



NASUWT
The Teachers' Union

CAMPAIGN PLAN 2022





FOREWORD BY THE GENERAL SECRETARY

In the NASUWT, we stand together as the voice of the teaching profession.

We stand united with our fellow trade unionists at home and around the world – united in our shared determination to speak out against injustice and to stand up for the rights of working people. And united in our conviction that education is the most powerful weapon in the fight for peace.

Our fight for education and for the rights of working people begins right here, right now. It starts with the priorities set at our Annual Conference – on workload, pay, the wellbeing of teachers and pupils, and on equalities – and the fight against racism and misogyny.

We will take forward this Campaign Plan into workplaces, Local Associations, regionally and nationally – to secure a better deal for teachers.

We will not stand by whilst employers play fast and loose with our members' terms and conditions of service, or fail to uphold the standards we expect, or who believe it's OK to threaten teachers with the sack in order to drive down their pensions, pay and working conditions.

And we applaud our members across the country who have already taken a stand, fought back and won – demonstrating the

power of our Union – successfully defending their pensions, pay and working conditions, and winning the right to be consulted properly on future changes to their terms and conditions.

And whilst we will always challenge bad employment practices, we will also redouble our efforts to demand better from all governments and administrations – fair pay, respect for rights at work, better support for teachers and headteachers, and action to tackle the impact of the cost of living crisis.

That is what it means to be the NASUWT.

The events of the last two years have undoubtedly turbocharged the pressures on our members, but we are ready and determined to take action to put teachers first.

Join with us and join in and help us to deliver our agenda for change and for a Better Deal for All Teachers.

Dr Patrick Roach
General Secretary

THE ROLE OF THE NASUWT

The NASUWT is The Teachers' Union and represents teachers and headteachers across the United Kingdom.

By 'putting teachers first', the NASUWT works to enhance the status of the teaching profession to deliver real improvements to teachers' working lives, seeking to ensure they are recognised and rewarded as highly skilled professionals with working conditions that enable them to focus on their core role of teaching.

CAMPAIGNING IN CHALLENGING TIMES

Whilst Government Ministers broke the rules, throughout the pandemic, our members worked around the clock – keeping children safe and providing education for millions of children and young people.

But, whilst teachers were applauded by the public on the doorstep, governments and administrations have treated the profession with contempt. This was by failing to tackle excessive workload and adding insult to injury with further real-terms cuts to teachers' pay. In addition, too many employers – many in the independent sector – have seen the pandemic as an opportunity to attack the contractual rights of teachers.

This has to stop. Teachers are angry and they deserve better.

Today, the teaching profession is in crisis, and governments and administrations know it. One in three student teachers choose not to enter the profession after they have qualified because of the stress of the job. Forty per cent of new teachers leave within five years. The NASUWT's 'Big Question' survey found that two-thirds of teachers are seriously considering quitting the profession – citing workload, wellbeing and pay as key reasons. More and more teachers are bringing forward their plans for retirement. More headteachers are leaving the profession and fewer and fewer teachers are willing to take their place.

Ninety-one per cent of teachers report that their job has adversely impacted their mental

health in the last 12 months and, nationally, around 20,000 teachers report that they have self-harmed or are experiencing a severe mental health crisis because of the job. Across all categories, the teaching profession is characterised as suffering probable clinical depression.

Long COVID is a ticking time bomb in our schools and colleges – with rates increasing fastest amongst teachers and education staff than workers in other professions. Concerns over teacher shortages have risen to the top of the news agenda as one in ten teachers were off work due to COVID and many teachers reported getting COVID not just once, but multiple times following the removal of COVID safety measures and access to free COVID tests.

Despite talk of 'levelling up', levels of child poverty are once again on the increase as governments and administrations try to get away with delivering education recovery on the cheap.

We need a better deal for teachers and a better deal for children and young people, too. The NASUWT is committed to do whatever it takes to secure the change we need to see.



