

ASTREA
ACADEMIES TRUST
Teachers' Pay Claim

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1: INTRODUCTION

The NASUWT welcomes the opportunity to make a submission to ASTREA ACADEMIES TRUST in respect of the 2019/20 teachers' pay award.

The NASUWT shares the ambition of ASTREA ACADEMIES TRUST to secure high standards of education for pupils.

In order to achieve this aim, the 2019/20 pay award should have a threefold purpose - to attract teachers, to retain teachers and to motivate teachers. The NASUWT contends that a pay award which assumes pay restraint will not fulfil any of these objectives and will demoralise and demotivate teachers at ASTREA ACADEMIES TRUST.

ASTREA ACADEMIES TRUST will be making its 2019/20 pay award in the context of a teacher shortage which has reached embedded crisis proportions and which is putting at risk educational standards in ASTREA ACADEMIES TRUST academies.

ASTREA ACADEMIES TRUST will also be cognisant of the need to ensure that the pay of its teaching staff is competitive with the pay of teachers elsewhere, including teachers employed in the maintained sector, other academy trusts and the independent sector.

ASTREA ACADEMIES TRUST will further need to take account of wider trends in relation to the employment of graduates and be in a position to compete with overall pay levels, pay awards and pay progression opportunities and working conditions in other graduate professions.

The NASUWT's pay claim is for a substantial and above inflation increase to all teacher salary points and allowances in 2019/20, ensuring that all teachers in ASTREA ACADEMIES TRUST receive the increase. The NASUWT has presented detailed evidence relating to ASTREA ACADEMIES TRUST and the wider context in which ASTREA ACADEMIES TRUST operates to support this claim.

2: THE POSITION ON TEACHERS' PAY

Teachers in the ASTREA ACADEMIES TRUST are employed in accordance with the School Teachers' Pay and Conditions Document (STPCD), and have therefore been subject to the Government's policy of public sector pay restraint since 2010. This has had a seriously adverse impact on teachers' living standards.

The increased cost of living for teachers since 2010

The NASUWT asks ASTREA ACADEMIES TRUST to use the Retail Prices Index (RPI) as the inflation measure which most accurately measures increases in prices for teachers. Incomes Data Research (IDR) indicates that two thirds of employers use the RPI inflation index when calculating pay awards for their workforces, because the range of prices which are included in the index makes it a much more reliable indicator of the increases in prices which impact on their workforce than alternative inflation indices. The RPI is the one which is most directly relevant to teachers, although for other social or even occupational groups an alternative inflation index may be more relevant.

In the last five years, ASTREA ACADEMIES TRUST teachers have fared particularly badly. Teachers' pay in ASTREA ACADEMIES TRUST has risen by between three per cent and seven per cent whereas inflation has been over 20%. The following table illustrates the disparity between annual pay increases for teachers in ASTREA ACADEMIES TRUST and inflation. The totals to date are aggregated total figures – if the figures were calculated to show cumulative loss, the disparity would be even greater.

Year ending:	ASTREA ACADEMIES TRUST pay increases	Inflation as measured by RPI
01 September 2011	0%	5.6%
01 September 2012	0%	2.6%
01 September 2013	1%	3.2%
01 September 2014	1%	2.3%
01 September 2015	1% (with 2% on the maximum of the main pay range, as appropriate)	0.8%
01 September 2016	0% to 1%	2%
01 September 2017	1% (with 2% to teachers on the minimum [and/or] maximum of the pay range or 2% to teachers on the main pay range)	3.9%p
01 September 2018	3.5%, 2% and 1.5%	3.3%
Total to date¹	5.5% to 10.5%	23.7%

The NASUWT regrets that the annual pay awards for teachers at ASTREA ACADEMIES TRUST have been limited in line with the minimum uplift recommended for teachers in maintained schools. In practical terms, this means that many teachers have not received pay increases, even in cash terms, because pay awards may have been limited to the minima and the maxima of the teachers' pay ranges in the STPCD.

In addition, the NASUWT draws to the attention of ASTREA ACADEMIES TRUST that pay awards in the maintained sector over the same period have been criticised, including by the independent School Teachers' Review Body (STRB), on the grounds that they have not remained competitive with other graduate employment sectors:

'In our 26th report (July 2016) we said that, based on our assessment of recruitment and

¹ Please note that these are illustrative, aggregate totals and have not been compounded

retention alone, there was a case for a higher than 1% uplift to the national pay framework. We therefore advised the Department and other consultees that they should help schools to prepare for this. Our analysis of the evidence for the current pay round shows that the trends in recruitment and retention evident last year have continued – teacher retention rates continued to fall, particularly for those in the early stages of their career, and targets for ITT recruitment continue to be missed. We are deeply concerned about the cumulative effect of these trends on teacher supply. We consider that this presents a substantial risk to the functioning of an effective education system.’²

The STRB has also made it clear that schools must focus their budgets on rewarding teachers, and that this is a key prerequisite for maintaining educational standards, stating that:

‘Pupil achievements are largely dependent on schools maintaining a strong cadre of teachers. This will require school leaders and governing bodies to make best use of their people and give the necessary priority to teachers’ pay within their schools’ budgets.’

