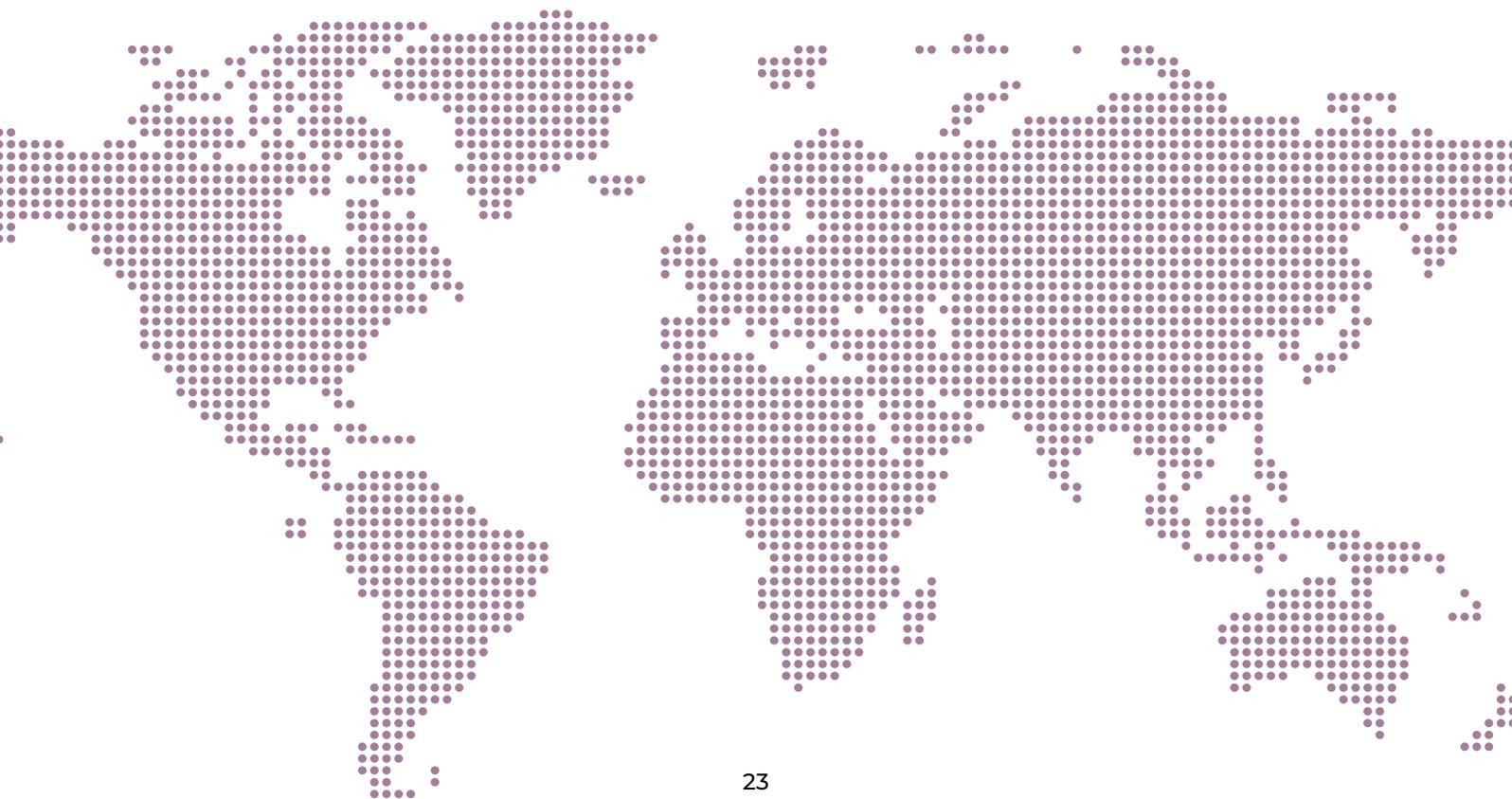
*Source: Education Cannot Wait*

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

*Source: International IDEA Global State of Democracy Report 2024*

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

*Source: International Labour Organization*



# ACTIONS ON CONFERENCE RESOLUTIONS 2025

## BEHAVIOUR AND SCHOOL SAFETY

## ACTIONS TAKEN

Conference reaffirms its belief that where there is disruption and violence, teachers are prevented from teaching, and pupils and students cannot learn effectively.

Conference notes with concern the increasing reports from teachers and leaders of extreme pupil indiscipline, including incidents involving knives and other weapons.

Conference condemns the failure of the previous government to take teachers' concerns over rising levels of pupil and student indiscipline seriously, or to make clear that they had its full support in taking necessary action to secure and sustain positive pupil behaviour.

Conference further condemns the previous government for its refusal to put in place an effective post-pandemic recovery strategy that would have contributed to mitigating the ongoing pandemic-related behaviour issues that teachers and leaders continue to report.

Conference notes with profound concern the violent disturbances over the summer of 2024, instigated by far-right extremists, which brought distress and concern in towns and cities across the country. Conference is clear that the impact of these disturbances continues to impact school and college communities and places at risk the safety and security to which they are entitled.

Conference calls on the National Executive to work with governments and administrations to:

- (i) ensure that staff in schools and colleges are clear that they have the unequivocal support of Ministers in taking action to secure positive learner behaviour;
- (ii) reconvene the multi-stakeholder ministerial forum on school and college security, abolished in 2012, to support the work of schools, colleges and other agencies to keep learners and the workforce safe from physical and other forms of harm;
- (iii) strengthen the existing guidance on behaviour management to ensure 'no exclusion' policies are not legitimised across the education sector;

We published the outcomes of our UK-wide behaviour survey. We have used the results to inform our engagement with governments and administrations across the UK.

We have secured behaviour as a priority theme in the workforce policy strand of the IET structures.

We have started engagement with the DfE on the development of its comprehensive Behaviour Improvement Plan.

We wrote to the Minister with responsibility for behaviour to call for the reinstatement of the high-level ministerial stakeholder group on school security that existed under the previous Labour Government.

We lobbied the DfE, through the Educational Estates Group, to reconvene the School and College Security Forum.

We are developing a course for reps and caseworkers that covers negotiating on behaviour management policies, the law and collective action.

We are taking forward work to examine the feasibility of introducing restrictions on the ability of pupils to access personal connected devices while on school sites.

We issued a reminder to employers regarding the importance of risk assessment for potentially violent pupils included in the autumn health and safety update.

We are continuing to work with the Westminster Government in developing a Behaviour Management Strategy and lobbying for the incorporation of all of our key asks within this strategy.

We were instrumental in securing a Behaviour Summit in Wales with clear outcomes, which the Union continues to pursue.

We ran a webinar for caseworkers on 'Negotiating Fit-for-purpose Behaviour Management Policies'.

- (iv) introduce mandatory time for teachers to access nationally agreed CPD that is focused on behaviour management practice and strategies;
- (v) build more effective collaboration on behaviour matters between schools and colleges, and between schools, colleges and other children and young people's services;
- (vi) remind school and college employers and managers of their legal duty to comply with Health and Safety Executive regulations including providing their employees with specific, comprehensive and relevant risk assessments for violent and aggressive behaviour as well as work-related stress and
- (vii) formulate exemplar of appropriate consequences for schools to use.

Conference further calls upon the National Executive to formally acknowledge how the changing relationship between parents and schools is having a detrimental impact on pupil behaviour and take steps to support teachers with these challenges.

## CRISIS IN SPECIAL EDUCATIONAL NEEDS PROVISION

Conference notes the significant rise in pupils presenting with complex special educational needs and disabilities (SEND).

Conference further notes with concern the current pressures on provision within SEND/ASN/ALN establishments due to oversubscription and the subsequent impact of this on pupils and staff in mainstream settings.

Conference calls upon the National Executive to campaign for governments and administrations to:

- (i) carry out research to quantify the current scale of under-provision for young people with SEND/ASN/ALN;
- (ii) develop a comprehensive strategy to plan for the future needs of SEND/ASN/ALN pupils;
- (iii) ensure that sufficient numbers of appropriately trained staff are available to support SEND/ASN/ALN provision and
- (iv) advocate for academic research to be undertaken to identify the reasons for the apparent recent rise in SEND/ASN/ALN.

## ACTIONS TAKEN

We have continued analysis of our UK-wide survey of members experiences of SEN/ASN/ALN provision, including the production of reports focused on specific segments of the workforce.

We have engaged through the IET SEND sub-group on the development of recommendations on short-term measures that might be taken to address challenges faced by the SEND system in England.

We have engaged with the DfE on key priorities on SEND in the upcoming Schools White Paper.

We are developing plans for specific member engagement sessions on SEN/ASN/ALN to inform the development of policy and our campaigning work.

We published the outcomes of our UK-wide survey of members on their experiences of supporting children with special and additional needs.

We responded to the Consultation on the Isle of Man Education Bill which included provisions around SEND.

We responded to the Scottish Government announcement of a review of the 'presumption of mainstream' policy.

In Wales, we have secured changes to terms and conditions to include ALNCOs in senior management with commensurate improvements to pay and conditions.

## HEALTH CONDITIONS AND THE WORKPLACE

Conference commends the work of NASUWT in highlighting the issue of gendered health conditions and their impact on the workplace.

Conference particularly commends the work done to highlight and train members, reps, caseworkers and negotiators on issues such as: the menopause; endometriosis; adenomyosis and fibroids; mesothelioma; and prostate cancer.

Conference asserts that there are many health conditions which have similar symptoms to menopause, or can be triggered by it, or arise at the same time.

Conference calls on the National Executive to:

- (i) expand its advice, guidance and training on gendered health conditions to include conditions affecting the heart and thyroid;
- (ii) campaign and bargain for greater gender-sensitive health and safety policies in the workplace;
- (iii) urgently investigate if women teachers are at increased risk of mesothelioma and to lobby governments and administrations to provide a start for the process of asbestos removal;
- (iv) lobby governments and administrations to raise awareness of gender-specific health and safety issues in the workplace;
- (v) campaign to increase the number of health and safety reps from under-represented groups and
- (vi) work with all TUC bodies to raise these issues affecting teachers in the workplace.

## ACTIONS TAKEN

We have undertaken a series of webinars on gendered health conditions including the menopause, endometriosis and men's health, such as prostate awareness.

We covered women's health issues at the 2025 Women Teachers' Consultation Conference.

We are supporting the Prostate Cancer UK Boys need Bins campaign and will raise awareness of this campaign as a workplace issue with negotiators.

We have raised gender-specific health and safety issues at the TUC Gender and Occupational Health and Safety (GOSH) group.