NASUWT
The Teachers' Union

A BETTER DEAL FOR TEACHERS



RESTORING THE VALUE OF TEACHERS' PAY

Teachers are working harder than ever, but for less pay, and the prospect of inferior pensions when they retire. Governments and administrations have failed to invest in teachers, and their actions have slashed teachers' real-terms pay by at least 19% since 2010, causing serious financial hardship for many teachers as a result of substantial real-terms pay cuts to their pay.

This situation has been exacerbated by the current cost of living crisis, including the rising costs of fuel, food, housing and energy, which have contributed to increased levels of poverty and widening inequality in our society.

Unless there is a significant programme of pay restoration for teachers, the epic recruitment and retention crisis within the teaching profession is set to continue.

Teaching has to be an attractive profession that rewards and celebrates experience through fair and equitable pay.

Any below-inflation pay award for teachers in 2022 would be an insult to the profession and will be rejected and robustly challenged and opposed. Against a backdrop of spiralling inflation, a restorative programme of teachers' pay awards that will deliver a minimum 12% award in 2022, 10% in 2023 and 8% in 2024 on all pay ranges is now essential.

The NASUWT will work with the TUC, WTUC, STUC, ICTU and our sister trade unions in campaigning together to secure a new deal for working people and better pay for our members.

We will:

- raise awareness of the pay problems teachers face and put pressure on governments and administrations to address them;
- continue to mobilise members for national industrial action, up to and including strike action, in the event that any government or administration fails to deliver a programme of restorative pay awards for teachers;
- campaign to secure equal pay rights and entitlements for supply teachers; and
- lobby for the advice and recommendations of all pay review bodies to not be ignored.

IMPROVING THE WELLBEING OF THE PROFESSION

The COVID-19 pandemic has had a profoundly detrimental effect on both pupils' and teachers' wellbeing and welfare. Teachers are stressed, dejected and working excessive and unsustainable hours.

Teachers and school leaders should be equipped with the ability to recognise and act upon mental health issues in themselves, their colleagues and their pupils and students.

We will:

- advocate for each school to incorporate wellbeing/welfare into their curriculum;
- lobby governments and administrations to include nationally recognised and certified Mental Health First Aid training as a compulsory element of all initial teacher training and education;
- campaign for wellbeing/welfare to be a priority in school catch-up planning and policy; and
- lobby for any strategy for education recovery to have teacher and pupil mental health at its core.

Flexible Working

Opportunities for flexible working arrangements are being denied to teachers by employers citing 'business reasons'. This is leading to the loss of experienced teachers and school leaders, exacerbating the recruitment and retention crisis, with

employers dismissing the value of part-time and job-share work.

Teachers securing part-time or job-sharing arrangements must be treated fairly in relation to their full-time colleagues, in respect of workload expectations or promotion opportunities.

We will:

- lobby for the day-one right to flexible working for all teachers;
- robustly challenge employers who deny flexible working requests;
- promote to employers the benefits of flexible working;
- campaign for the reinforcement of statutory provisions to ensure that teachers who are working flexibly have manageable and appropriately reduced performance management objectives in relation to days/hours worked; and
- conduct a survey to examine the extent to which teachers have been denied promotion or additional responsibility payments due to their flexible working arrangements.

Class Sizes

Class sizes are increasing in many schools, caused by a combination of increasing pupil rolls, teacher shortages and lack of space.

The health and safety issues caused by overcrowding, including lack of space, lack of ventilation, excessive temperatures and the transmission of pathogens, are ignored by some employers.

We will:

- publish updated guidance to members on class size, including around risk assessment;
- lobby governments and administrations to introduce maximum class sizes in all key stages;
- highlight guidance from subject associations, such as the Design and Technology Association (DATA), on class size limits; and
- continue to support members who face unacceptable class sizes by all means possible.



TAKING ACTION TO TACKLE EXCESSIVE WORKLOAD

Governments and administrations across the UK must urgently take action to reduce teacher workload and enforce contractual limits on directed time and overall working time.

