GUERNSEY

NASUWT THE TEACHERS' UNION

SUBMISSION

TEACHERS', LECTURERS' AND SCHOOL LEADERS' PAY CLAIM 2026/27

NASUWT is the largest teachers', lecturers' and school leaders' union in Guernsey, and the only union exclusively representing teachers, lecturers and school leaders.

If you require further information about this submission, please contact:

Matt Wrack
General Secretary
NASUWT
Hillscourt Education Centre
Rose Hill
Rednal
Birmingham
B45 8RS
Tel: 0121 453 6150

CONTENTS

Page

SECTION 1

Introduction 3

SECTION 2

Executive Summary 4

SECTION 3

Context 5

SECTION 4

Guernsey Teachers', Lecturers' and School Leaders' Pay since 2007 6

SECTION 5

Affordability 10

SECTION 6

Teacher Supply 11

SECTION 7

Wider Economic and Labour Market Conditions 13

SECTION 8

Other Matters 19

SECTION 9

Equality Impact 19

SECTION 10

Conclusion 21

SECTION 1
INTRODUCTION

1.1 NASUWT welcomes the opportunity to make a written submission to the Policy and Resources (P&R) Committee on the matter of teachers', lecturers' and school leaders' pay.

1.2 Historically, NASUWT has been deeply disappointed by the approach of the employer to pay awards and negotiations since the 2016/17 pay negotiations, as every pay award since has either been imposed or subject to a dispute, or both.

1.3 NASUWT was therefore pleased that P&R engaged in genuine negotiations over the 2025 pay award, which finally addressed the issues around the Covid-era pay impositions and saw some tangible progress in addressing the historic erosion of pay since the financial crisis of 2007.

1.4 NASUWT very much hopes that last year's negotiations herald a new era in genuine negotiation over pay. We have very little appetite to return to the approach of previous years.

1.5 The 2026/27 pay award for teachers, lecturers and school leaders should be considered in the context of a constantly changing education landscape and the ongoing cost-of-living crisis, which continues to see inflation soar far higher than expected and is currently being exacerbated by the ongoing conflict in the Middle East which has seen oil, and therefore fuel, prices soar.

1.6 Throughout this document, references to teachers should be taken to include all teachers, lecturers and school leaders.

SECTION 2

EXECUTIVE SUMMARY

Teachers, lecturers and school leaders in Guernsey have experienced significant real-terms pay erosion since 2007, with salaries now lagging behind both Retail Prices Index (RPI) inflation and median earnings growth. The submission demonstrates that pay has fallen so far behind that, on average, there is now a 6% gap between actual pay and inflation, with cumulative losses of tens of thousands of pounds across the pay scales.

Despite this erosion, the States of Guernsey's financial position is strong, with repeated revenue surpluses, reserves exceeding £4.1bn, GDP growth of 5%, and unemployment at its lowest level since before the pandemic. The evidence presented shows that the States are clearly able to fund a substantial pay uplift.

Recruitment and retention pressures are acute. Guernsey relies heavily on the UK for teacher supply at a time when England faces a deepening national recruitment and retention crisis, with initial teacher training (ITT) recruitment reaching only 55% of secondary targets and vacancy levels six times higher than pre-pandemic.

Guernsey's ability to attract teachers is further undermined by the island's exceptionally high cost of living, including the highest house prices in the British Isles, rental costs far above UK levels, and essential commodity prices – such as gas – running at a 400% premium compared to the UK.

Pay is also uncompetitive when compared with other graduate professions, particularly in Guernsey's financial services sector, where starting salaries significantly exceed those in teaching. This contributes to a 'brain drain' of Guernsey-born graduates, only 51% of whom return after university.

This submission argues that a significant, above-inflation pay award is essential to restore competitiveness, address historic erosion and prevent further recruitment and retention decline. It also calls for structural reform of the pay system, including replacing the current main and upper scales with a single six-point scale to accelerate progression and improve competitiveness with Jersey and the Isle of Man.

The Union further highlights the need for action on key worker housing, primary healthcare costs and the implementation of previously agreed pay and appraisal reforms. A robust equality impact assessment is also required, given the disproportionate impact of below-inflation awards on women, disabled staff and minority ethnic staff.

The submission concludes that without decisive action, specifically a programme of RPI + 2% pay awards for 2026, 2027 and 2028, Guernsey risks undermining educational quality, worsening recruitment challenges, and failing to reward teachers as highly skilled professionals.