We held a session at the Disabled Teachers' Conference, June 2025, on Flushed with Frustration! Why Access to Toilets at Work is a Fundamental Right.

We are undertaking a process of refreshing our branding and logos.

We successfully challenged the NEU over inappropriate practices in relation to union recognition.

We undertook an investigation into women and mesothelioma – with no increased risk for women found in published research.

We published a guidance document on gendered health conditions on the website, and a webinar programme focused on gendered health conditions will be developed for 2026.

We are taking our Flushed with Frustration campaign to the TUC Disabled Workers' Conference, via a motion to the event (2026).

A revamp of our health and safety courses is underway to better address the differing needs of all members.

## THE UNDILUTED VOICE OF TEACHERS

Conference applauds NASUWT for being the voice of the teaching profession and for providing bespoke and dedicated representation for our profession.

Conference notes that NASUWT is a member-led union: we listen when teachers tell us what they need to succeed and we open up spaces for members to decide

## ACTIONS TAKEN

Strategic brand review with Agenda to clarify NASUWT's purpose, positioning and future direction.

Agreed brand pillars and values to underpin all activity: Pride, Pragmatism and Progress.

Developed a clear messaging framework and tone of voice rooted in teachers' lived experience.

the direction of their union. NASUWT only represents teachers: we speak with the undiluted voice of the teaching profession to the people, organisations and governments who make the difference to teachers' working lives.

Conference further notes that NASUWT prefers solution-focused approaches and negotiates positive change so teachers thrive throughout their careers and the profession is recognised for its contribution to society. However, we will protect members' best interests and take industrial action when appropriate and necessary.

Conference further notes that other unions are advocating for a merger.

Conference firmly believes NASUWT is the union for every teacher, in every workplace at every stage in their career.

Conference therefore instructs the National Executive to:

- (i) continue to promote NASUWT – The Teachers' Union as the only UK-wide union that speaks with the undiluted voice of teachers alone;
- (ii) continue to work jointly with other trade unions when it is appropriate for and in the best interests of NASUWT;
- (iii) report all attempts of poaching members and infiltrating our lay structures to the TUC/STUC/TUCC and
- (iv) reiterate publicly that there is no desire by NASUWT to consider any union amalgamation or merger.

Refreshed the visual identity, including modernised logo, colour palette, typography and imagery style.

Produced brand guidelines and templates to ensure consistent rollout across recruitment, campaigns and member communications.

## 2C MOTION – SCOTLAND – GETTING IT RIGHT FOR EVERY TEACHER

Conference notes that the Scottish Government has a strong commitment through its national policy of Getting It Right for Every Child (GIRFEC) to provide all children, young people and their families with the right support at the right time.

Conference believes that it is now time that the Scottish Government commits to get it right for every teacher as well.

Conference is deeply concerned that teacher workload remains one of the top two concerns for members in Scotland, with teachers continuing to face dystopian levels of stress at work.

Conference further notes that teacher workload is being impacted by:

## ACTIONS TAKEN

We responded to the Scottish Government announcement of a review of the 'presumption of mainstream' policy.

A series of meetings were agreed with COSLA and Scottish Government either side of the summer holidays, under the auspices of the SNCT, to seek to progress the commitment to Class Contact Time reduction.

Progress has been limited and we are moving to ballot for industrial action.

- (i) teachers having to dedicate increasing amounts of time to dealing with challenging behaviour;
- (ii) the failure of the current presumption of mainstream policy and
- (iii) resources and specialist provision for learners with additional support needs that impact learning, such as neurodivergent conditions, learning disabilities and physical disabilities, proportionately reducing.

Conference believes the current trajectory is unsustainable and calls on the National Executive to:

- a. continue its campaign for the National Action Plan on Relationships and Behaviour to be effectively embedded in schools;
- b. campaign for a re-envisioning of the presumption of mainstream policy;
- c. lobby government for investment in sufficient resources for local authorities, schools, teachers and school leaders, including the provision of professional supervision for teachers to reduce workload-related mental health issues;
- d. monitor forthcoming proposed education reforms and campaign for any changes to be workload assessed and
- e. engage with local authorities, the Scottish Government and COSLA to agree tailored solutions to reduce teacher workload.

## FALSE AND MALICIOUS ALLEGATIONS

Conference reaffirms the importance of schools and colleges implementing effective policies to help keep all children and young people safe from abuse and neglect.

Conference is concerned, however, that too many teachers and leaders continue to be the subject of malicious allegations by learners.

Conference is further concerned that teachers and leaders subject to allegations have little opportunity to secure meaningful redress when they are found not to have acted inappropriately and when allegations made against them are driven by malicious intent.

Conference notes that the impact of malicious allegations on teachers' professional lives and psychological wellbeing can be extremely damaging and long-lasting.

Conference further notes that the impact of malicious allegations is to undermine the levels of trust in safeguarding practices on

## ACTIONS TAKEN

In June, we undertook analysis of free-text comments relating to malicious/false allegations from our NASUWT Pupil Behaviour Member Survey to inform discussion.

We have continued to press for reforms to the regulatory regimes for teachers across the UK to address inequalities in the ways in which allegations against teachers are addressed.

We continued to call on the DfE to take forward the recommendation of the Independent Inquiry into Child Sexual Abuse to tackle poor and inconsistent practices by local authority designated officers.

We published advice and guidance for supply teachers regarding malicious allegations.

We ran workshops on this issue at the autumn supply seminar.

We continue to make the case for a Better Deal for Teachers, including supply teachers.

which the protection of children and young people depend.

Conference calls upon the National Executive to press governments and administrations to establish more effective expectations on schools on the management and investigation of malicious allegations, including ensuring that schools and colleges:

- (i) recognise the need to secure the anonymity and confidentiality of those subject to ongoing investigations;
- (ii) act on the principle that those subject to allegations are innocent until the allegations against them are substantiated;
- (iii) undertake timely, clear and rigorous investigations of any allegations made against individual members of school staff;
- (iv) remove references to allegations that have been found to be malicious from the records held by schools, colleges and employers;
- (v) can access more effective training on the management of allegations of abuse;
- (vi) put in place arrangements that ensure that no teacher or leader is forced to work in the same school or college attended by a pupil or student who has made a false or malicious allegation against them and
- (vii) guarantee the right of supply teachers to equal treatment with their permanent colleagues when suspension takes place.

Conference reaffirms the longstanding NASUWT position that where a pupil making a malicious allegation against a member of NASUWT is not permanently excluded, the Union will support members in that workplace who wish for an industrial action ballot to refuse to teach the pupil.

## TEACHER WELLBEING

Conference is concerned that not all workplaces have adequate facilities, resources and school support systems to support teachers with their wellbeing and mental health.

Conference notes that in the recent Big Question Survey data, 82% of teachers nationally said their job had adversely impacted their mental health.

Conference calls upon the National Executive to campaign to:

- (i) ensure all teachers have access to an independent, confidential Employee Assistance Programme;
- (ii) increase PPA time and further workload reduction measures;
- (iii) provide a specific wellbeing support

We have consistently negotiated with employers and local authorities to ensure that false, malicious and low-level allegations are not included in references.

We held briefings for our Negotiating Secretaries on these matters.

We will be engaging in the Safeguarding Review in Wales to further pursue these matters.

## ACTIONS TAKEN

A series of meetings agreed with the COSLA and Scottish Government, under the auspices of the SNCT, to seek to progress the commitment to class contact time reduction.

We continue to press for national employers to adopt principles of workload reduction.

We continue to push for national employers to undertake workload impact assessments.

Our Advanced Reps Training and Development course was delivered during the summer of 2025 to include topics such as negotiating sickness absence policies and teacher wellbeing.

We held a session at the Disabled Teachers Conference, June 2025, on Flushed with Frustration! Why Access to Toilets at work is a Fundamental Right.

line for caseworkers, reps and officials who often have to deal with emotionally challenging cases;

- (iv) continue to encourage all reps and caseworkers to complete the Union's training to be a Mental Health First Aider;
- (v) continue to improve the advice and support provided to and for neurodivergent members by the advice line, reps and caseworkers and
- (vi) encourage employers to provide free voluntary annual health checks for serving teachers to be taken during working times, ensuring teachers remain healthy to carry out their working duties.

We raised the provision of voluntary annual health checks with national multi-academy trusts (MATs).

Advice to NASUWT Representatives around the workload implications of managing the provision of EAPs was included in the autumn term health and safety update.

We issued a reminder to all caseworkers around wellbeing/counselling services provided by Education Support.

We held an event for neurodivergent teachers in Scotland.

We have raised the issue of the workload implications of new policies and initiatives in negotiations with national MATs.

Ongoing work continued on the refresh of the DfE's Wellbeing Charter.

Work continued to secure improvements for our members in the sixth-form sector on workload reduction and PPA time.

A major update of Managing stress in the workplace and Protecting your rights – Dignity at Work courses was completed in summer 2025.

A further rollout of the Neurodiversity at Work course (25/26 training programme) was implemented.

To mark Endometriosis Awareness Month (March), we held a member-led webinar for all members, to discuss signs, symptoms, treatment and how to manage the condition.

To mark Women's History Month (March), we delivered a webinar around the Step up Sisters campaign about standing up for your rights and becoming active within the Union.

We piloted a new Equality Champion course that is ready to roll out in the regions and nations.

## 2B MOTION – FULLY FUND OUR SCHOOLS, COLLEGES AND PUBLIC SERVICES

Conference condemns the policies of austerity pursued by the Conservative-led Westminster Government between 2010 and 2024, which have resulted in a profound crisis affecting all public services and the staff who work in them.

Conference notes with serious concern the harm caused by more than a decade of substantial real-terms cuts which continue to impact adversely on children's life chances and on the living standards, morale and wellbeing of teachers.

## ACTIONS TAKEN

We wrote to the Chancellor ahead of the CSR setting out the points raised in this Conference motion.

We held a virtual national webinar on 18 June to brief members on the pay award and funding in England.

We submitted a sixth-form college pay claim seeking a pay increase that is above the RPI rate of inflation from 1 September 2025 on all pay points and allowances, and that constitutes a meaningful step towards real-terms pay restoration.

Conference asserts that during the 2024 General Election, the country voted for real change and for ending the policies of economic austerity.

Conference is deeply dismayed by the Westminster Government's decision to cut financial support for vulnerable people, including the elderly and disabled, whilst sticking doggedly to damaging fiscal rules agreed prior to the General Election.

Conference further asserts that real-terms cuts to spending on our public services and welfare system will inevitably reduce opportunity for our children and young people, further damaging life chances and hitting the poorest hardest.

Conference condemns those individuals and organisations that continue to exploit public services for profit.