The COVID-19 pandemic has exposed the grossly exploitative nature of teachers' conditions of service frameworks across the UK, as teachers and school leaders have been required to work excessive and unreasonable hours to deliver the responses of UK governments to the pandemic across the school system.

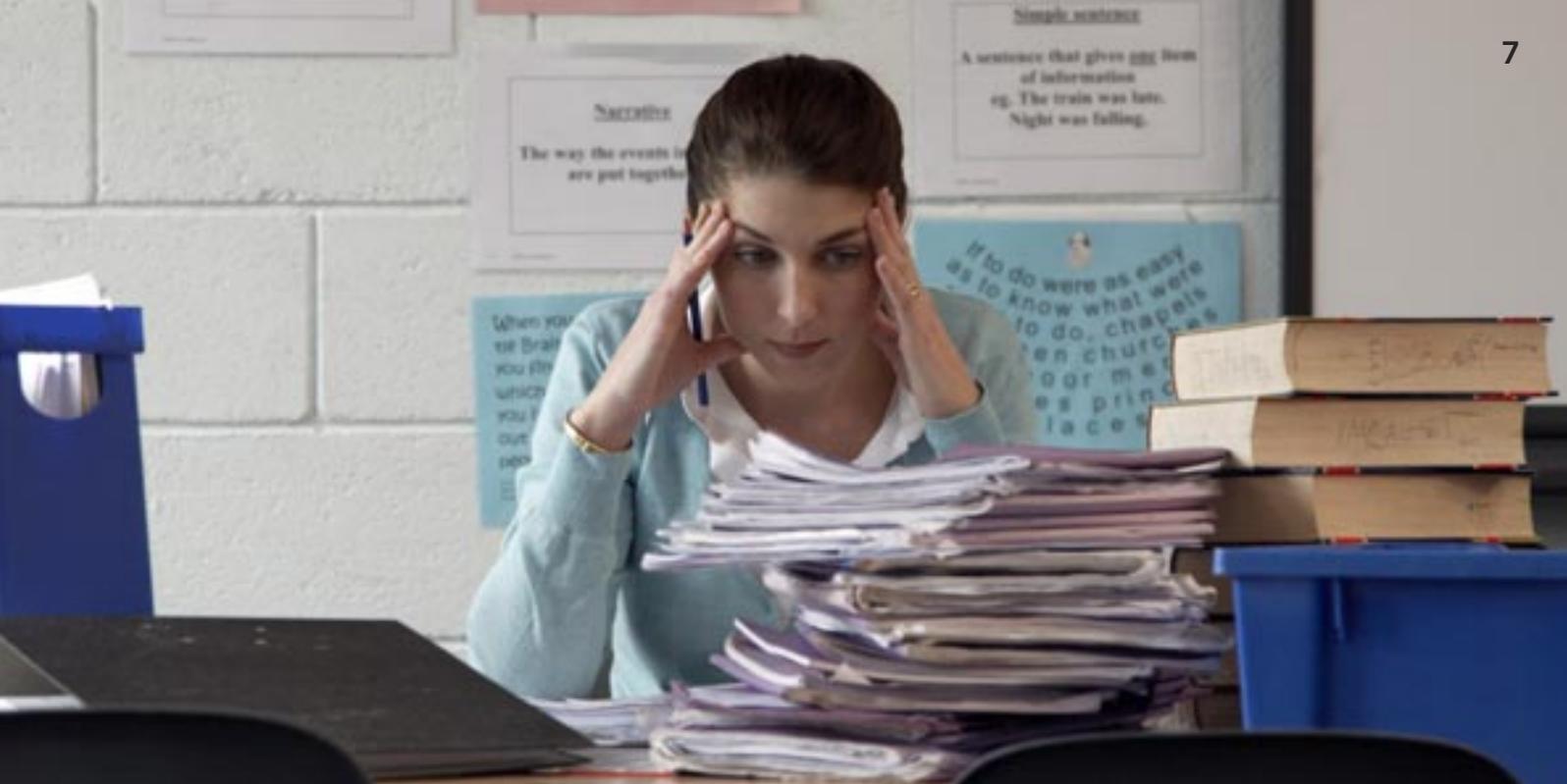
Teachers and school leaders should be entitled to a contract of employment which

places a genuine cap on their workload and working time, and which ensures that they cannot be required to carry out any duties outside their contractual limit.