SECTION 3

CONTEXT

3.1 The pay award is being considered in the context of the constantly changing educational landscape, which continues to cause uncertainty and anxiety amongst the workforce across all sectors, and continuing issues around the recruitment and retention of teachers and lecturers.

3.2 Since Covid, teachers and their families have had to manage the worst cost-of-living crisis in a generation, with soaring inflation making the already crippling cost of living in Guernsey significantly worse.

3.3 It was therefore encouraging that the 2025 pay award finally started to address the real-terms cuts that teachers had experienced since 2007.

3.4 P&R should, however, be in no doubt of the level of dissatisfaction with pay teachers feel. The response to the 2025 award was that nearly half of teachers did not believe the award was enough.

3.5 NASUWT urges P&R to build on the progress made in 2025 and continue to address the pay issues facing teachers in Guernsey.

SECTION 4

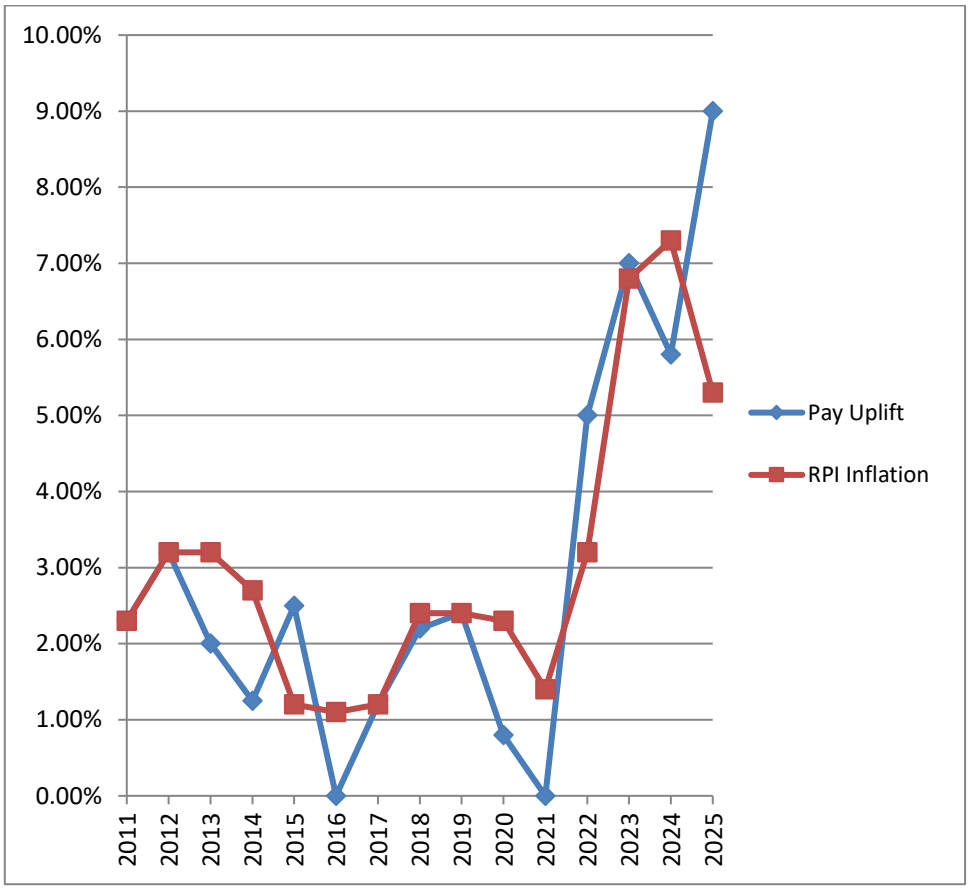
GUERNSEY TEACHERS', LECTURERS' AND SCHOOL LEADERS' PAY SINCE 2007

4.1 Teachers', lecturers' and school leaders' salaries have been eroded significantly, particularly when measured against increases in average earnings and RPI inflation since 2007.

4.2 An analysis of the real-terms gross pay for teachers, lecturers and school leaders shows losses of tens of thousands of pounds compared to what teachers, lecturers and school leaders would have earned had their pay kept pace with inflation.