Conference calls on the Westminster Government to use the 2025 Spending Review to reject the pursuit of damaging and regressive fiscal rules and instead prioritise:

- (i) real-terms investment in our public services and welfare state;
- (ii) fully funding our public services to ensure that schools, colleges and other frontline services can recruit and retain the staff needed to deliver the high-quality services that the public expects;
- (iii) removing the opportunities for CEOs and corporations to exploit our public services for profit and to line their own pockets;
- (iv) cracking down on tax avoidance and tax evasion;
- (v) implementing a progressive programme of wealth taxes to ensure that those with the broadest shoulders pay the most;
- (vi) restoring and expanding welfare support for children and families in need and
- (vii) providing schools with the services, resources and funding essential to support students affected by welfare cuts.

Conference further calls on the National Executive to:

- a. step up its campaigning to secure fully funded, real-terms pay awards for all teachers in 2025/26 and
- b. issue a statement condemning the welfare cuts and their impact on schools, students, teachers and communities.

Conference mandates the National Action Committee to reject any pay award that is not fully funded and to move immediately to ballot members for industrial action.

We launched an updated *Where has all the Money Gone?* publication at Party Conferences.

We participated in a TUC meeting with Cabinet Office, highlighting wastage and misspending in the education sector, including on supply agencies and the need to look again at insourcing.

## IMPACT OF THE SUPREME COURT RULING ON TRANS AND NON-BINARY TEACHERS

## ACTIONS TAKEN

Conference notes that the Supreme Court ruling this week, on the definition of a woman may lead to policies both inside and outside of educational workplaces that put transgender and non-binary teachers at significant risk of abuse, inequality and harm. UK law already fails to recognise non-binary people and therefore there is a lack of awareness and protection for these teachers, with many schools failing to provide safe spaces for non-binary and transgender teachers and students.

Conference also notes that certain public bodies have already changed their policies in light of this ruling, before further guidance has been consulted on. Hate crime against transgender and non-binary people has continued to increase and many crimes go unreported or fail to be successfully prosecuted, so this ruling may lead to a further increase in transgender hate crime.

Conference is further concerned that the current political situation in the USA may impact how the UK Government now responds to policies designed to protect the rights of transgender people.

Conference calls for NASUWT to:

- (i) work with the Government to strengthen the legal protections of transgender people and protect safe spaces for transgender people;
- (ii) campaign for proper recognition and protection under the Equality Act for all non-binary people;
- (iii) consider training NASUWT LGBTI mentors to provide support for members experiencing anti-LGBTI abuse within the workplace or the Union and
- (iv) ensure that model guidance for schools on supporting LGBTI members are reviewed, to ensure schools continue to meet their obligations under the Equality Act and campaign and collectivise against any knee-jerk policy changes in educational settings.

We met with the Cabinet Secretary for Education and Skills in Scotland in June and were given reassurance that there should be no changes to arrangements in Scotland's schools around toilets, changing rooms etc.

We responded to the EHRC consultation on their guidance and review of the Code of Practice.

We have liaised with the Union's LGBTI Advisory Committee on the implications of the Supreme Court ruling.

We undertook a legal session at the Equality Training and Development Day in June on the status and current developments of the Supreme Court ruling.

We are reviewing our policy guidance on LGBTI equality and information for reps in schools, following the release of the Government's final guidance from the judgment.

We planned a webinar on trans and non-binary awareness, following submission of the updated government guidance.

We updated the course Promoting Safer Workplaces for LGBTI Teachers – a course on awareness and allyship.

We have worked closely with the Scottish Government, resulting in revised guidance in September to Scottish schools on supporting transgender pupils.

In Northern Ireland, we have robustly challenged Ministers on the withdrawal of guidance to schools.

We have been engaging with the DfE regarding new RSHE guidance, including on this matter.

Conference congratulates NASUWT for compelling the Welsh Government to agree to a summit on Learner Behaviour in 2025 through its actions and lobbying.

Conference further congratulates NASUWT on achieving talks with the Welsh Government to discuss limits to teachers' working hours and a single pay scale for teachers.

Conference, however, considers that these successes are too little, too late.

Conference remains concerned by the continuing failure of the Welsh Government to engage in meaningful discussions with NASUWT to resolve a number of key issues that significantly impair the quality of educational provision in Wales and teacher wellbeing, including:

- (i) the current crisis in pupil behaviour within schools;
- (ii) the underfunding and lack of preparedness over the Additional Learning Needs (ALN) Code;
- (iii) the lack of progress on excessive teacher workload;
- (iv) the failure of the Welsh Government's National Supply Pool and
- (v) the serious concerns over the new GCSE qualifications in Wales.

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

- a. introduce a whole Wales Learner Behaviour Policy;
- b. review the ALN Code to ensure that it is actually workable, that staff are appropriately trained, and that accountability lies with local authorities;
- c. progress all the recommendations of the Strategic Review in full;
- d. introduce Social Partnership into schools to control teacher workload;
- e. ensure that the Wales National Supply Pool is up and running in all local authorities in 2025 and
- f. consider whether the Curriculum for Wales and associated qualifications are fit for purpose.

We persuaded the Welsh Government to hold a Behaviour Summit, from which five action points were produced:

1. Create structures for a multi-agency approach
2. Guidance
3. Collaboration between schools
4. Professional development
5. Consistency in reporting

Two sub-committees continue to discuss the issues of exclusions and mobile phone use in schools.

To deal with the issues of ALN Code implementation, the Welsh Government has taken forward the Strategic Review recommendation of putting ALNCOs on the Senior Leadership Scale.

With regards to the Strategic Review, progress has been made. The Threshold has now been removed in Wales and work is continuing on the pay scale.

The Welsh Government has co-signed an Engagement Code put forward by NASUWT and ASCL which brings an element of Social Partnership Working into schools in Wales.

We secured a delay to the implementation of the new history GCSE and the removal of triple-award science.

## PPA TIME

Conference commits to campaign for an increase in PPA time to a minimum of 20%.

Conference recognises that the formula used to calculate PPA time needs clarification in the STPCD.

Conference calls on the National Executive to:

- (i) campaign for a change to the wording in the STPCD from 'teaching time' to 'contact time';
- (ii) change the name of PPA to protected non-contact (PNC) and
- (iii) campaign for PNC to be calculated from a school's complete timetabled contact time.

Conference further calls on the National Executive to campaign for an increase in PPA time to at least 20% for all teachers in state-funded education establishments, including sixth-form colleges, within a 35-hour working week with full government funding to support this increase.

## ACTIONS TAKEN

We campaigned for a change to the wording in the STPCD from 'teaching time' to 'contact time' in our STRB submission for the 36th review.

We have secured an in-principal agreement with the Government of Jersey to increase PPA time by approximately one hour/one teaching period per week.

We have submitted evidence to the STRB and IWPRB regarding the use of PPA.

We continue to campaign for a Better Deal for Teachers, including in regards to PPA time.

We have included a proposal for 20% PPA time to be set out in the Red Book in our SFC pay claim.

We secured an additional hour of PPA time for all teachers in Jersey from 1 January 2026.

Negotiations around adopting a 35-hour week are underway in Jersey and Guernsey, using the Isle of Man's approach as a basis.

## SMALLER CLASS SIZES AND RATIOS IN EARLY YEARS AND PRIMARY SETTINGS

Conference notes that the latest education annual report by the Organisation for Economic Cooperation and Development (OECD), *Education at a Glance 2024*, found that, compared to 50 other nations, the UK spends 'well below' the average on early years education and that class sizes in UK primary schools are amongst the highest in the OECD.

Conference acknowledges that paucity of funding for early years education has an impact on future opportunities for children and young people.

Conference further acknowledges that large class sizes in primaries impact negatively on the quality of learning for pupils and are a significant contributing factor in excessive workload and working time.

Conference instructs the National Executive to:

- (i) campaign to highlight the benefits of smaller class sizes and
- (ii) work in partnership with governments and administrations to develop long-term plans to reduce maximum class sizes to 20 and increase funding for early years and primary settings.

## ACTIONS TAKEN

We updated our current policy position statement to take account of the resolution and address the relationship between class size and meeting the needs of pupils with SEN/ASN/ALN.

We have taken all opportunities to raise the issue of excessive class sizes with governments and administrations across the UK, particularly in relation to the inclusion of children with special and additional needs in mainstream settings.

We updated our campaign toolkit on class sizes.

## TEACHER RETENTION IN AREAS OF DEPRIVATION

Conference notes that many schools and colleges are facing challenges with anti-social behaviour, and some pupils are struggling with social, emotional and mental health issues.

Conference further notes that these issues are exacerbated in areas with high levels of poverty and deprivation, leading to increased challenges of teacher recruitment and retention, and adversely impacting pupil outcomes.

Conference calls upon the National Executive to lobby governments and administrations to:

- (i) improve teacher recruitment and retention in schools and colleges with high levels of deprivation through appropriate incentives to recruit and retain teachers in schools and colleges;
- (ii) allocate specific physical and financial resources to support members working in challenging workplaces and
- (iii) ensure safe staffing levels.

## 2C MOTION – NORTHERN IRELAND – ADDRESSING TEACHER WORKLOAD

Conference commends the work done by NASUWT in relation to addressing excessive teacher workload and improving the contractual position of our members over the years.

Conference applauds the NASUWT activists in Northern Ireland who established the think1265 campaign, which has educated teachers and school leaders in relation to their contractual rights.

Conference is extremely concerned, however, that these hard-won contractual rights have still not been implemented in many of our schools.

Conference believes that much more needs to be done to tackle practices which force teachers to work beyond their contractual hours, adversely affect their work-life balance and ultimately damage their mental health and wellbeing.

Conference asserts that schools and colleges must be held accountable when they breach the contracts of our members.

Conference commits the National Executive to campaign to ensure that:

## ACTIONS TAKEN

We gained access to Teach First hub events across England and recruited Teach First students, many of whom will be placed in schools deemed to be areas of deprivation.

We have continued to press governments and administrations to take action generally to address the teacher recruitment and retention crisis, including those aspects that affect schools facing high levels of deprivation and social disadvantage.

We published guidance on safe staffing levels on the website.

Health and safety guidance on class sizes has been reviewed and remains fit for purpose.

We have secured non-pay targeted support and resources for members working for a number of employers.

We have continued to advocate for smaller class sizes, which would aid recruitment and retention in deprived areas.

We have successfully pressed for an increase in the commissioning of alternative provision in MATs.

## ACTIONS TAKEN

In Northern Ireland, we are progressing this in the context of Action Point 20 of the recent pay and workload agreement.

We met with the independent panel which is reviewing workload in Northern Ireland and set out the case for ETI having a role in ensuring compliance with contractual frameworks for managing workload.