The extra time, energy and workload required to deliver hybrid teaching is also having a detrimental effect on the health, safety and welfare of teachers and needs to be challenged.

We will:

- continue to campaign for the rights of teachers to have limits on their working time;
- continue to support teachers taking industrial action to defend their contractual rights on working time;
- campaign to promote teachers' rights to a work/life balance;
- expose the inadequacy of current teachers' conditions of service frameworks across the UK;
- educate teachers about the necessity of placing a genuine cap on teacher workload;
- lobby governments and administrations to commit to reducing workload for teachers;
- highlight and commend employers who demonstrate best practice in reducing workload for teachers;
- campaign and take action to achieve the replacement of all open-ended teacher contracts and conditions of service frameworks across the UK with those which contain a genuine and meaningful limit on working hours;
- compile and examine data on the effect that inappropriate remote and blended learning practices are having on teacher and lecturer absence, long-term sickness and the number of teachers and lecturers choosing to leave the profession;
- meet with governments and administrations to share this data and press for an immediate reduction in COVID-related excessive workload;
- continue to lobby governments and administrations to ensure that schools, colleges and learners get the support they need to provide effective and sustainable remote and blended learning offers;



- press governments, administrations and employers to ensure that technology is used in ways that are consistent with high-quality working conditions, support high-quality educational provision, does not increase workload, and enhances work to support teacher and lecturer wellbeing and positive mental health;
- provide further advice and guidance to members on the use of technology in schools and colleges and workload impact assessments, including in non-COVID-related school and college closures and the teaching of pupils and students away from school sites; and
- continue to defend members, including through the use of lawful industrial action, who are subject to uses of technology that undermine their legitimate employment rights and entitlements.

Changes to the School Day and School Year

In Wales, proposals have been made that could fundamentally change the conditions of service of teachers by reforming school term dates and the school year, with no consultation with education unions in Wales.

We will:

- lobby the Welsh Government to dismantle Local Management of Schools before any consideration is given to changes in the school year and day;
- press for the reconstruction of the education service in Wales following COVID-19, through delaying the implementation of the New Curriculum and improving teachers' conditions of service to support recruitment and retention; and
- take all appropriate action, up to and including industrial action, to protect teachers' conditions of service in Wales and support members facing increased workload through 'Rhythm of the school day' pilots and the implementation of the curriculum reforms.





CAMPAIGNING FOR SUPPLY AND SUBSTITUTE TEACHERS

Supply and substitute teachers are vital members of the teaching workforce and an important component in the educational structure. However, supply and substitute teachers are frequently marginalised and suffer discrimination and less favourable terms and conditions than the permanent teacher workforce.

It is a fundamental injustice that all supply and substitute teachers across the UK, including teachers working for supply agencies, are not

automatically enrolled into the Teachers' Pension Scheme (TPS) from the first day of their employment as a teacher.

We will:

- lobby for amendments to the Agency Workers and Teachers' Pension Scheme Regulations, to ensure that all supply teachers are automatically enrolled in the TPS for their entire employment, irrespective of the status of their employer;
- campaign for all supply, substitute and agency teachers to receive full equivalent permanent teacher employee entitlements to pay, pensions, family leave and flexible working from the first day of their placement in a local authority, school or academy trust;
- advocate a return to local authority-managed supply pools where these have been abolished; and
- press for all supply and substitute teachers to receive entitlements to serve as accredited trade union representatives, with access to trade union facility time, as appropriate.

DELIVERING FOR CHILDREN AND YOUNG PEOPLE



Curriculum and Qualifications

The continued erosion of financial, technical, vocational and creative qualifications in some jurisdictions leaves schools in the difficult position of not being willing to offer these types of qualifications to pupils and students

who would benefit from them, as they are not seen as worthy. This is detrimental to the emotional and cultural development of young people and does not reflect the realities of the job market.