4.3 Since 2007, teachers, lecturers and school leaders have endured several years of below-RPI pay rises, which have seriously eroded the value of teachers', lecturers' and school leaders' pay. Figure 1 below shows teachers', lecturers' and school leaders' pay uplifts against RPI inflation since 2007.

Figure 1: Teachers', lecturers' and school leaders' pay uplifts compared to RPI inflation: 2007-2025



4.4 Table A shows the effect of inflation on teachers', lecturers' and school leaders' pay since 2007.

Table A – Shortfall in pay scales due to inflation: 2007 to date

Scale point	2025 actual salary	2025 target salary*	Cash shortfall 2025	Cumulative shortfall 2007-2025
1	£39,564	£41,997	£2,433	£20,136
2	£42,487	£45,150	£2,663	£21,816
3	£45,629	£48,532	£2,903	£23,589
4	£49,013	£52,180	£3,167	£25,542
5	£52,645	£56,094	£3,449	£27,625
6	£56,550	£60,305	£3,755	£29,880
U1	£59,689	£63,687	£3,998	£31,661
U2	£61,867	£66,033	£4,166	£32,907
U3	£63,452	£67,738	£4,286	£33,792
L5	£69,840	£74,623	£4,783	£37,452
L10	£78,939	£84,428	£5,489	£42,659
L15	£89,234	£95,523	£6,289	£48,556
* The 2025 target salary is the amount salaries would have been had they kept pace with inflation since 2007.				

4.5 In order to restore parity with inflation for all pay points, a minimum consolidated increase of around 6% above-inflation pay is required, although this would fail to address the cumulative shortfall or allow for any salary growth since 2007.

4.6 It should be noted that the HM Government of Gibraltar has undertaken to address the shortfall in teachers' pay when compared to inflation over a period of three to five years, with a pay erosion figure around double that of Guernsey. This suggests it is entirely possible to undertake pay restoration where there is a will to do so.

4.7 Data from the States' Data and Analysis also shows that for the economy as a whole, average earnings have outstripped inflation most years since 2006, whereas, as stated above, pay has fallen behind, further eroding the competitiveness of teachers', lecturers' and school leaders' pay.

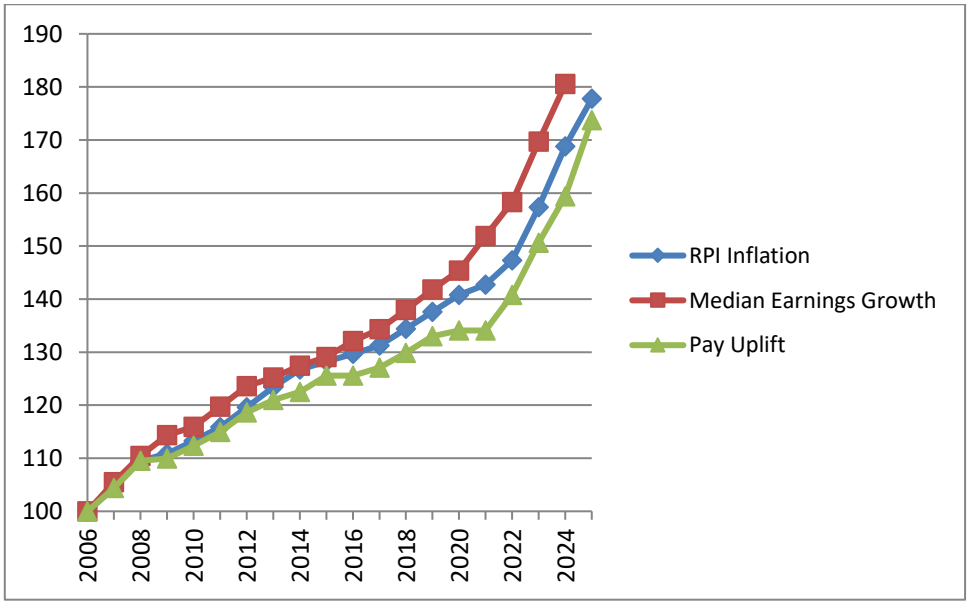
4.8 Figure 2 below shows teacher pay uplifts compared to RPI inflation and Guernsey earnings growth. This shows that average earnings as a whole have exceeded inflation between 2006 and 2024, the last year for which figures are available. Whilst teachers', lecturers' and school leaders' pay has lagged significantly behind both measures, the gap between the growth in teachers', lecturers' and school leaders' pay and that of the wider workforce is striking, underlining the reduced competitiveness of teacher pay over the last decade.