The use of the Safety Representatives and Safety Committees Regulations in respect of school inspections was explored, but it was confirmed that they cannot be used.

- (i) inspection bodies prioritise the health and wellbeing of teachers and further education lecturers by ensuring full compliance with agreed contractual frameworks for managing workload and
- (ii) inspection teams are mandated to meet with workplace representatives and union health and safety representatives during all school or college inspections.

## BARRIERS TO PARENTHOOD

Conference recognises that many teachers in the UK are experiencing extreme challenges if they wish to have a child, such as:

- (i) prohibitive costs of suitable housing;
- (ii) the inappropriate use of temporary contracts;
- (iii) management's expectation for teachers to take on extra workload;
- (iv) expensive childcare costs;
- (v) a level of maternity and paternity pay not comparable with other postgraduate professions and
- (vi) lack of understanding in schools around the rights to shared parental leave.

Conference notes the effect of these challenges often means that teachers are forced to defer having a family, and this could lead to significant complications with pregnancy.

Conference calls on the National Executive to:

- a. conduct research with members to survey the extent of this issue and
- b. lobby governments and administrations to adopt family-friendly terms and conditions of service to support teachers in planning a family to include:
  1. access to affordable family homes for teachers;
  2. mandatory provision of affordable childcare for teachers and
  3. flexible maternity and paternity provision with remuneration comparable with other postgraduate professions.

## GUARANTEED FACILITY TIME/ TIME OFF FOR TRAINING

Conference declares that the provision of facility time is crucial to the successful running of NASUWT and helps resolve issues at the lowest possible level in workplaces.

Conference asserts that achieving a Better Deal for Teachers must recognise the essential role that NASUWT Workplace Representatives

## ACTIONS TAKEN

We commissioned a survey of parent teachers.

We continued to meet with the IET Team to discuss barriers to parenthood, including the lack of access to flexible working.

We continue to be represented on the DfE Flexible Working Advisory Group, making the case for better access to flexible working.

We agreed a repeat of the Parent and Teacher Survey previously conducted in 2020.

We produced advice and guidance regarding the recommendations from the 35th STRB Report, specifically those relating to flexible working.

We signed up to a joint letter to the Secretary of State for the Department for Business and Trade, from Maternity Action, highlighting the need to consider enhanced maternity rights.

We hosted a session on barriers to parenthood at the 2025 Young Teachers' Conference.

We submitted a Motion to the 2025 TUC LGBT+ Conference covering the subject of access to parenthood for LGBTI parents or prospective parents.

We held a webinar for caseworkers on neonatal leave in the summer term.

We responded to a series of consultations related to the Employment Rights Bill and will be using these to further these issues.

## ACTIONS TAKEN

We updated our Local Association Secretaries course to reflect the current unequal division of facility time, what it is for and how to go about securing it.

play in union renewal and growth. Access to facility time must remain a key campaigning action.

Conference notes with concern that the current fragmentation of education presents distinct challenges in terms of how we organise and represent members in schools and colleges.

Conference welcomes the commitment from governments and administrations to enhance workers' rights and improve conditions in workplaces across the country through new employment rights legislation, including the expansion of rights for trade unions.

Conference calls upon the National Executive to continue to lobby governments and administrations to ensure that NASUWT activists have access to their statutory entitlement to time off for trade union duties, as outlined in Acas Codes of Practice, and to have guaranteed facility time, including time off for training for all elected representatives.

Conference further calls on the National Executive to support claims to the Employment Tribunal if employers reject legitimate requests for time off for trade union training and duties.

## PROTECTING TEACHERS' PENSIONS

Conference recognises the vital importance of secure, sustainable and accessible pension schemes for all teachers, including supply teachers, and is deeply concerned at a number of threats to the schemes.

Conference notes several difficulties facing teacher pension schemes across the UK, including:

- (i) the growing number of independent schools who force their staff to opt out and join alternative pension schemes frequently by using the threat of dismissal and re-engagement, including fire and rehire;
- (ii) academy trusts and independent schools that offer differential salaries for staff who opt out of the teacher pension schemes and
- (iii) the difficulties in resolving queries encountered by members who contact teacher pension schemes across the UK.

Conference congratulates those members who have courageously stood up to threats to worsen their pensions, by taking industrial action to defend their terms and conditions.

Conference calls upon the National Executive to continue to campaign vigorously and

## ACTIONS TAKEN

We continue to seek to reach collective agreements with independent schools to secure their participation in UK teachers' pension schemes.

We continue to implement industrial action to prevent independent schools from withdrawing from the UK TPS.

We have developed a national presentation and webinar materials for members, secretaries and National Executive Members.

We continue to implement industrial action to prevent independent schools from introducing higher salaries for staff who opt out of UK teachers' pension schemes or cutting the salaries of teachers who remain in the TPS.

We have lobbied the Government to take action against United Learning's plans to introduce an alternative Defined Contribution (DC) workplace pension scheme to the TPS for its academy schools, resulting in changes to the Academies Handbook that saw ULT discontinue its plans for alternative pension provision.

We secured confirmation from the Government that all teachers in state-funded schools must be auto-enrolled, and

authorise members to take action, up to and including industrial action, in schools where teacher membership of teacher pension schemes across the UK is under threat.

Conference further calls upon the National Executive to lobby governments and administrations to:

- a. ensure that all teachers are entitled by law to be members of their respective national teacher pension schemes without detriment to their pay and terms of conditions;
- b. no longer outsource the administration of national teacher pension schemes and bring back in-house the England and Wales TPS at the earliest opportunity and
- c. require employers to enable teachers withdrawn from national teacher pension schemes to opt back into their respective scheme on their original terms, covering gaps in service as necessary.

periodically re-enrolled if they opt out, in the TPS.

We lobbied the Government to change auto-enrolment legislation and the TPS Regulations to ensure that the TPS is the auto-enrolment pension scheme for all teachers.

We continue to lobby the DfE to bring the administration of the England and Wales TPS back in-house.

We continue to make the case for supply teachers to access and pay into the TPS.

We continue to successfully argue against the outsourcing of schemes in Scotland.

## PAY

Conference applauds members who have campaigned tirelessly to achieve the first above-RPI inflation pay award in 14 years in England.

Conference condemns the erosion of teachers' pay in England over that period of time and asserts that pay restoration has not been achieved.

Conference calls upon the National Executive to:

- (i) continue to campaign for pay restoration in England;
- (ii) consider further national balloting of members in England and
- (iii) set a clear framework of working with the Government with a view to establishing how pay restoration can be achieved.

Conference further calls upon the National Executive to:

- a. share the historical pay award and inflationary pressure information from the NASUWT evidence to the STRB relating to the erosion of teachers' pay in England since 2010;
- b. use this data to inform a consultation process with members on whether to accept or reject pay offers and
- c. campaign for restoration of pay for sixth-form colleges.

## ACTIONS TAKEN

We published the RPI information for the past 14 years in our STRB evidence.

We submitted a sixth-form college pay claim that asked for a pay increase above the RPI rate of inflation from 1 September 2025 on all pay points and allowances, and that constitutes a meaningful step towards real-terms pay restoration.'

In its evidence to the STRB, NASUWT's key asks centred on pay restoration, funding and protection of national pay structures.

The main headline asks were:

- a fully funded, above-inflation pay award to begin restoring the significant real-terms erosion in teachers' pay since 2010;
- a clear multi-year pay restoration plan to close the gap between teachers' earnings and those of comparable graduate professions;
- no use of non-consolidated bonuses or one-off payments in place of consolidated salary increases;
- rejection of proposals to increase pay flexibility that would fragment the national pay framework or weaken safeguards;
- protection of national pay scales and safeguarding arrangements to prevent postcode pay and increased inequality;
- full additional government funding for any award, with no expectation that schools absorb costs from existing budgets and

- measures to address recruitment and retention pressures, particularly workload and competitiveness of pay at all career stages.

## FIGHTING FOR NATIONAL PAY AND CONDITIONS OF SERVICE FOR ALL TEACHERS IN STATE-FUNDED SCHOOLS

## ACTIONS TAKEN

Conference calls upon the new Labour Government to put in place a national workforce plan for all state-funded schools that will address the recruitment and retention crisis and build an inclusive, diverse and representative teaching profession.

Conference strongly asserts that the quality of an education system cannot exceed the quality of its teachers and leaders, and the pay, terms and conditions afforded them.

Conference calls on the National Executive to lobby the Westminster Government to:

- (i) require all state-funded schools, including academies and free schools, to follow all the provisions within both the STPCD/ Blue Book and the Burgundy Book (National Conditions of Service for Teachers in England and Wales) as a minimum;
- (ii) require all state-funded schools to offer a flexible working week for teachers within the STPCD;
- (iii) build social partnership with the recognised workforce trade unions and employers, and strengthen collective bargaining rights to improve the current pay and conditions provisions for teachers and school leaders;
- (iv) require all state-funded schools, including academies and free schools, to recognise trade unions for the purpose of collective bargaining and
- (v) require all state-funded schools, including academies and free schools, to contribute to local authority facility time arrangements.

Sessions on what's happening in teaching, including NASUWT priorities on pay and conditions of service, for all six ECT/New Teacher conferences that took place across the UK in August.

In addition, sessions on rights of new teachers within their ECT/induction period were covered at all six conferences.

We have continued to meet with the IET Team to discuss barriers to parenthood, including the lack of access to flexible working.

We continue to be represented on the DfE Flexible Working Advisory Group, making the case for better access to flexible working.

We agreed a repeat of the Parent and Teacher Survey previously conducted in 2020.

We have produced advice and guidance regarding the recommendations from the 35th STRB, specifically those relating to flexible working.

The Children's Wellbeing and Schools Bill's proposed alignment of pay and conditions across all state schools would strengthen the Union's call for a consistent national framework, supporting fairness and potentially aiding recruitment and retention. However, an amendment to the Bill allows employers to positively vary from the framework. The Union continues to press on how it will be determined whether a variance is positive, as most pay increases are more than offset by increases to working hours.

## FAIR PAY FOR SUBJECT LEADS AND WHOLE-SCHOOL RESPONSIBILITIES

## ACTIONS TAKEN

Conference notes that both subject leadership and whole-school responsibilities, such as curriculum planning, safeguarding, SEND co-ordination and staff development, require significant expertise and additional workload.

Conference is aware that:

- (i) many teachers in primary and special schools, despite holding key subject or whole-school responsibilities, are often not awarded a Teaching and Learning Responsibility (TLR – England and Wales) payment or Teaching Allowance (TA – Northern Ireland);
- (ii) a significant pay gap exists between primary and secondary staff, with primary teachers frequently underpaid for comparable roles and
- (iii) the underpayment of primary teachers may reflect a gender pay gap, given that primary education has a higher proportion of female staff.