The Review Body summarised the rationale for the 3.5% pay recommended pay increase in 2018/19 as follows: *The decline in the position of the teachers’ pay framework in the labour market for graduate professions needs to be addressed as a matter of priority. With the prospects for wage growth in the wider economy better than for several years, a significant uplift to teachers’ pay is required to forestall a further weakening in the competitive position of the teaching profession.*³

The Review Body has reminded education employers that they have a responsibility to ensure that *suitable priority to teachers’ pay when setting their budgets to help ensure that an effective workforce is maintained.*’

The NASUWT acknowledges the decision of ASTREA ACADEMIES TRUST to award a pay increase of 3.5% to the maximum and the minimum of the main pay range in 2018/19, but this does not even begin to compensate for the impact of inflation in the last three years.

The Office for National Statistics (ONS) publishes inflation statistics using a variety of inflation indices. Out of a range of inflation indices, Review Bodies are obliged to select the one which is most appropriate to their workforce. Out of the ONS’s inflation indices, the NASUWT continues to ask ASTREA ACADEMIES TRUST to have regard to the Retail Prices Index (RPI) when considering the impact of inflation on teachers’ pay.

In April 2019, 12 month RPI inflation reached 3.0%.⁴ However, the crucial issue when considering the impact of inflation on teachers’ pay is the cut in real-terms pay since 2010, making teachers’ salaries deeply uncompetitive

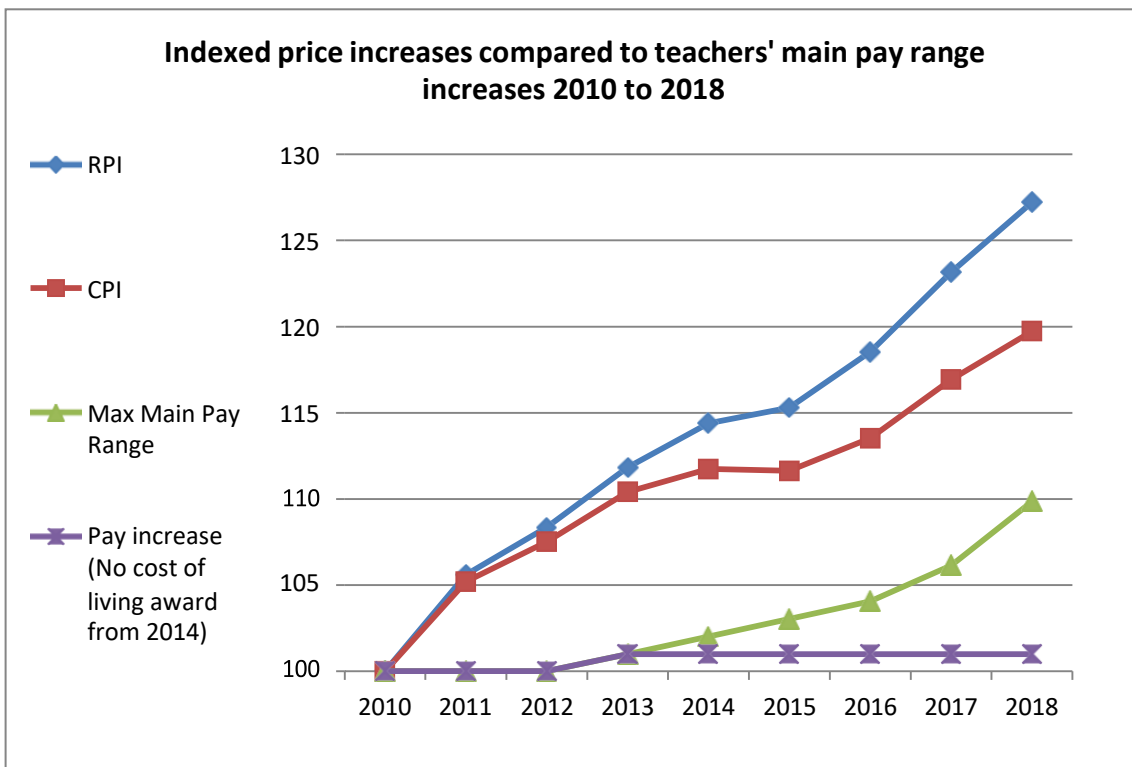
The chart below shows the extent to which the pay of teachers on the main pay range (MPR) has fallen behind price increases, measured by both the RPI and CPI, since 2010. The chart illustrates pay increases in the best-case scenario where a teacher on the MPR has received the maximum pay award each year since 2010 (Maximum MPR) and the worst-case scenario, where a teacher on the MPR has received no cost of living award since 2014.

² *School Teachers’ Review Body’s 27th Report, 2017*, paragraph 5.23.