4.9 Again, the 2025 pay award did help to begin to close this gap, as demonstrated in Figure 2.

4.10 The differential between teachers', lecturers' and school leaders' pay awards and increases in median earnings now stands in excess of 10% since 2007.

4.11 It should also be noted that the average earnings increase has been used as a measure to uprate States members' pay. Therefore, it forms a reasonable comparator for teachers', lecturers' and school leaders' pay.

Figure 2: Teacher pay uplift compared to RPI inflation and median Guernsey earnings growth: 2006-2023



4.12 Additionally, in 2021, the employer unilaterally enforced a change to using RPI All Items Index Exc Mortgage Index (RPIX), rather than RPI, as the reference measure for teachers' pay.

4.13 NASUWT has seen documentary evidence that shows some pay groups are reverting to RPI for the 2025 pay award. As the change to RPIX was never agreed, teachers should also revert to RPI, and the above calculations are based on RPI.

SECTION 5

AFFORDABILITY

5.1 The States of Guernsey should not underestimate the importance of the pay award for teachers, lecturers and school leaders in securing the recruitment and retention of high-quality teaching professionals. Nor should the States underestimate service quality across the system as a whole, to the benefit of the whole island, given that teachers and lecturers educate and train workers for all other professions and occupations. Teachers', lecturers' and school leaders' pay and conditions of service are inextricably linked to the provision of high-quality education.

5.2 NASUWT believes that the States of Guernsey should bring forward a pay offer which demonstrates not only the important contribution teachers, lecturers and school leaders make to the economy, but also to continue ensuring high-quality education provision and reflecting the contribution that teachers, lecturers and school leaders continually make. NASUWT, therefore, urges the States to recognise the case for a significant, above-inflation pay award for teachers, lecturers and school leaders in order to ensure that teaching remains competitive with other graduate occupations. This will also avert a growing recruitment and retention crisis, and address the historic erosion of teachers' pay.

5.3 Analysis of the State's accounts for the years following the financial crisis shows that Guernsey has weathered both the financial storm and the Covid-

19 pandemic well, culminating in a £45million surplus for the States of Guernsey Core and £106m surplus across the whole States of Guernsey Group.[1]

5.4 In addition, reserves stood at £4.1bn, an increase in the year of £15m or 3.75%.

5.5 The latest Gross Domestic Product (GDP) figures also show strong growth, with an increase of 5% in 2023, the latest figures which are available.[2]

5.6 Guernsey's GDP per capita now stands 59% higher than in the UK, whilst being roughly equal with Jersey's figure.

5.7 The latest unemployment data also shows the health of the economy, with 419 people registered as unemployed, a reduction of nearly 100 compared to 2024, and significantly less than the pre-Covid era.

5.8 These figures clearly indicate that the Guernsey economy is increasingly strong. The States, therefore, is clearly able to afford a substantial pay uplift for teachers, lecturers and school leaders.

SECTION 6

TEACHER SUPPLY

6.1 Guernsey is overwhelmingly dependent on the UK for the training of teachers. The vast majority of off-island appointments come from the UK.

6.2 The dependence on the UK means that Guernsey will also be affected by the crisis in teacher recruitment and retention in England.

6.3 Our previous pay claims have demonstrated clear evidence of the crisis that has enveloped the teaching profession in England.

[1] States of Guernsey Group Consolidated Financial Statements 2025.
[2] Guernsey Facts and Figure 2025.

6.4 The most recent evidence confirms that recruitment into ITT remains well below the levels required to sustain an adequate national supply of teachers. The 2024/25 ITT Census recorded 25,869 new entrants across all routes, a further decline from the 26,994 entrants in 2023/24, and equivalent to only 55% of the Government's secondary recruitment target and 80% of the primary target.[3] For 2025/26, the Department for Education (DfE) has reduced its national ITT targets by 18.6% for primary and 19.6% for secondary, reflecting ongoing recruitment constraints rather than any easing of future demand.[4]