Conference calls upon the National Executive to:

- a. conduct research to assess the full extent of this issue among a range of schools and colleges;
- b. challenge the systemic underpayment of primary and special school staff by failure to apply the criteria for the award of TLRs and TAs, emphasising the importance of addressing potential gender pay gap implications and
- c. advocate for transparent, fair and consistent allocation of TLR payments by employers across all settings to ensure that all staff with additional responsibilities are adequately compensated.

Conference further calls upon the National Executive to campaign for a fair recognition of primary teachers' workload and responsibilities, and to establish a mechanism to ensure equitable TLR and TA payments for primary teachers, ending the pay disparity between primary and secondary sectors.

In its evidence to the STRB, we:

- raised concerns about inconsistent application of TLRs under the STPCD;
- warned that increased pay flexibility and local discretion can worsen inequality between schools and phases;
- highlighted workload and responsibility pressures linked to leadership and subject leader roles and
- referenced equalities implications within pay structures.

We advocated for SENCOs to receive suitable remuneration for the responsibilities they undertake.

In Wales, we secured changes to terms and conditions to include ALNCOs in senior management, with commensurate improvements to pay and conditions.

We have pursued individual casework for members entitled to but not receiving these allowances.

A review of TLRs to ensure fairness, consistency and equality is underway in the Isle of Man, and similarly with Supplementary Allowance points in Jersey.

## THE RIGHT FOR TEACHERS TO BE ABLE TO ACCESS SABBATICALS

## ACTIONS TAKEN

Conference calls for the introduction of employment policies that support the wellbeing of teachers by providing the opportunity for educators to engage in

We have investigated and compared the situation in other professions.

activities that support their mental health and wellbeing.

Conference asserts that opportunities for personal and professional development are extremely important within the education workforce. Following a time of immense change, flexibilities within employment practices are needed now more than ever before.

Conference highlights the recruitment and retention issues being faced by the teaching profession, often driven by the high levels of stress and anxiety present in the profession.

Conference believes that a teaching workforce being offered the opportunity to take sabbaticals may see an improvement in recruitment and retention into the profession.

Conference further believes that mental health and personal wellbeing needs to be at the forefront of policy development and employment practices in the teaching profession.

Conference considers that workplace flexibilities, such as sabbatical leave, are more widely offered by supportive employers across many professions.

Conference calls upon the Government and employers to introduce policies that allow teachers to take a period of sabbatical leave

Conference calls on the National Executive to:

- (i) communicate the advantages of paid sabbaticals for the health and wellbeing of teachers and
- (ii) pursue sabbaticals as a key employment entitlement for all teachers in every teaching establishment and relay the benefits to the whole education system of the right to paid sabbaticals in terms of recruitment and retention into the profession.

We lobbied National MATs to offer sabbaticals and ensure they have provisions within their employment policies for sabbaticals.

We have produced advice and guidance for teachers regarding sabbaticals, including the benefits to teachers and to employers.

## TEACHERS AND ADDITIONAL CURRICULAR ACTIVITIES

Conference condemns the pressure put on staff to run voluntary activities after school or in the holidays.

Conference considers that such practices have a significant negative impact on teacher wellbeing/welfare and a negligible effect on student outcomes.

Conference calls on the National Executive to:

- (i) campaign to ensure that teachers are aware of their rights, and employers of their responsibilities, around extra lessons or additional curricular activities and working outside the regular pupil sessions and

## ACTIONS TAKEN

We have produced detailed advice and guidance on additional activities.

We will include this as a question on the Big Question Survey 2026.

- (ii) commission research into the negative effect on teacher health and wellbeing/welfare that extra sessions cause.

## CHALLENGING FAR-RIGHT AND POPULIST MOVEMENTS

Conference notes that far-right and populist movements have significantly shifted their means of recruitment away from more traditional means and onto a variety of social media, messaging and online gaming platforms.

Conference acknowledges that far-right and populist movements are appealing to young people's disaffection with life – using a range of conspiracy-based narratives including misogyny, racism, anti-immigration and classist tropes, among others.

Conference further acknowledges that as teachers and teacher trade unionists, we are uniquely placed to identify and challenge far-right attempts to recruit and organise pupils and students.

Conference instructs the National Executive to:

- (i) work with teachers across the UK and internationally to assess the risk that far-right and populist movements pose to young people;
- (ii) conduct research into the impact of the far right in the education system and the effects upon pupils and teachers;
- (iii) work with similarly-minded trade unions to share common experiences of challenging far-right and populist narratives;
- (iv) work with governments and administrations to identify how far-right and populist movements gain access and communicate with young people;
- (v) work with governments and administrations to support teachers in challenging far-right and populist narratives presented to young people and
- (vi) share anti-far right initiatives widely with the membership.

## ACTIONS TAKEN

We promoted and attended an STUC-supported Stop Reform event in Glasgow in May.

A session on hate crime, delivered by Hope not Hate, took place at the EOTDD – autumn 26.

We have incorporated recommendations from the TUC Strategy Paper on Tackling the Far Right and Populism into our Anti-Racism Action Plan.

We held a session, run by the White Ribbon Campaign, at the autumn session of the Equalities Training and Development Day.

We held a session from White Ribbon on conversations in school around misogyny and sexism at the Equality Officers' Training and Development Day.

We hosted a session by TIE Education at our Scotland Equalities Conference, devoted to their Digital Discourse Initiative, which seeks to address online disinformation.

We worked with other trade unions to respond to a racist attack at a school in Swansea.

ICTU has delivered training to NASUWT activists at the Northern Ireland Equalities Conference.

We are working with Show Racism the Red Card, including promoting lesson materials.

We participated in the Scotland Demands Better march and rally on 25 October.

In Scotland, we put 'tackling the far right' in as an agenda item for meetings with both the Cabinet Secretary for Education and Skills and Labour MSPs.

## ACADEMY ACCOUNTABILITY

Conference asserts that the Westminster Government needs to better regulate education, increasing transparency to ensure school and trust leaders are more accountable for the organisation of academies and their professional conduct.

## ACTIONS TAKEN

We have set out our concerns on the failure of academy trusts to be held to effective account in our submissions to the Ofsted consultation on reforms to school inspection and the DfE's proposals on school accountability.

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

- (i) require effective regulation of academy trusts;
- (ii) prevent excessive executive pay in publicly funded education by the introduction of national pay scales for trust CEOs and executives;
- (iii) mandate the employment of all teachers under the STPCD and
- (iv) advocate for the establishment of Joint Negotiating Committees in all academy trusts, promoting effective negotiation and consultation on policy and practice changes.

Conference further calls upon the National Executive to:

- a. identify academy trusts with existing Joint and Negotiating Committees and
- b. facilitate the sharing of best practices in negotiation and consultation across educational institutions.

We have used opportunities for engagement presented by the IET Team to press for a more appropriate approach to academy accountability and for greater transparency around the work of DfE Regional Directors in their assessments of MAT effectiveness.

We have pressed the DfE through its Regions Group to use its assessments of MAT effectiveness to reinforce its expectations on the treatment of the workforce and to hold trusts accountable for poor performance in this respect.

We have set out the need for all non-teaching staff (including CEO, CFO and COO) in our evidence submission to the Government's SSSNB consultation.

## EXPLOITATION OF TEACHERS IN THE EARLY STAGES OF THEIR CAREER

Conference commends NASUWT and the support and training offered to teachers at the start of their careers.

Conference notes the rising number of teachers who are being exploited during their induction years.

Conference further notes the reports of inadequate support during induction years, with teachers being informed that they are failing their induction programme and being placed on support plans.

Conference notes with alarm the cases of reported bullying and discriminatory practices by school leaders and the diverse and inconsistent nature of induction programmes.

Conference asserts that all teachers deserve the best training, equality of opportunity and a level playing field when starting their career.

Conference calls on the National Executive to:

- (i) campaign for a statutory framework for teacher induction which must apply to all educational and training establishments;
- (ii) expand the current NASUWT training provision for teachers at the start of their career to include equalities, discrimination and employment rights;
- (iii) produce guidance to better inform teachers about their employment rights and the duties of their employers and

## ACTIONS TAKEN

We have updated our advice and guidance for ECTs in England to take account of the introduction of the ECT Entitlement.

We held a session on what's happening in teaching, including NASUWT priorities on pay and conditions of service, at all six ECT/New Teacher Conferences in 2025.

We have revised our *Starting Out* publication to include a section on new teacher rights.

We ran a session for ECTs on their employment rights, including equality rights.

We held a Conference for ECTs at the start of their second year of teaching.

- (iv) ensure that NASUWT is viewed as The Teachers' Union and the union of choice for all new teachers and ECTs.

## CUTS TO DISABILITY PAYMENTS AND THE IMPACT ON DISABLED AND NEURODIVERGENT TEACHERS

Conference is concerned about the impact these cuts will have on disabled and neurodivergent teachers, many of whom use PIP to help them maintain or access employment.

Conference is further concerned about the cuts to welfare spending and the impact this will have on families of those we teach who could be left without vital support.

Conference calls on the National Executive to:

- (i) campaign for a government commitment to improve access to long-term mental health services, physiotherapy and occupational therapy for all teachers, including those with rare conditions;
- (ii) lobby for improved access to services for neurodivergent teachers;
- (iii) lobby the Government to provide full funding and better access for Access to Work support;
- (iv) continue to campaign for stronger implementation of legislation to ensure that all employers meet their obligations in providing reasonable adjustments to all teachers, including supply teachers and
- (v) continue to campaign for stronger implementation of flexible working legislation for disabled and neurodivergent teachers.

Conference further calls on the National Executive to carry out research on how cuts to welfare spending will affect both disabled members and the families that they teach, and submit evidence to relevant consultations.

## ACTIONS TAKEN

We held a session on the impact of the welfare reforms on disabled workers at the 2025 Disabled Teachers' Conference.

We will be conducting a survey of our disabled members on the Welfare Bill.