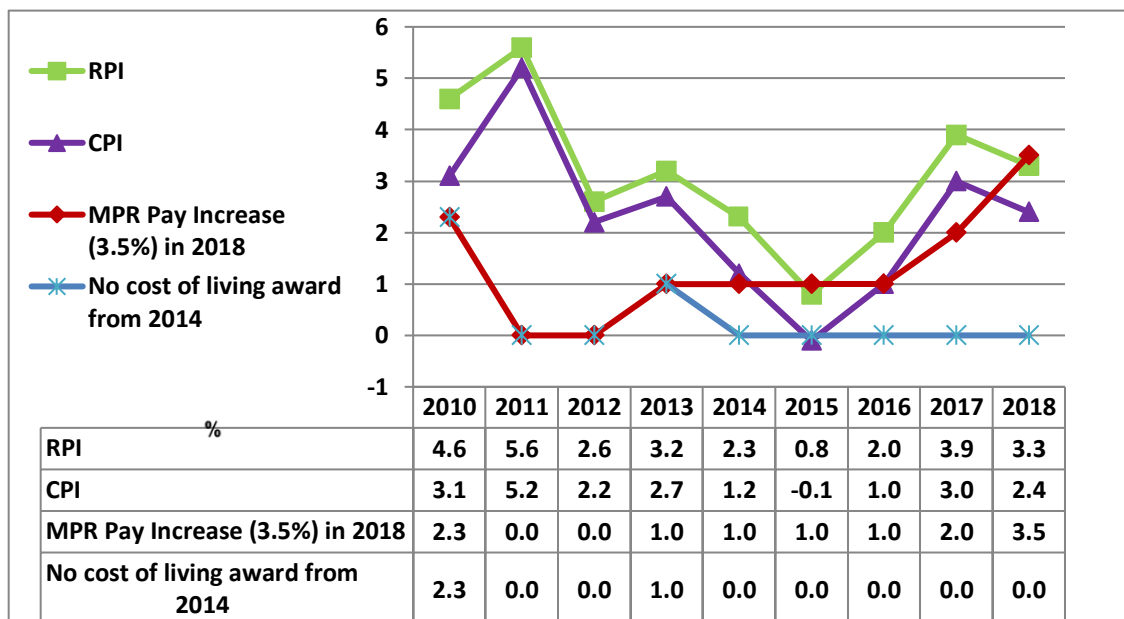
³ *School Teachers’ Review Body’s 28th Report*, July 2019

⁴ Office for National Statistics, *UK Consumer Price Inflation April 2019*, May 2019.

In both the best and worst-case scenarios, teachers' pay has failed to keep pace with price increases as measured by both RPI and CPI inflation measures. Teachers in 2018 are significantly poorer in real terms than they were in 2010.



The following chart illustrates the percentage increase in MPR pay in both pay scenarios since 2010, as set out above, together with the 12 month percentage change in inflation for both RPI and CPI in September of each year.



Cumulative real-terms loss for teachers on the ASTREA ACADEMIES TRUST contract

It cannot go unnoticed that the cumulative real-terms loss in pay suffered by teachers since 2010 means they also find it hard to get by.

The table below shows the extent to which teachers' salaries have reduced in real terms, as measured by RPI, since 2010. The values of teachers' pay on the MPR are between £3,529 (14.9%) and £4,818 (13.8%) lower in 2018/19 than if teachers' salaries had increased to keep pace with RPI inflation since 2010.

The NASUWT has illustrated only the impact of inflation on teachers' pay for the minima and maxima of the pay ranges. Given that it is impossible to quantify the extent to which teachers on points in the pay range above the minima have received any pay increase, the intermediate pay points have not been included.

England	Salary 2017/18 (Uplifted by 3.5% on all MPR, 2% UPR, 1.5% LPR)	Shortfall in 2018/19 (£)	% shortfall in 2018/19	2010/11- 2018/19 Cumulative shortfall (£)
Main Pay Range				
Minimum	£23,720	−£3,529	14.9	−£20,575
Maximum	£35,008	−£4,818	13.8	−£28,758
Upper Pay Range				
UPS1	£36,646	−£6,499	17.7	−£33,850
UPS3	£39,406	−£6,989	17.7	−£36,401
Leadership Pay Range				
L6	£45,213	−£8,280	18.3	−£42,190
L8	£47,501	−£8,700	18.3	−£44,329
L11	£51,234	−£9,384	18.3	−£47,813
L28	£77,613	−£14,218	18.3	−£72,439
L43	£111,007	−£21,651	19.5	−£109,013

As this table indicates, teachers who have received a pay increase of 3.5% in 2018/19 have still seen their salaries fall in real terms by between 13.8% and 14.9% since 2010/11.

A significant above-RPI inflation increase in salary values over a sustained period is necessary to restore teachers' salaries to a level commensurate to their skills and experience.

Teachers' take-home pay has also been significantly reduced due to paying increased pension contributions since 2012. The table below details the amount of additional pension contributions that teachers have paid in 2018/19 and cumulatively from 2012/13 to 2018/19, over and above the original 6.4% contribution rate as a result of the increased pension contribution rates introduced in 2012.