6.5 Although shortages remain pressing in secondary science, technology, engineering and mathematics (STEM) subjects and modern foreign languages, the pattern of under-recruitment continues to be broad-based across virtually all subject areas. According to the DfE's 2024/25 ITT data, only a handful of subjects, including physical education, art and design and history, met or slightly exceeded their recruitment targets, while every other major subject group fell short. The most severe deficits continue to be recorded in physics (around 17% of target), computing (around 35%) and mathematics (around 45%), but English, geography and music, in which recruitment has tended to me more resilient, also failed to meet their targets for the second consecutive year.[5]

6.6 In the primary sector, recruitment has weakened, despite declining pupil numbers. Entrants to primary ITT programmes in 2024/25 were sufficient to reach only 80% of the Department's target, leaving a growing gap between recruitment and the number of teachers leaving the profession.[6] Overall, the 2025 NFER Teacher Labour Market report concludes that recruitment shortfalls are systemic rather than subject-specific.

[3] Department for Education (DfE) (2025a). Initial Teacher Training: Trainee Number Census, 2024–25. Available at: (https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census/2024-25)
[4] DfE b. (2025b). Postgraduate Initial Teacher Training Targets, 2025–26. Available at: (https://explore-education-statistics.service.gov.uk/find-statistics/postgraduate-initial-teacher-training-targets/2025-26)
[5] ibid; see also National Foundation for Educational Research (NFER) (2025). Teacher Labour Market in England: Annual Report 2025. Available at: (https://www.nfer.ac.uk/publications/teacher-labour-market-in-england-annual-report-2025/)
[6] ibid.

6.7 Unfilled vacancies remain around six times higher than pre-pandemic levels. A total of 46% of secondary schools reported at least one vacancy during the 2024/25 academic year.[7]

6.8 Therefore, recruitment pressures now cut across almost every subject and phase of education.

6.9 Evidence later in this document also shows that, although Guernsey teacher salaries are higher than the equivalent levels in the UK, when other factors such as housing and the cost of living are taken into account, they are actually uncompetitive. This will have a detrimental effect on Guernsey's ability to recruit high-quality teachers, lecturers and school leaders from the UK in a decreasing pool.

6.10 There is continuing evidence that the schools in Guernsey are having some difficulty in recruiting and retaining teachers, lecturers and school leaders, with agency teachers continuing to be employed to cover vacancies that have failed to be filled.

6.11 NASUWT believes pay is a significant catalyst in sustaining and motivating the teaching profession through periods of rapid change and increasing demands on the teaching profession.

SECTION 7

WIDER ECONOMIC AND LABOUR MARKET CONDITIONS

7.1 Section 3 demonstrates the erosion of teachers', lecturers' and school leaders' pay compared to both RPI inflation and median earnings, with the latter generally exceeding inflation since 2007, whereas teachers', lecturers' and school leaders' pay uplifts have rarely done so.

[7] ibid.

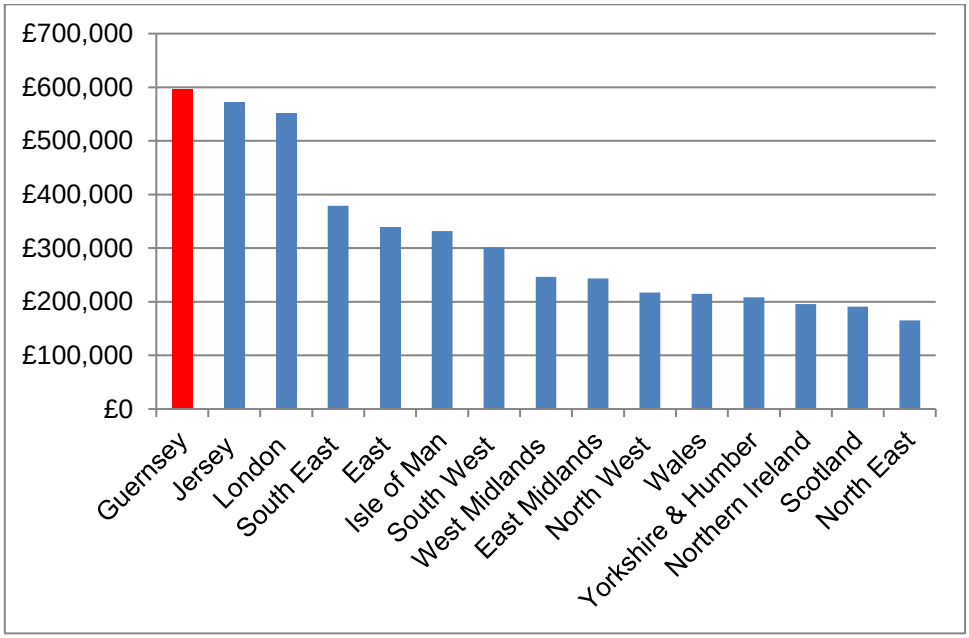
7.2 In addition to the erosion of teachers', lecturers' and school leaders' pay through inflation, other pressures are more acute on Guernsey compared to other jurisdictions.