# NATIONAL OFFICERS AND NATIONAL EXECUTIVE COMMITTEE 2025

(14 meetings were held during the year)

		Meetings attended
<b>President:</b>	Rashida Din ( <i>to Conference 2025</i> )	6
	Wayne Broom ( <i>from Conference 2025</i> )	7
<b>Senior Vice-President:</b>	Wayne Broom ( <i>to Conference 2025</i> )	6
	Mark Dickinson ( <i>from Conference 2025</i> )	7
<b>Junior Vice-President:</b>	Mark Dickinson ( <i>to Conference 2025</i> )	6
	Dan Lister ( <i>from Conference 2025</i> )	8
<b>Honorary Treasurer:</b>	Chris Holland ( <i>to Conference 2025</i> )	11
	Howard Leighton ( <i>from September 2025</i> )	3
<b>Ex-President:</b>	Rosemary Carabine ( <i>to Conference 2025</i> )	6
	Rashida Din ( <i>from Conference 2025</i> )	8
<b>District 1</b>	John Hall/Julie Parkin	14
	Dan Lister/Deborah Egglestone	5
	Deborah Egglestone	8
<b>District 2</b>	Lester Russell/Howard Leighton ( <i>until July 2025</i> )	6
	Howard Leighton ( <i>until October 2025</i> )	1
<b>District 3</b>	Karen Brocklebank	14
<b>District 4</b>	Jac Casson	13
	Rachel Knight	13
<b>District 5</b>	Claire Ward	14
<b>District 6</b>	Bryan McConnell	11
	Anne Rycroft	11
<b>District 7</b>	Tim Toepritz	8
	Wendy Shuttleworth	14
<b>District 8</b>	Fiona Hawksley-Cartwright	14
<b>District 9</b>	Kath Oliver	12
<b>District 10</b>	John Crofts	13
<b>District 11</b>	Alan Hackett	12
<b>District 12</b>	Anne Thompson	13

<b>District 13</b>	Alan Jones	13
	Sulakhan Singh Heer ( <i>from April 2025</i> )	6
<b>District 14</b>	Harold Gurden	13
<b>District 15</b>	Caroline Clode	11
<b>District 16</b>	Mark Burns ( <i>to September 2025</i> )	8
<b>District 17</b>	Katherine Moore	13
<b>District 18</b>	Stephen Howells	14
<b>District 19</b>	Wendy Exton	14
<b>District 20</b>	Mike Leigh	14
<b>District 21</b>	Beverley Alderson	14
<b>District 22</b>	Ruth Duncan	14
<b>District 23</b>	Kath Duggan	13
	Omolo Johnson	12
<b>District 24</b>	Alison Morgan	14
<b>District 25</b>	John McGill	14
<b>District 26</b>	Folasade Afolabi	12
<b>District 27</b>	Colin Mills	14
<b>District 28</b>	Row Martin	14
<b>District 29</b>	Marina Mauger ( <i>from June 2025</i> )	3
<b>District 30</b>	Gwilym Jones	12
<b>District 31</b>	Sharron Daly	13
	Mark Morris	13
<b>District 32</b>	Helen Johns	14
<b>District 33</b>	Rod McCready	14
	Nik James	11
<b>District 34</b>	Raymond Beggs	12
	Delma Boggs	12

# NATIONAL EXECUTIVE COMMITTEES

## **Education – Eight Members**

Bryan McConnell

Wendy Shuttleworth

Sade Afolabi

Alan Jones

Kathy Duggan (Chair)

Beverley Alderson

Tim Toepritz (Vice-Chair)

Lester Russell/Howard Leighton (*until July 2025*)

## **Legal Aid, Services and Central Benevolent Committee – Six Members**

Helen Johns

Fiona Hawksley-Cartwright (Vice Chair)

Mike Leigh (Chair)

Rachel Knight

Mark Burns (*until September 2025*)

Omolo Johnson

## **Recruitment and Organising – Eight Members**

Anne Rycroft (Chair)

Ruth Duncan

Katherine Moore

Raymond Beggs

John Crofts

Alison Morgan (Vice-Chair)

Marina Mauger (*from June 2025*)

Kath Oliver

## **Salaries, Pensions and Conditions of Service – Eight Members**

Sulakhan Sing Heer (*from April 2025*)

Caroline Clode

Deborah Egglestone

Harold Gurden

Gwilym Jones

Jac Casson (Vice-Chair)

John McGill (Chair)

Colin Mills

## **Trade Union Education and Training – Seven Members**

Sharron Daly

Claire Ward (Vice-Chair)

Karen Brocklebank

Nik James

John Hall/Julie Parkin (RS)

Anne Thompson

Stephen Howells (Chair)

## **Health and Safety Committee – Six Members**

Delma Boggs

Mark Morris (Chair)

Rod McCready

Wendy Exton (Vice-Chair)

Alan Hackett

Row Martin

## **Equal Opportunities Committee – Eleven Members**

Tim Toepritz (Education)

Delma Boggs (H&S)

Claire Ward (Training) (Chair)

Mark Burns (Legal) (Vice-Chair) (*Until July 2025*)

Harold Gurden (Salaries) (*Until July 2025*)

Fiona Hawksley-Cartwright (Legal) (Vice-Chair) (*from July 2025*)

Ruth Duncan (Recruitment)

Wendy Shuttleworth (Education)

John McGill (Salaries)

Nik James (*from July 2025*)

Row Martin (*from July 2025*)

## **2b Oversight Group**

Rashida Din  
Rosemary Carabine (*until April 2025*)  
Mark Dickinson  
Mike Leigh (Legal)  
John Crofts (Recruitment)  
Stephen Howells (Training)  
Claire Ward (Equal Opps)

Wayne Broom  
Dan Lister (*from April 2025*)  
Chris Holland (*until September 2025*)  
Row Martin (H&S)  
Beverley Alderson (Education)  
Caroline Clode (Salaries)  
Howard Leighton (*from October 2025*)

## **ADVISORY COMMITTEES**

### **Black Members' Advisory Committee**

Mustapha Akoub, Moray  
(*from August 2025*)  
Matthew Karangi, Peterborough  
(*until July 2025*)  
Yvetter Carnegie, Cardiff  
(*from August 2025*)  
Natasha Logan, Leeds (*until July 2025*)  
Racquel Parchment, Sandwell  
(*until July 2025*)

Nilesh Patel, Leicestershire  
(*from August 2025*)  
Ava Verrier, Birmingham  
Andrea Welter, Birmingham  
Javay Welter, Birmingham  
Karen Williams, North Bedfordshire  
(*until July 2025*)

### **Disabled Members' Advisory Committee**

Andrew Birkett, Cornwall (*from August 2025*)  
Clive Bowles, Mid Ulster  
Kathryn Downs, Leeds  
Josephine Howard, Birmingham  
(*until July 2025*)  
N Khan, Birmingham

Lara Morris, Merthyr Tydfil (*until July 2025*)  
Bernadetta Omundi, Peterborough  
Claire Stewart, Aberdeenshire  
Michelle Towe, Armagh/Craigavon (*from August 2025*)

### **Leadership Group Advisory Committee**

Pushpalata Chaure, Oxford City  
Kevin Donaghy, South Down/South  
Armagh (*until July 2025*)  
Clair Fulton, North East Northern Ireland  
(*until July 2025*)  
Andrew Grocutt, Cannock & South Staffs  
(*from August 2025*)  
Helen James, Aberdeenshire

Robert Kent, Peterborough  
Andrew Lee, Stockport (*from August 2025*)  
Andrew Middleton, Cheshire East  
(*until July 2025*)  
Lorraine Parkes, Birmingham  
(*from August 2025*)  
Alan Parkhurst, Shropshire North

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

Melissa Brabanski, Stockton (*until July 2025*)  
John Conlon, Fermanagh & Omagh  
(*until July 2025*)  
Asa Haycock, Aylesbury  
Stephen Jennings, North Yorkshire

Addele Lynas, Belfast  
Rebecca Tebbett, Nuneaton &  
North Warwickshire  
Rob Tollman, Manchester

### **Post-16 Advisory Committee**

Kevin Abbott, Peterborough (*until July 2025*)  
David Allden, Walsall (*from August 2025*)  
Brian Banks, Armagh/Craigavon (*until July 2025*)  
Edward Deakin, Sheffield (*from August 2025*)  
Marina Dickings, North East Essex

Edward Hayton, Nottingham (*from August 2025*)  
Zaphira Kambouris, Manchester  
Stephen Porter, South East Surrey (*from August 2025*)  
Roderick Walsh, York (*from August 2025*)  
Conor Wilson, Mid Ulster (*until July 2025*)

### **Primary Advisory Committee**

Shama Akhtar, Peterborough (*until July 2025*) Sara Last, Leicestershire (*from August 2025*)  
Claire Colling, Birmingham Jane McConville, Belfast (*until July 2025*)  
Mary Hogg, Mid Ulster (*from August 2025*) Alister Parker, Gateshead  
Mandy Keeble, Lewisham Michael Parsons, Cardiff  
Shaunagh Lambe, Mid Ulster

### **Special Education Advisory Committee**

Emma Bofinger, West Nottingham Narinder Kaur Purewal, Nuneaton and North  
(*from August 2025*) Warwickshire (*from August 2025*)  
Helen Entwistle, South Down/South Armagh Harriet Randall, North Tyneside (*until July 2025*)  
(*until July 2025*) Pod Serge, Birmingham  
Muhammad Khan, Leeds Elizabeth Wright, West Sussex South  
Marie Kirby, Derry City (*from August 2025*)  
Barry Leslie, Peterborough  
Laura McClure, North East  
(Northern Ireland) (*until July 2025*)

### **Women Members' Advisory Committee**

Patricia Fox, Guernsey (*from August 2025*) Geraldine O'Neill, Isle of Man (*from August 2025*)  
Reehana Ismail, Birmingham Mumtaz Quayum, Birmingham (*until July 2025*)  
(*from August 2025*) Sally Rees, Fermanagh and Omagh  
Mary Hogg, Mid Ulster (*until July 2025*) Dianne Reynolds, Peterborough  
Kat Lord Watson, Edinburgh (*until July 2025*) Anne Simmons, Halton (*from August 2025*)  
Candida Mellor, North Tyneside Deborah White, North Nottinghamshire  
(*until July 2025*)

### **Young Members' Advisory Committee**

Kira Chan, Middlesbrough (*until July 2025*) Emily Lister, Durham (*from August 2025*)  
Mayuri Desmukh, Oxford City Precious Nelson, Salford (*from August 2025*)  
Elliot Elstob, Isle of Ely (*until July 2025*) Samuel Penfold, Pembrokeshire (*from August 2025*)  
Mathias Flamenco, Cardiff (*from August 2025*) Ellen Tate, Belfast (*from August 2025*)  
Thomas Hookham, Barnsley (*until July 2025*) Jake Taylor, Leicestershire (*from August 2025*)

# AFFILIATIONS, DONATIONS AND SPONSORSHIPS (OVER £500)

## **Sponsorship**

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

## **Affiliations**

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

## **Emergency International Support**

EI Solidarity Fund for Jamaica

# CONSULTATION RESPONSES

## England/UK

### Cabinet Office

- Two-tier Code Survey
- Further Reforms to Public Sector Procurement

### Department for Business and Trade

- Make Work Pay: Draft code of practice on electronic and workplace balloting for statutory union ballots
- Right of Trade Unions to Access Workplaces