Additional Pension Contributions (over 6.4%) paid between 2012-13/2018-19

Total increase in pension contributions	Salary at 1 September 2018 (3.5% increase to MPR, 2% UPR, 1.5% LPR)	% Increase (over 6.4% rate)	Additional Pension Contributions (over 6.4%) paid in 2018/19		Additional Pension Contributions (over 6.4%) paid between 2012/13-2018/19	
			£pa	£pa with tax relief	£	£ with tax relief
Main Pay Range						
Minimum	£23,720	1.0	237.20	189.76	1,350.02	1,080.01
Maximum	£35,008	2.2	770.18	616.14	4,725.89	3,780.71
Upper Pay Range						
UPS1	£36,646	3.2	1,172.67	938.14	6,907.25	5,525.80
UPS3	£39,406	3.2	1,260.99	1,008.79	7,427.54	5,942.04
Leadership Pay Range						
L6	£45,213	3.8	1,718.09	1,374.48	10,135.58	6,763.50
L8	£47,501	3.8	1,805.04	1,083.02	11,148.37	6,689.02
L11	£51,234	3.8	1,946.89	1,168.14	12,461.00	7,476.60
L28	£77,613	5.3	4,113.49	2,468.09	23,148.34	13,889.00
L43	£111,007	5.3	5,883.37	3,530.02	36,730.54	22,038.33

The following table shows the combined cumulative loss to teachers' pay as a consequence of both the real terms shortfall in teachers' salaries resulting from below-RPI salary increases since 2010, and increased pension contributions over 6.4% since 2012. Teachers who have remained in the profession since 2010 are between £21,655 and £131,051 worse off in real terms as a result of the combined impact of increases to teachers' pension contributions and the Government's teachers' pay policy, which have resulted in substantial real-terms pay cuts at all salary levels.

'Combined Cumulative Loss' between 2010/11 - 2018/19

England	Salary 2018-19 (Uplifted by 3.5% on all MPR, 2%	Shortfall in salary in 2018-19 as a result of below-	Additional Pension Contributions (over 6.4%) paid in 2018/19	'Combined Loss' in 2018-19	Total additional Pension Contributions (over 6.4%) paid between 2012-	Cumulative shortfall in salary between 2010-11/ 2018-19 as a	'Combined Cumulative Loss' between 2010-11/ 2018-19

	UPR, 1.5% LPR)	RPI pay increas es			13/2018- 19	result of below- RPI pay increas es	
			£pa with tax relief	£	£ with tax relief		£
Main Pay Range							
Minimum	£23,720	-£3,529	-£190	-£3,719	-£1,080	-£20,575	-£21,655
Maximum	£35,008	-£4,818	-£616	-£5,434	-£3,781	-£28,758	-£32,539
Upper Pay Range							
UPS1	£36,646	-£6,499	-£938	-£7,437	-£5,526	-£33,850	-£39,375
UPS3	£39,406	-£6,989	-£1,009	-£7,998	-£5,942	-£36,401	-£42,343
Leadership Pay Range							
L6	£45,213	-£8,280	-£1,374	-£9,654	-£6,764	-£42,190	-£48,954
L8	£47,501	-£8,700	-£1,083	-£9,783	-£6,689	-£44,329	-£51,018
L11	£51,234	-£9,384	-£1,168	-£10,552	-£7,477	-£47,813	-£55,289
L28	£77,613	- £14,218	-£2,468	-£16,686	-£13,889	-£72,439	-£86,328
L43	£111,007	- £21,651	-£3,530	-£25,181	-£22,038	- £109,013	- £131,051

Changes to National Insurance contributions for employees in previously contracted-out pension schemes from April 2016 onwards cut the take-home pay of teachers even further. The following table illustrates the impact of the higher National Insurance contributions on the 2018/19 pay-range values. These increased contributions have significantly diminished the benefit of the 2018/19 salary increase for many teachers.

Additional NI contribution on 2018/19 salary

England	Salary 2017/18	Salary 2018/19 (Uplifted by 3.5% on all MPR, 2% UPR, 1.5% LPR)	Difference in Salary £	Additional NI contribution on 2018/19 salary	Difference £
Main Pay Range					
Minimum	£22,917	£23,720	£803	-£277	£526
Maximum	£33,824	£35,008	£1,184	-£461	£723
Upper Pay Range					
UPS1	£35,927	£36,646	£719	-£488	£231
UPS3	£38,633	£39,406	£773	-£533	£240

Leadership Pay Range					
L6	£44,544	£45,213	£669	-£625	£44
L8	£46,799	£47,501	£702	-£632	£70
L11	£50,476	£51,234	£758	-£632	£126
L28	£76,466	£77,613	£1,147	-£632	£515
L43	£109,366	£111,007	£1,641	-£632	£1,009

It has to be stressed that these tables arguably portray a more ordered pay framework than is the case. Many teachers previously on M6 of the main pay range prior to 2013 have not received annual pay increases but have seen the maximum of the pay range move up beyond them, whilst their pay has been frozen.

The NASUWT has commissioned independent research of trends in teachers' pay from IDR. The research concludes the following about teachers' pay in England:

*'These findings echo the conclusions of the STRB, which found that the teaching profession has continued to lag behind other graduate professions, both in terms of starting salaries and pay progression prospects.'*⁵

The independent IDR research summarises the long-term trend over teachers' pay:

*'Data on pay movements demonstrates clearly that teachers in England have not had significant real-terms pay increases since before the recession a decade ago.'*⁶

Teacher hardship

In addition, the operation of the NASUWT's Benevolent Fund during 2018 indicates the high levels of hardship which teachers face.