7.3 The mix adjusted average purchase price for Local Market properties was £595,820 in the fourth quarter of 2025.[8]

7.4 The average house price in Guernsey is considerably higher than the UK average house price, which is around £270,000, and considerably higher than the average house price in Wales (£214,000), Scotland (£190,000), Northern Ireland (£195,000) and England (£292,000).

7.5 Guernsey now has the most expensive house prices in the British Isles, having overtaken both London and Jersey, as shown in Figure 6 (should this not be Figure 3?).[9]/[10]

Figure 6: Average house prices in Guernsey compared to UK regions



Source: Guernsey Data and Analysis/Statistics Jersey/Isle of Man Government/HM Land Registry

[8] *Guernsey Quarterly Residential Property Prices Bulletin*, December 2025.
[9] Statistics Jersey *House Price Index Fourth Quarter 2025.*
[10] HM Land Registry *UK House Price Index Summary: December 2025.*

7.6 The average local market price of a three-bedroomed house (i.e. a normal family dwelling) in Guernsey stands at around £610,000.[11]

7.7 The price of a three-bedroomed house in Guernsey is around ten times the salary of a teacher on spine point U3, whereas the average value of a one-bedroomed flat, around £310,000, is nearly eight times the salary of an early career teacher (ECT). These high ratios make it exceedingly difficult for ECTs, who are often saddled with student debt (a position exacerbated in Guernsey by the inability of Guernsey-born students to access student loans), as well as those moving from the UK to take up a teaching post in Guernsey, or buy property. They therefore act as a major disincentive for teachers, lecturers and school leaders looking to work on the island, while impacting on the quality of life for teachers, lecturers and school leaders that are currently employed.

7.8 The average rental price for local market properties stands at £2,162 per month,[12] substantially higher than all of the UK, excluding London, which stood marginally higher at £2,268 per month.[13] This figure is around 50% higher than the corresponding period five years ago.

7.9 Given that a significant number of teachers and lecturers will be employed on short- and medium-term licences, and these teachers and lecturers are likely to be entering the rental market, this is yet another powerful disincentive for those thinking of teaching in Guernsey.

7.10 The high housing costs particularly hit returning, recently qualified Guernsey teachers and lecturers who are not eligible for the same assistance in the form of relocation benefits as other relocating teachers and lecturers would receive, thus discriminating against Guernsey-born ECTs and lecturers seeking to return to the island.

[11] *Guernsey Quarterly Residential Property Prices Bulletin*, December 2025.
[12] ibid.
[13] Office of National Statistics, *Private Rental Market Summary Statistics – October 2022 to September 2023.*

7.11 The comparison with Jersey is quite stark, as the Jersey 2025 teacher pay scales are, on average, over £3,500 higher than the equivalent Guernsey 2025 pay scale point. The Isle of Man, which historically has offered substantially lower salaries than the Channel Islands, now has a higher starting salary than both Jersey and Guernsey. This represents yet another barrier to the recruitment of high-quality teachers, particularly at the start of their careers.

7.12 Jersey is also considering shortening its pay scales, following the Isle of Man's lead. This could have a profound impact on Guernsey's ability to recruit, should Jersey replicate the Isle of Man's approach, as this would mean the starting salaries of teachers in Jersey could be £16,000 higher than their Guernsey counterparts.

7.13 A similar picture exists for essential commodities.

7.14 For example, gas is considerably more expensive. The standard tariff offered by Guernsey Gas is 29.48p per kWh,[14] whereas the UK gas price cap stands at 5.74p per kWh.[15] This represents a Guernsey premium of over 400%.

7.15 The premium on the cost of essential commodities means that the purchasing power of Guernsey teachers, lecturers and school leaders is considerably less than their colleagues in the UK, again acting as a significant disincentive for teachers, lecturers and school leaders looking to relocate, even when the superficially higher salaries are taken into account.