### Department for Business and Trade and Department for Work and Pensions

- Parental Leave and Pay Review
- Consultation on the Right of Trade Unions to Access Workplace

### Department for Education

- Oak National Academy Review
- Call for Evidence – Revised use of reasonable force and other restrictive interventions in schools guidance
- School Accountability Reform
- EYFS Space Requirements
- School Support Staff Negotiating Body

### Department of Health and Social Care

- Banning the sale of high-caffeine energy drinks to children

### Department for Work and Pensions

- Employment support for disabled people

### Equality and Human Rights Commission

- Code of practice for services, public functions and associations

### Health and Safety Executive

- Legislative and guidance proposals for the Control of Asbestos Regulations 2012

### House of Commons Culture, Media and Sport Committee

- Community and School Sport

### HM Treasury

- 10 Year Infrastructure Strategy Working Paper

### Ofsted

- Improving the way Ofsted inspects education

### School Teachers' Review Body

- STRB's 35th Report and draft STPCD
- STRB 36th Written & Supplementary Evidence Submissions

## **Guernsey**

- Review of the Transfer of States Undertakings (Protection of Employment) (Guernsey) Law, 2001

## **Isle of Man**

### **Isle of Man Government**

- Education Bill Consultation

### **Isle of Man Public Sector Pensions Authority**

- Isle of Man Teachers' Pension (Amendment) Scheme 2025
- Public Sector Pensions (Cost Sharing) (Amendment) Scheme 2025

## **Northern Ireland**

### **Department of Education**

- Consultation on 16-18 Legislation
- Strengthening Inspection Legislation
- The Future of CCEA Qualifications
- The Establishment of a new body to support controlled schools Consultation on 16-18 Legislation

## **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**

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

## **Wales**

### **Welsh Government**

- Data and information to support learning and improvement: for those working within the school system
- Additional Learning Needs (ALN) legislative framework review
- School term dates 2026 to 2027
- Regulating the inspection of Further Education and Training
- Regulation of higher education providers and designation for student support
- Rights, respect, equality anti-bullying guidance

- The School Funding, Budget Statements and Outturn Statements (Wales) Regulations 2026
- National strategy for preventing and responding to child sexual abuse
- Reasonable Adjustments of General Qualifications
- Personal education plans for children looked after: draft guidance for practitioners
- Data to monitor the additional learning needs (ALN) system

### **Estyn**

- Inspection arrangements for initial teacher education from September 2025

### **Education Workforce Council**

- Consultation on the revised Code of Professional Conduct and Practice

### **Senedd Finance Committee**

- Post-legislative review of the Public Services Ombudsman (Wales) Act 2019

### **Wales Safeguarding Board**

- WSP Section 5 Allegations Against Practitioners/Those in Positions of Trust

### **Independent Welsh Pay Review Body (IWPRB)**

- IWPRB Submission

# REPRESENTATION ON TRADE UNION CENTRES

## TUC

### General Council

Rashida Din  
Patrick Roach (*until September 2025*)  
Matt Wrack (*from September 2025*)

### Executive Committee

Patrick Roach (*until September 2025*)  
Matt Wrack (*from September 2025*)

### Disabled Workers' Committee

Kat Downs

### LGBT+ Committee

Michelle Codrington Rogers – bisexual seat (*until July 2025*)  
Asa Haycock – general seat (*until July 2025*)  
Becks Tebbett – disabled members seat  
Rob Tollman – general seat (*from July 2025*)

### Race Relations Committee

Rashida Din  
Patrick Roach (*until September 2025*)  
Ruth Duncan  
Folasade Afolabi (*from April 2025*)

### Women's Committee

Rashida Din  
Ajaz Aslam  
Deborah White

### Young Workers' Forum

Kira Chan – women members' seat (*until March 2025*)  
Mayuri Deshmukh – black workers seat (*from March 2025*)  
Gareth Owen – general seat (*until March 2025*)

## 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  
Shaunagh Lambe

### LGBT Committee

Shaunagh Lambe  
Addele Lynas

**Youth Committee**

Ronan Sharkey

**Health and Safety Committee**

Raymond Beggs

**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

**TUCC**

**General Council**

Siôn Amlyn

Neil Butler

Helen Johns

**Executive Committee**

Neil Butler

# 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
- 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 Teachers' Council
- Northern Ireland Teacher's Negotiating Committee
- Northern Ireland Teachers' Pension Board
- Northern Ireland Teachers' Pension Scheme Advisory Board

## **Scotland**

- Action for Maternity Rights
- Anti-Racism in Education Programme: Curriculum Reform
- Anti-Racism Education Programme: Racism and Racist Incidents
- Anti-Racism in Education Programme: Education Leadership and Professional Learning
- Anti-Racism in Education Programme: Diversity in the teaching profession and education workforce
- Behaviour in Scottish Schools – Research Advisory Group
- Centre for Teaching Excellence – Professional Associations Focus Group
- Curriculum and Assessment Board
- Curriculum Improvement Cycle Advocacy Forum
- Curriculum Improvement Cycle Equalities Reference Group
- Education Advisory Group on Tobacco & Vaping
- Education Reform Stakeholder Reference Group
- Education Reform Ministerial Group
- Engine Idling Campaign Group
- Equally Safe – Marketing Campaign – Advisory Group

- Gender Based Violence in Schools Working Group
- Gender Equality Taskforce in Education and Learning
- General Teaching Council for Scotland & Professional Associations Liaison Group
- Headteacher Recruitment Working Group
- Included, Engaged and Involved Working Group
- Inspection External Stakeholder Reference Group
- Justice for Columbia Supporter Network
- LGBT Inclusive Education Implementation Group
- Mental Health in Schools Working Group
- National Improvement Framework Professional Associations Group
- National Improvement Framework NSA User Assurance Group
- National Qualifications 2025 Working Group
- NES Training on the psychological needs of CYP with physical health conditions in schools: Stakeholders Group
- New Inspection Frameworks and Methodologies – Stakeholder Engagement
- Online Learning Review
- Forums (i) New school inspection frameworks and models
- New Inspection Frameworks and Methodologies – Stakeholder Engagement
- Forums (ii) Supporting the curriculum improvement cycle
- New Inspection Frameworks and Methodologies – Stakeholder Engagement
- Forums – Developing a framework for inspection of local authorities
- Physical Intervention Working Group
- Professional Associations Forum
- PSE Delivery & Implementation Group
- PSE ITE and CLPL Subgroup
- PHS Children and Young People Settings Guidance group
- Qualifications Reform Working Group
- Qualifications Scotland – Teacher Charter and Interest Committee
- Recording & Monitoring Short-Life Working Group
- Refugee and Migrant Education Rights in Scotland Evaluation Group
- Respect for All Working Group
- Respect for All – Online Bullying Subgroup
- Respect for All – Recording and Monitoring Subgroup
- Respect for All – Prejudice Based Bullying Subgroup
- School Attendance Guidance Working Group
- School Uniform Working Group
- Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS)
- SAGRABIS Recording and Monitoring Group
- SAGRABIS Risk Assessment Group
- SAGRABIS Consequences Group
- Scottish Learning for Sustainability Leadership Group
- Scottish Government Gender Equality Taskforce
- Scottish Negotiating Committee for Teachers
- Scottish Negotiating Committee for Teachers ASN Group
- Scottish Negotiating Committee for Teachers Class Contact Time Group
- Scottish Negotiating Committee for Teachers Support Group
- Scottish Negotiating Committee for Teachers Job Sizing Group
- Scottish Teachers' Pension Scheme Advisory Board
- Scottish Teachers' Pension Scheme Advisory Board Teachers' Side meeting
- Scottish Teachers' Pension Scheme McCloud Remedy Communications Sub-Group
- Strategic Board for Teacher Education
- STUC and Scottish Parliament Labour Trade Union Group
- STUC and Scottish Parliament SNP Trade Union Group

- STUC and Scottish Parliament Greens Trade Union Group
- STUC Black Workers' Committee
- STUC Equality Officers' Network
- STUC Fair Work & Covid Group
- STUC General Council
- STUC LGBT+ Committee
- STUC Organising Group
- STUC/TUC Trade Union Education Strategy Group
- STUC Women's Committee
- STUC Women's Committee – Rights and Discrimination Subgroup
- STUC Women's Committee – Health Subgroup
- STUC Women's Committee – Organising & Subgroup
- STUC Women's Committee – Women's Rights at Work Subgroup
- STUC Women's Committee – Family Friendly Workplaces Subgroup
- STUC Women's Committee – Women's Health, Public Services and Poverty Subgroup
- STUC Women's Committee – Tackling Misogyny and the Far Right Subgroup
- STUC Disabled Workers' Committee
- Substance Use in Schools Working Group
- Supporting Workforce Wellbeing Stakeholder Reference Group
- The ALLIANCE's Women's Health Lived Experience Group
- Women Against the Far Right Scotland – Steering Committee

## **UK/England**

- Amnesty International Trade Union Network Committee
- Anti-Bullying Alliance Advisory Group
- AQA General Teachers' Unions meeting
- Asbestos in Schools Group
- Centre for Climate Change and Sustainability Education Steering Group
- DfE Artificial Intelligence Advisory Board
- DfE Asbestos Steering Group
- DfE Education Estates Strategy Union Group
- DfE Flexible Working Advisory Group
- DfE Permanent Secretary's Stakeholder Group
- DfE Qualification Stakeholder Group
- DfE Relationships, Sex and Health Education Working Group
- DfE Schools and Academies Funding Group
- DfE Schools and Colleges Update Forum
- DfE Stakeholder Meeting on Training and Guidance Resources on the Use of Artificial Intelligence
- DfE Stakeholder Meeting on National Professional Qualification Reform
- DfE Wellbeing Charter Update Group
- DfE Working Lives of Teachers and Leaders Advisory Group
- Edge Policy Network
- Eduqas Teacher Associations meeting
- End Violence against Women Prevention Network
- HSE Partnership on Work-related Violence
- Improving Education Together Board
- Improving Education Together Special Educational Needs and Disability subgroup
- Improving Education Together Accountability subgroup
- Improving Education Together Workforce subgroup
- Institute of Employment Rights Board
- Joint Council for Qualifications Teacher Associations meeting
- Labour Research Department Board