A total of 306 new applications were dealt with during 2018. This remains in keeping with previous years and shows how demand for assistance from the Union's Benevolent Fund remains consistently high. Many applicants continued to face escalating financial difficulties, mortgage and rent arrears and unmanageable loan and credit card debts due to a number of circumstances, reflecting the ongoing difficulties teachers across the board are facing.

The Education Support Partnership has reported that it saw a 42% increase in its hardship grant applications from teachers during 2017/18.⁷ There is no evidence to suggest that teachers employed by ASTREA ACADEMIES TRUST are immune from these financial pressures.

Comparable graduate pay

Pay is today one of the main factors cited by teachers for leaving the profession, and there is strong evidence that relatively low pay levels in teaching as compared with other graduate occupations is impacting adversely on graduates' decisions to choose teaching as a career.⁸ ASTREA ACADEMIES TRUST is not immune from these

⁵ IDR, *A review of school teachers' pay in England compared with other graduate professions*, Glenn et al, 2019, 1.9.

⁶ Ibid, 1.3.

⁷ Education Support Partnership, *Annual Review, 2017/18*, 2018.

⁸ Institute LKMCo (2015) 'Why Teach?'; NASUWT (2017) 'The Big Question Survey'; High Fliers Research (2017) 'The Graduate Market in 2017'.

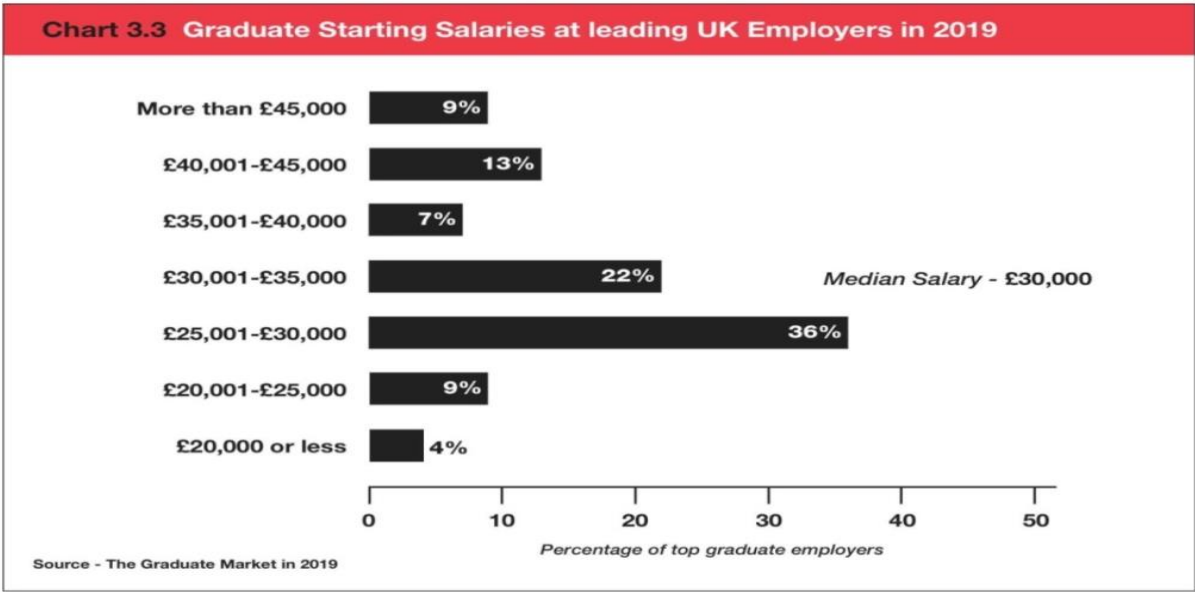
wider contextual challenges.

Salary levels across the graduate labour market serve to demonstrate the uncompetitive nature of teachers' pay. This point is emphasised by the most recent Report from High Fliers Research, *The Graduate Market in 2019*.

The Report indicates that competition in the market for graduates continues to be high and schools will continue to have difficulties in recruiting and retaining teachers.

The researchers also found that the highest graduate starting salary has hit £60,000 for the first time.

In contrast, as can be seen from the table below, teachers' starting salaries in England of £23,720 are set within the range of the lowest paying 13% of UK employers:



The Department for Education's (DfE's) own evidence to the STRB in connection with the 2019/20 pay award confirms that teachers' pay is deeply uncompetitive when compared with the private sector. The following chart shows the percentage difference in average (mean and median) salaries of classroom teachers compared with private sector graduates:⁹

⁹ Ibid, B11.

Figure 12: Percentage difference in average (mean and median) salaries - classroom teachers' salaries vs. private sector graduate professional salaries 2017/18^{31 32}



Source: **School Workforce Census** November 2017 (teachers), **Labour Force Survey** (graduate professionals)

In all regions, teachers' mean average salaries are less than those of graduates in the private sector. In the South East they are 29% lower and are nearly as uncompetitive in London (27%) and the Eastern Region (28%).