7.16 Additional costs, such as the lack of free primary health care and charges for ambulance use, will act as a further disincentive for both Guernsey-born graduates and UK teachers, lecturers and school leaders to come to Guernsey to teach.

7.17 Furthermore, teacher salaries are becoming less competitive when compared with other graduate professions.

[14] https://guernseyenergy.gg/our-tariffs, accessed 16 June 2026.
[15] https://www.ofgem.gov.uk/energy-price-cap, accessed 2 April 2024.

7.18 Graduates are currently in high demand across the UK for professions other than teaching. NASUWT draws the employer's attention to the intensification of competition for graduates in the UK over recent years.

7.19 Salary levels across the graduate labour market serve to demonstrate the uncompetitive nature of teachers', lecturers' and school leaders' pay. This point is emphasised by the most recent report from High Fliers Research, *The Graduate Market in 2026*.

7.20 The report indicates that competition in the market for graduates continues to be high, so schools will continue to have difficulties in recruiting and retaining teachers, lecturers and school leaders.

7.21 The evidence presented in the High Fliers Research report shows that starting salaries at the UK's leading graduate employers stood at a median of £35,000 in 2024. Whilst this is slightly less than the current starting salary of teachers and lecturers in Guernsey, it should be noted that the High Fliers Research report has identified that at least one in four of places on the top graduate programmes now provide starting salaries of more than £45,000.

7.22 High Fliers Research also shows that non-teaching graduates access higher salaries sooner than their teacher graduate counterparts. This is key to our position on moving to a six-point pay scale. Access to higher salaries sooner, as in other graduate professions, sends a clear message to those deciding where they choose to teach in the UK and Crown Dependencies.

7.23 The above figures relate to the UK and not Guernsey. As the Guernsey graduate market is going to be heavily skewed towards the financial services industry, it is likely that the median salary for graduates in Guernsey is going to be considerably higher than that in the UK.

7.24 The High Fliers Research report found the median starting salary in investment banks was £60,000, whilst this figure stood at £45,500 for banking as a whole, although again it should be noted that these are UK figures, not Guernsey figures. Median figures for Guernsey do not exist, but it is reasonable to assume they will be higher than that of the UK.

7.25 Employment in financial institutions accounts around for 17.7% of all employment in Guernsey,[16] and the starting salaries greatly exceed that of teachers and lecturers. The proportion has been slowing increasing over time.

7.26 Given all the evidence above, there exist powerful disincentives for Guernsey-born graduates to return to the island to teach and for non-native graduates and teachers, lecturers and school leaders to come to Guernsey.

7.27 In the case of Guernsey-born graduates, this constitutes a considerable 'brain drain' on the island. In 2022, only 51% of Guernsey-born graduates returned after graduating.[17] Of those that had not returned, around 61% felt that the cost of living in Guernsey had a great influence on their decision not to return for the foreseeable future. Of those that had returned, which will include teachers, nearly half were unsure whether they would stay in Guernsey, with the cost of living cited as having at least some influence over their decision.

7.28 For demographic, population control and economic reasons, it is better for Guernsey-born graduates to return, yet teachers', lecturers' and school leaders' pay is simply not competitive enough to attract them back, despite being superficially higher than the UK, for all the reasons previously stated. Teachers, lecturers and school leaders from the UK must, therefore, be recruited. Again, teachers', lecturers' and school leaders' pay is simply not competitive with that of the UK, despite being superficially higher for all the reasons previously stated.

7.29 It should also be noted that the Covid-19 pandemic transformed the world of work, with remote and home working being imposed on many workers, including teachers, during the times when schools were closed to most pupils. Importantly, many of the flexibility changes have become permanent features in many jobs in the wider workforce, while teachers returned to their classrooms and relatively inflexible work environments.

[16] Guernsey Facts and Figures 2025.
[17] https://careers.gg/CHttpHandler.ashx?id=174259&p=0, accessed 2 April 2024.

SECTION 8

OTHER MATTERS

Performance-related pay

8.1 Whilst NASUWT welcomes the fact that the employer has negotiated revised pay and performance management policies that have removed all aspects of performance-related pay, including the threshold assessment, it is disappointing that these have still not yet been implemented, despite talks concluding nearly seven years ago. NASUWT notes a draft performance management policy has recently been tabled, but this retains elements of performance-related pay.