- 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
- Teaching Regulation Agency Trade Unions Meeting
- TUC Aid Committee
- TUC Anti-Racism Implementation and Oversight Group
- TUC Artificial Intelligence in Education Working Group
- TUC Black Women and Sexual Harassment Advisory Group
- TUC Creative Sector Working Group on Artificial Intelligence
- TUC UK Covid Inquiry Group
- TUC Disabled Workers' Committee
- TUC Disputes Panel
- TUC Disputes Principles and Procedures Steering Group
- TUC Education Unions Group
- TUC Equality Officers' Network
- TUC Executive Committee
- TUC Executive Committee Working Group on Tackling and Preventing Sexual Harassment
- TUC Faith and Belief Network
- TUC Finance Committee
- TUC General Council
- TUC Health and Safety Specialists Network
- TUC Health and Safety Specialists – Asbestos Subgroup
- TUC Health and Safety Specialists – Gender Occupational Safety and Health Subgroup
- TUC International Officers' Meeting
- TUC LGBT+ Committee
- TUC Pensioners' Committee
- TUC Pension Specialists' Committee
- TUC Procurement and Outsourcing Group
- TUC Public Services Liaison Group
- TUC Race Relations Committee
- TUC Union Legal Officers' Network
- TUC Women's Committee
- TUC Trade Union Sustainable Development Advisory Committee
- UK Safer Internet Centre Expert Advisory Board
- TUC Young Workers Forum
- Unions 21 Board

### **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
- Mobile Phones Forum
- Pay Partnership Forum
- Post-16 Estyn Workload Group
- Qualifications Wales
- Reporting & Engagement Sub-Committee
- School Teachers' Pay and Conditions Partnership Forum
- Schools Workload Co-ordination Group
- Social Partnership Council
- Schools Social Partnership Forum
- TUCC Executive Committee
- TUCC General Council
- TUCC Equalities Committee
- TUCC Health and Safety Committee
- WJEC Teacher Associations Meeting
- Workforce Partnership Council

**Other**

- British and Irish Group of Teachers' Unions
- Education International Research Network
- Education and Solidarity Network Board
- Education International OECD Advisory Committee
- ETUCE Executive Committee
- ETUCE Standing Committee for Equality
- International Summit on the Teaching Profession
- Trade Union Advisory Committee to the OECD
- United Nations Commission on the Status of Women
- Women's Council of the Isles

# FORMATION, DISSOLUTION AND AMALGAMATION OF LOCAL ASSOCIATIONS

The National Executive approved the following changes to Retired Members Associations:

The following were closed and their members reallocated to other existing Associations:

- Derbyshire;
- Devon and Somerset and
- Dorset.

# SUCCESSFUL INDUSTRIAL ACTION BALLOTS 2025

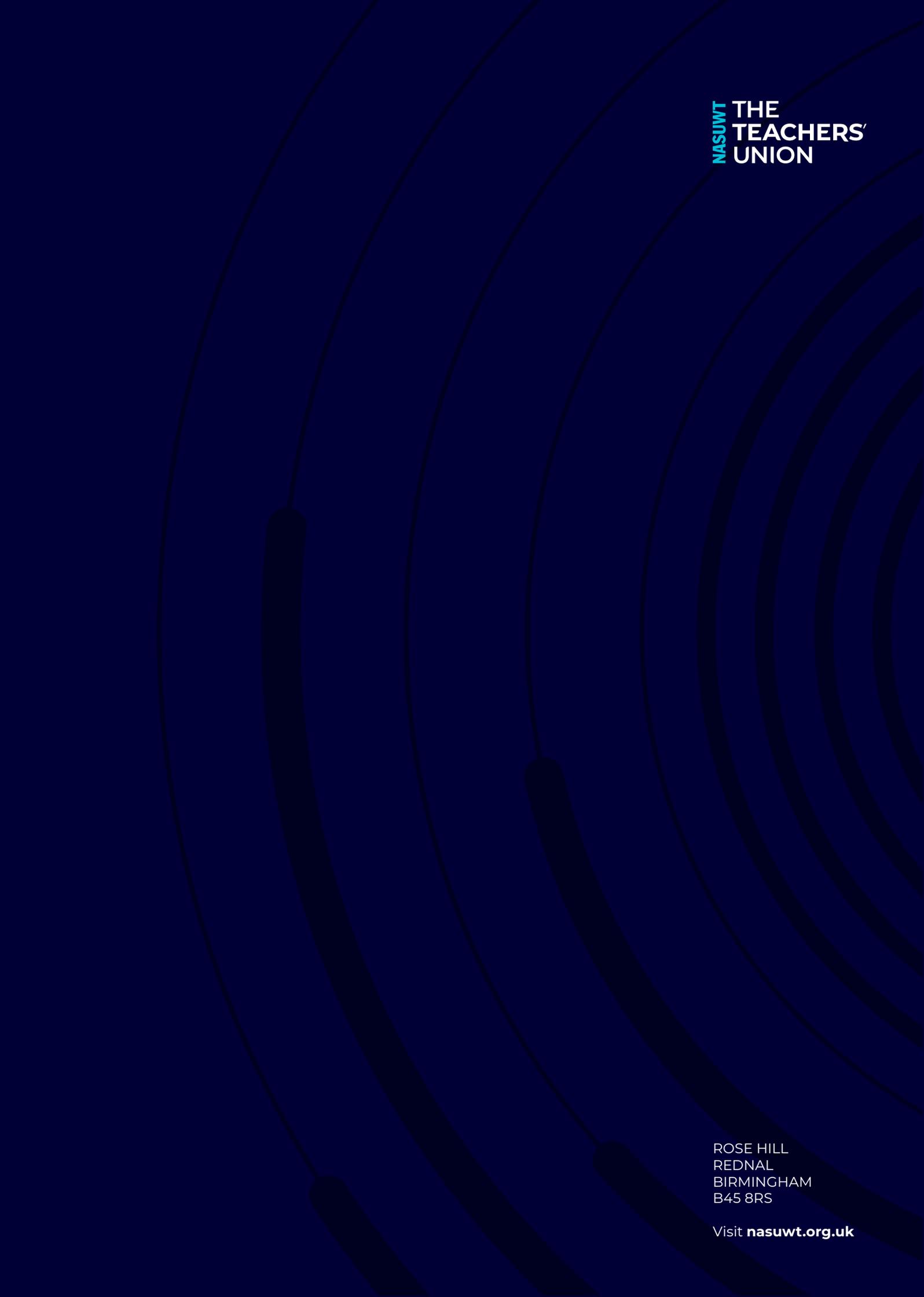
## **National Ballots**

- Northern Ireland FE Colleges (Aggregated)
- Sixth Form Colleges England (Disaggregated)

## **Workplace ballots**

- Alderley Edge School for Girls (Cheshire East)
- Arnold House (Westminster)
- Berwick Middle School (Northumberland)
- Bideford College (Devon)
- Buxton Community School (Derbyshire) x 2
- Canolfan Addysg Conwy-Penrhos Avenue Education Centre (Conwy)
- Cardinal Hume Catholic School (Gateshead)
- Cheadle Hulme School (Stockport)
- Corpus Christi Catholic High School (Lancashire)
- Cowley International College (St. Helen's)
- Eastbank Academy (Glasgow)
- English Martyrs Catholic Primary School (Lancashire)
- Ewell Castle School (Surrey)
- Fulneck School (Leeds)
- Garth Primary School (Clwyd)
- Gateacre School (Liverpool)
- Glendale Middle School (Northumberland)
- Glodwick Infant and Nursery School (Oldham)
- Hanham Woods Academy (South Gloucestershire)
- Haydon Bridge High School (Northumberland)
- Kirkintilloch High School (East Dunbartonshire)
- Launceston College (Cornwall)
- Leeds Visual Impaired Team (Leeds)
- Leighton Park School (Reading)
- Lilly Lane School (Manchester)
- Lincoln Minister Senior School and Sixth Form (Peterborough)
- Lipa School (Liverpool)
- Llantwit Major School (Vale of Glamorgan) x 2
- Loughborough Amherst School (Leicestershire)
- Meadows Primary School (North Northamptonshire) x 2
- Meadows Special School (Wirral) x 2
- Moorside Community Primary School (Salford)
- Oakfield Preparatory School (Southwark)
- Our Lady's Catholic High School (Lancashire)
- Outwood Academy Bydales (Redcar and Cleveland)
- Outwood Academy Carlton (Barnsley)
- Outwood Academy Easingwold (North Yorkshire)
- Outwood Academy Foxhills (North Lincolnshire)
- Outwood Academy Hasland Hall (Derbyshire)

- Outwood Academy Hemsworth (Wakefield)
- Outwood Academy Hindley (Wigan)
- Outwood Academy Portland (Nottinghamshire)
- Outwood Academy Redcar (Redcar and Cleveland)
- Outwood Academy Shafton (Barnsley)
- Outwood Academy Valley (Nottinghamshire)
- Palmers Green High School (Enfield)
- Pentre Church in Wales (Wrexham)
- Priory School (Senior and Preparatory) (Birmingham)
- Prior Pulsgrove (Redcar and Cleveland)
- Ravensfield Primary School (Tameside)
- Rosehill Methodist Primary Academy (Wigan)
- Rotherham Music Service (Rotherham)
- Rothwell Junior School (North Northamptonshire)
- Seaton Valley High School (Northumberland)
- Shaftsbury School (Dorset)
- St Andrews CE VA Primary School (Hull)
- St Bede's Catholic School and Sixth Form College (Durham)
- St Bede's Catholic School and Bryon Sixth Form College (Durham)
- St Christopher's School (East Sussex)
- St Helen's School (Hillingdon)
- St Hilds Church of England School (Redcar and Cleveland)
- St Leonard's School (Fife)
- St Leonard's Catholic School (Durham)
- St Lukes C of E Primary School (Bury)
- St Matthews C of E Primary School (Bolton)
- St Robert of Newminster Catholic School (Sunderland)
- St Thomas More Catholic School (Newcastle upon Tyne)
- Sturminster Newton High School (Dorset)
- St Winifred's RC Primary School (Cheshire West and Chester)
- Surbiton High School (Peterborough) x 2
- Tewkesbury School (Gloucestershire)
- The Cooper School (Oxfordshire)
- The Parker E-Act Academy (West Northamptonshire)
- Toot Hill School (Nottingham)
- Tonbridge School (Kent)
- Tweedmouth Community Middle School (Northumberland)
- Westbourne Academy (Suffolk) x 2
- West Lakes Academy (Cumberland)
- Yateley Manor Prep School (Hampshire)
- Ysgol Emrys AP Iwan (Conwy) x 2
- Ysgol Nantgwyn (Rhondda Cynon Taf)
- Ysgol Robert Owen (Powys) x 2
- Ysgol Uwchradd Caergybi (Ynys Mon)



**NASUWT** THE  
TEACHERS'  
UNION

ROSE HILL  
REDNAL  
BIRMINGHAM  
B45 8RS

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