We will:

- lobby for a widening of qualifications seen as valuable by school and college leaders, including subjects such as financial, creative, practical and vocational courses;
- insist that governments and administrations build a curriculum that teaches pupils and students the skills they need to achieve, thrive and succeed, personally, socially and financially;
- press for the appropriate balance between the use of terminal examinations and other forms of assessment in qualifications systems;
- campaign to ensure that teachers and lecturers are able to make effective and appropriate use of formative and summative assessment;
- lobby for the portability of qualifications across the UK, Europe and the wider world;
- expose how the implications of fragmentation in the education system, which the COVID-19 pandemic has exposed, in respect of qualifications and the curriculum can be addressed;
- press governments and administrations to adopt approaches to qualifications reform that:
 - i. contribute to efforts to drive down excessive and unnecessary workload burdens for teachers and school and college leaders;
 - ii. allow teachers and school/college leaders to focus on their core responsibilities for teaching and leading teaching and learning and avoid tasks that do not make the best use of their professional skills, talents and expertise;
 - iii. embed within the education system greater parity of esteem between so-called academic and vocational learning, with a wide range of relevant and coherent learning pathways;
 - iv. tackle the root causes of disaffection with education and disengagement from formal learning;
 - v. understand the 14-19 sector as a coherent whole, ending arbitrary distinctions between pre- and post-16 learning;
 - vi. address long-standing patterns of occupational segregation, tackle discrimination and actively promote equality and diversity;
 - vii. ensure that policy is developed and implemented in collaboration with nationally recognised trade unions and other legitimate stakeholders;
 - viii. promote collaboration rather than competition between providers; and
 - ix. make use of the skills, talents and expertise of all members of the existing school/college workforce.



Period Poverty

Period poverty does not end with free tampons and sanitary towels. Many students will need access to other products in order to feel empowered to attend school during their periods. We want governments and administrations to extend funding to cover items such as soap, underwear, tights and clothes.

We will:

- lobby governments and administrations to extend their sanitary provision to all relevant education settings in order for them to select which provisions best suit their pupils; and
- conduct a survey of all members to establish current access, awareness of period poverty and the impact on girls' education.

School Funding

Schools and colleges had been under immense financial pressure before the pandemic and this has increased significantly during the COVID-19 pandemic.

Schools and colleges have stepped up to cover costs for such things as intensive cleaning procedures and the use of extra IT equipment with minimal financial support from governments and administrations. This has continued to be an immense burden on school and college finances and will have a long-lasting effect.

We will:

- insist on an increase in funding to all educational settings; and
- lobby to ensure that all schools and colleges are not in or facing a deficit budget as a result of legitimate COVID-19-related expenditure.

Education Reform

The independent review of education in Northern Ireland arising from the New Decade, New Approach (NDNA) document should be the opportunity to improve industrial relations, reduce wasteful duplication, promote operational efficiency and ensure the release of funding to support the improvement of 'front-

line' service delivery. However, improvement will not happen without real-terms increases in levels of investment in teachers and the education system.

We will:

- lobby for a single employing authority for all teachers and support staff in Northern Ireland; and
- campaign for a review of governance at school level in Northern Ireland, which is long overdue.

Managing a Rights-based Education System

The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill (UNCRC) was passed unanimously by the Scottish Parliament in 2021.

The incorporation of the UNCRC will have important impacts on the working lives of NASUWT members and the Union's representation of their interests.

We will:

- campaign to ensure that clear, coherent and timely central advice is provided by the Scottish Government and other national bodies (such as Education Scotland and the SQA);
- lobby the Scottish Government to ensure the implementation of the UNCRC is considered in the context of the framework of the Universal Declaration of Human Rights (UDHR);
- monitor the variety in approaches to implementation adopted across the Scottish education policy sphere and robustly challenge these approaches where necessary, particularly where any practice risks undermining schools' ability to secure and maintain positive pupil behaviour;
- engage with Education International (EI) affiliates in countries that have incorporated the UNCRC; and
- monitor UNCRC-related developments in Scotland and internationally, producing guidance for members and seeking member feedback.