8.2 With the threshold assessment removed, it makes little sense to retain a main and an upper pay scale. When the Welsh Government removed threshold assessment, they removed the upper pay scale references and created a new eight-point pay scale.

8.3 NASUWT would therefore propose that, in addition to the pay award, the current six- and three-point scales are replaced with a single six-point scale – the arrangements of which are to be negotiated.

8.4 This would not only simplify the pay scales; it would aid recruitment and retention as teachers and lecturers would progress through the scales much faster than in other UK jurisdictions, and it would help to ensure Guernsey salaries remain competitive compared to Jersey and the Isle of Man.

SECTION 9

EQUALITY IMPACT

9.1 The States must provide a robust equality impact assessment of any proposals for the teachers', lecturers' and school leaders' pay award, including the cumulative impact of the award.

9.2 In occupations/professions where women predominate, pay levels are, on average, significantly lower than in occupations/professions where men predominate. Therefore, a below-inflation pay award would exacerbate the pay gap between men and women in teaching, given that proportionately more men than women achieve promotion, particularly in larger schools, but also impact disproportionately on Black and minority ethnic (BME) and disabled teachers, lecturers and school leaders who face additional barriers to promotion and pay progression.

9.3 Across the UK, women's pay already lags behind that of men as a result of gender bias, disadvantage and discrimination. BME and disabled teachers, lecturers and school leaders also report high incidence of workplace discrimination. It is also clear that teachers, lecturers and school leaders with protected characteristics are disproportionately represented within the lowest grades. There is no reason to assume that Guernsey is any different. Any pay award must not exacerbate this situation.

9.4 This position is likely to be further exacerbated in Guernsey when compared to the UK, given Guernsey's limited anti-discrimination legislation.

9.5 The States must ensure that they now carry out a detailed and robust equality impact assessment to confirm that any proposals:

- do not contribute to discrimination;
- advance equality of opportunity between different groups; and
- do not exacerbate even further the issues of discrimination, irrespective of the legislative frameworks.

9.6 Regrettably, despite requests in pay claims dating back over a decade, there remains a paucity of workforce equalities data across the whole of the States of Guernsey. NASUWT believes the States must address this as a matter of urgency.

9.7 The absence of comprehensive and robust equalities data does not eliminate the problem of workforce discrimination in access to employment, career development and promotion.

SECTION 10

CONCLUSION

10.1 All children and young people are entitled to be taught by those who are recognised and appropriately rewarded as highly-qualified and skilled professionals.

10.2 NASUWT believes that this entitlement of children and young people is at risk, as a result of teachers', lecturers' and school leaders' pay in Guernsey having been eroded against inflation and average earnings for at least ten years.

10.3 The case for a significant, above-inflation pay award applied to all teachers, lecturers and school leaders, on their current salary, to all points on the pay scales and any allowances, is indisputable.

10.4 Likewise, the case for adopting a single six-point pay scale for classroom teachers is strong and would provide not only accelerated pay progression for teachers, but would also, in conjunction with a substantial pay increase, be a powerful recruitment incentive.

10.5 NASUWT calls on the employer to agree the following pay awards as part of a sustained programme of teachers' pay restoration and growth:

- September 2026 – RPI + 2%;
- September 2027 – RPI + 2%; and
- September 2028 – RPI + 2%.

(RPI as measured in the preceding March)

10.6 This award would ensure that the progress made in the 2025 award is not squandered, but instead used as a foundation for the full restoration of teachers' pay back to 2007 levels.

10.7 Failure to make such an award will have a detrimental impact on the teaching link issues.

10.8 In addition to a significant, above-inflation pay award, the States should also use their subsidy of the St John Ambulance service to provide free ambulance cover for teaching staff, thus removing a powerful recruitment disincentive.

10.9 NASUWT also calls upon the employer to establish a joint employer/union working party to investigate and make recommendations on a scheme to assist States employees and their immediate families with the costs of primary health care, the terms of reference for which are to be agreed no later than 31 March 2027.

10.10 The employer should also commit to consult with NASUWT on:

(i) the provision of 'key worker' accommodation for teachers and lecturers;

(ii) the eligibility criteria for its occupation; and

(iii) any schemes of financial assistance with mortgage or rental costs provided to States employees or agency staff, e.g. rent allowance.