The NASUWT has commissioned a review of teachers' pay in England from IDR compared with other graduate professions. The report examines data drawn from the ONS Annual Survey of Hours and Earnings (ASHE) on the pay of teachers and ten non-teaching graduate occupations. The report uses 2018 data and therefore provides a current comparison of the pay of teachers and comparable graduates

IDR has found that secondary teachers rank ninth out of 12 graduate professions and primary teachers rank 12th out of 12, when 2018 mean average pay levels are taken into account.¹⁰

The following chart is colour coded blue to indicate where teachers' earnings are lower than other graduate professions and red to indicate where they are higher. The chart is overwhelmingly blue:¹¹

Table 3: Median and average gross weekly earnings differentials of 10 graduate professions versus teachers in England 2018

Group	Average gross weekly pay £pw	Differential with secondary teachers	Differential with primary and nursery teachers	Median gross weekly pay £pw	Differential with primary and nursery teachers	Differential with primary and nursery teachers

¹⁰ Ibid, 1.4.

¹¹ Ibid, 1.6.

Secondary education teaching professionals	757.2			740.4		
Primary and nursery education teaching professionals	690.6			688.5		
Chemical scientists	732.8	-3.2	6.1	619.4	-16.3	-10.0
Biological scientists and biochemists	832.0	9.9	20.5	739.0	-0.2	7.3
Physical scientists	879.1	16.1	27.3	768.7	3.8	11.6
Engineering professionals	843.5	11.4	22.1	800.2	8.1	16.2
Health professionals	1,148.3	51.7	66.3	937.2	26.6	36.1
Pharmacists	825.8	9.1	19.6	791.8	6.9	15.0
Legal professionals	1,184.6	56.4	71.5	958.2	29.4	39.2
Chartered and certified accountants	880.2	16.2	27.5	761.7	2.9	10.6
Management consultants and business analysts	872.5	15.2	26.3	780.2	5.4	13.3
Chartered surveyors	751.8	-0.7	8.9	684.5	-7.5	-0.6

Source: ASHE

As IDR has indicated, *'the differentials in favour of many of the non-teaching groups were substantial. For instance, the average gaps between health and legal professionals were over 50% higher than those of secondary teachers and over 65% higher than the equivalent primary and nursery school figures.'*

In 2018, average gross earnings for all comparator professions were 18.2% above those for secondary school teachers and 29.6% ahead of average earnings for primary school teachers.¹²

In addition to analysing ASHE data, IDR carried out research into graduate starting salaries, demonstrating that teachers' starting salaries continue to be uncompetitive. The IDR research indicates that median starting salaries for teachers are 17.7% lower than salaries for graduates across 42 organisations:¹³

IDR has concluded: *'It is clearly visible that the overall pattern illustrates a sustained deterioration in the earnings levels of school teachers relative to other groups over the period 2007 to 2014. From 2015, increases varied according to range or position in the range but with the exception of a subset of teachers in 2018, the figures show that pay increases trailed those found in the whole economy over this more recent period too.'*¹⁴

	School teachers England & Wales		Pay settlements – whole economy			Comparison with median
	% general award		Lower quartile %	Median %	Upper quartile %	Percentage point difference
2010	General salary increase of 2.3%	Q3	0.3	2.0	2.4	0.3
2011	No general salary increase	Q3	0.0	2.0	3.0	-2.0
2012	No general salary increase	Q3	1.0	2.0	3.0	-2.0

¹² Ibid.

¹³ Ibid, 4.2

¹⁴ Ibid, 3.3.

2013	General salary increase of 1%	Q3	1.0	2.0	2.5	-1.0
2014	1% increase in range minima, maxima and reference points within ranges	Q3	2.0	2.5	2.8	-1.5
2015	1% uplift to the minima of all pay ranges and allowances, 2% uplift applied to the maxima of the main pay range	Q3	1.8	2.2	2.5	-1.2
2016	1% increase to the statutory minima and maxima of all pay ranges and allowances in the national pay framework from September 2016, including allowances. Schools have discretion over how to apply the increase unless teacher is on the minimum pay-point	Q3	1.0	1.78	2.5	-0.78
2017	2% uplift to the minimum and maximum of the main pay range; a 1% uplift to the minima and maxima of the upper, the unqualified and the leading practitioner pay ranges. Schools have discretion over how to apply the increase unless teacher is on the minimum pay-point but must be within the overall 1% public sector pay cap	Q3	1.7	2.0	2.74	-1.0
2018	3.5% to the minimum and maximum of the unqualified pay range and main pay range; 2% to the minimum and maximum of the upper pay range, leading practitioner pay range and all allowances; 1.5% to the minimum and maximum of the leadership pay ranges.	Q3	2.0*	2.5*	3.0*	1.0, -0.5 or -1.0 depending on range

**Provisional and subject to revision. Note: we have analysed whole-economy pay awards for the third quarter of the year (Q3), to align with the teachers' pay review in September.*

Source: IDR¹⁵

ASTREA ACADEMIES TRUST should be aware that High Fliers Research Found that the median starting salary for graduates is £30,000, which is 26% higher than the 2018/19 starting salary for a teacher and 16% higher than the starting salary for a teacher working at ASTREA ACADEMIES TRUST.