FIGHTING FOR EQUALITY



We will:

- lobby governments and administrations for misogyny to be recognised as a hate crime;
- work with relevant bodies to produce comprehensive policies in order to protect women and girls against violence, misogyny, assault, harassment and sexism;
- work with organisations that are campaigning against any groups that promote hatred of women and others;
- campaign to make it compulsory for schools to explicitly teach pupils and students about misogyny and misogynistic attitudes;
- lobby for fully-funded mental health and wellbeing programmes specifically aimed at boys, and further investment in mental health services, with a priority on early intervention; and
- continue to raise the profile of misogyny and sexual harassment with members and urge the importance of reporting incidents experienced or witnessed with employers.



Anti Far-right Initiatives

There has been a rise in far-right nationalism and hate crime throughout the UK, including the harmful targeting of refugees. Schools should be a place of safety, where all children are free from worry and are able to learn and communicate comfortably.

However, the casual use of hate speech by politicians and leaders, which is increasingly unchallenged by media institutions, is filtering rapidly into our schools and the homes of our learners. If we are not actively opposing this insidious radicalisation at every opportunity, then we are complicit in perpetuating it.

We will:

- lobby governments and administrations to invest in new programmes and international education initiatives to support cross-border understanding and promote diversity and mutual understanding;
- produce resources and training for members to assist with challenging far-right nationalism;
- work with charities to create training and resources that enable members to give refugee, asylum-seeking and migrant children appropriate support in their education;
- acknowledge that this is an intersectional issue and consult on this matter at all equality consultation conferences; and
- campaign for schools, colleges and academies to take the issue of abusive and hate-based language more seriously, and have a zero-tolerance approach to abuse and the use of terms such as 'banter' to excuse abusive behaviour.

Combatting Digital Poverty and Exclusion

The pandemic highlighted the extent of digital poverty and exclusion amongst children and young people across the UK. Too many learners still cannot access the range of digital opportunities available to their peers.

We will:

- campaign to eliminate digital discrimination and harassment on grounds of protected characteristics; and
- promote the use of equality impact assessments for the use of virtual learning environments.



SECURING A STRONG VOICE IN EVERY WORKPLACE

The NASUWT recognises the critical role of Workplace Representatives in recruiting and retaining members in the Union and offering wide-ranging support to teachers in the workplace. As such, we are committed to continuing to build our Workplace Representative base and seeking to gain a voice in every workplace.

The NASUWT will continue to campaign to promote the benefits of being a Workplace Representative to members, focusing on the

personal and professional development opportunities for the individuals undertaking the role.

We will:

- continue to build the NASUWT voice in every workplace;
- take action to recruit more members, particularly from under-represented groups, to become NASUWT Representatives;
- ensure that all current and new Workplace Representatives understand the importance of appropriate training to undertake the role and are afforded opportunities to take part in that training;
- challenge the climate of employer hostility and victimisation towards trade union representatives;
- continue to campaign to defend the right to facilities release and the right to time off for trade union duties; and
- work with the wider trade union movement to lobby governments and administrations for stronger legal protections for elected Workplace Representatives.



ACTION ON CLIMATE CHANGE AND SUSTAINABILITY



We believe that sustainability should be at the heart of all we do and that we should aim to meet our environmental targets by 2030.

We will:

- continue to pursue and promote a strategy of sustainability at a national, regional and local level; and
- conduct an environmental audit of our properties and investments, including pension schemes.



GET ACTIVE

Join us and Join in

The NASUWT is the voice of teachers at work. Your voice is strongest where members come together to ensure a strong NASUWT voice in the workplace. There are many ways to get involved and our reps are entitled to time off for training, too. Find out more at:

www.nasuwt.org.uk/GetActive

NASUWT
The Teachers' Union