The demand for graduates is high and is increasing. The research found that employers' vacancies for graduates are up by 9.1%, the highest increase since 2011. This followed a 4.3% increase for graduates in 2018.¹⁶

The Managing Director of High Fliers Research commented that: *'Our latest research shows that despite all the continuing uncertainty over Brexit, the UK's top employers are planning to recruit a record number of new graduates in 2019. The number of graduate roles is rising again after it fell for the first time in five years over uncertainty around Brexit, he said. In 2019, a sixth of the top 100 schemes will pay more than £40,000, according to the research.'*¹⁷

It is therefore essential that ASTREA ACADEMIES TRUST is able to compete with other graduate employers by raising the pay levels of its teaching workforce.

¹⁵ *ibid*, Table 4 page 29.

¹⁶ High Fliers Research, *The Graduate Market in 2019*, 2019, Chart 2.1

¹⁷ Daily Telegraph, https://www.telegraph.co.uk/education/2019/01/21/highest-graduate-starting-salary-hits-60000-firsttime/?WT.mc_id=tmg_share_tw, accessed 24 January 2019.

Results from the British Chambers of Commerce (BCC) survey of 6,000 firms, employing over one million people across the UK, show that recruitment difficulties across the economy have reached near record highs.¹⁸

The difficulties in recruiting to ASTREA ACADEMIES TRUST will be impacted by the national trends in relation to teachers' pay overall, and also by local labour market pressures. The NASUWT invites ASTREA ACADEMIES TRUST to examine local data on pay levels and pay awards in graduate occupations. The NASUWT remains concerned about the disparities between the pay of teachers at ASTREA ACADEMIES TRUST and the pay in other graduate professions and of teachers employed elsewhere.

Pay progression

The NASUWT is concerned that to date ASTREA ACADEMIES TRUST has failed to provide data about the pay progression of teachers at ASTREA ACADEMIES TRUST. The NASUWT strongly urges ASTREA ACADEMIES TRUST to provide statistical data to demonstrate how it is meeting its statutory duties under the Equality Act 2010 to eliminate discrimination, advance equality and promote good relations between teachers with different protected characteristics. The NASUWT remains concerned that without such data analysis, ASTREA ACADEMIES TRUST will continue to be at serious risk of litigation.

3: TRENDS IN TEACHER SUPPLY

The teacher shortage in England has reached crisis proportions and ASTREA ACADEMIES TRUST will not be immune from this.

ASTREA ACADEMIES TRUST will be aware of the high numbers of teachers trying to leave teaching altogether, the decline in the number of graduates seeking to train to become teachers and the substantial numbers of initial teacher training (ITT) places that are unfilled.

The increasingly parlous teacher supply situation was acknowledged by the House of Commons Public Accounts Committee in the findings of its inquiry into these matters, published in January 2018.¹⁹ In particular, the Committee made clear its view that the DfE had *'failed to get a grip on teacher retention'*.

The most recent data from the Universities and Colleges Admissions Service (UCAS) *End of Cycle Analysis Report* confirms that approximately 46,205 people applied for an ITT place through the UCAS Teacher Training (UTT) application scheme in 2017.²⁰

This figure represents a 14% decline in the number of UTT applicants since 2014.

¹⁸ <https://www.britishchambers.org.uk/news/2019/01/bcc-quarterly-economic-survey-big-squeeze-on-firms-from-recruitment-prices-and-cash-flow>, accessed 3 January 2019.

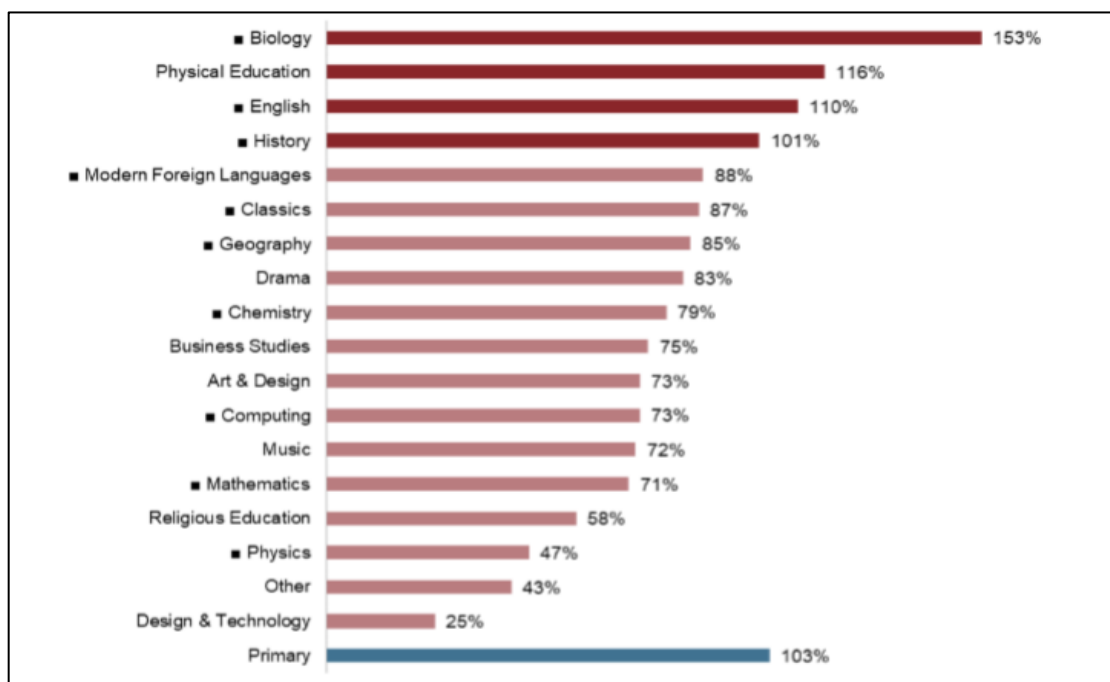
¹⁹ House of Commons Committee of Public Accounts (2018). *Retaining and developing the teaching workforce: Seventeenth Report of Session 2017-19 (HC460)*. Available at (<https://publications.parliament.uk/pa/cm201719/cmselect/cmpubacc/460/460.pdf>), accessed on 30.12.18.

²⁰ Universities and Colleges Admissions Service (UCAS) (2018a). *UCAS Teacher Training End of Cycle 2017 Data Resources: UTT1_001_02: Applicants by domicile*. Available at: (<https://www.ucas.com/file/162286/download?token=Y4x2lyjO>), accessed on 02.01.19. The equivalent figure for 2016 was 46,000 applicants.

Between 2010, when 67,289 applicants entered the formal ITT recruitment process, and 2017, the number of applicants has fallen by 31%. The Trust will note that this period coincides with the imposition of significant pay freezes and restraints on the teaching profession.

Interim data from UCAS for the 2018/19 UTT application round indicates that mid-phase applications for ITT places remain at historically low levels. By 19 November 2018, 7,440 applicants had entered the UCAS UTT process, a broadly comparable level of entries to that recorded at the equivalent stage of the 2017/18 cycle.²¹ The statistical first release (SFR) data further confirms that the majority of subjects did not recruit sufficient trainee teachers to meet the targets set by the DfE (Figure 1).

Figure 1: New entrants to postgraduate initial teacher training by subject, as a proportion of Teacher Supply Model targets, academic year 2018 to 2019



Source: DfE: Initial Teacher Training Census 2018/19

²¹ UCAS (2018b). *Report A: UCAS Teacher Training applicants at Monday 19 November 2018*. Available at: (<https://www.ucas.com/file/196346/download?token=fMsMIZy9>), accessed on 02.01.19. The number of applicants recorded at the equivalent stage of the 2017/18 cycle was 7,310, a decline of 43% in the number of applicants (12,840) recorded in November 2016.

Teacher wastage

Levels of wastage from the teaching profession, other than for reasons of retirement or death-in-service, have risen significantly. The School Workforce Census (SWC) confirms that between 2011 and 2017, the number of teachers leaving teaching for reasons other than retirement or death-in-service rose from 24,750 to 35,800, the highest recorded annual wastage rate.²²

This unprecedented increase in teachers exiting the profession draws attention to concerns highlighted by the outcomes of the NASUWT's annual Big Question Survey (2018) of teacher opinion, which found that:

- 56% of teachers felt that their job satisfaction had declined over the past 12 months;
- 59% of teachers indicated that they did not think that they were empowered professionally to deliver the best outcomes for their pupils;
- 42% had not received the pay progression to which they were entitled over the past 12 months;
- 46% were not paid for the full range of responsibilities they undertake;
- 71% would not recommend teaching as a career; and
- 65% had considered quitting the profession altogether in the last 12 months.

Comparable figures were reported in a recent independent ComRes poll which found that:

- almost six in ten teachers (59%) stated that they had seriously considered leaving their current job in the last 12 months;
- over half (52%) had seriously considered leaving the teaching profession over the past year; and
- well over half (56%) disagreed with the statement '*I would recommend a career as a teacher to a friend.*'

It has always been the case that a proportion of those individuals entering teaching decide to move to another occupational sector, either during their training or relatively shortly after its completion. However, official data confirms that retention rates among those who have recently acquired QTS have deteriorated significantly. Between 2009 and 2014, the proportion of newly qualified teachers (NQTs) still in service after two years of qualification fell from 80% to 73%.²³

Recruitment into Teach First, often regarded as the 'gold standard' of ITT programmes, highlights the extent of these issues. For secondary Teach First participants, the 'Year 1' retention rate (i.e. the proportion of trainees employed as teachers one year after gaining QTS) is relatively high, estimated to be in the range of 80-87% of all trainees. However, this rate is related in large part to the fact that successful completion of the Teach First programme requires participants to remain in post for one year after gaining QTS. By Year 5, the retention rate was much lower at between 37-44% of participants.

The NASUWT held its annual Young Teachers' Consultation Conference in January 2019. Eight seven percent of attendees had been in teaching for less than five years

²² DfE (2018c). *School Workforce in England: November 2017*. Available at: (<https://www.gov.uk/government/statistics/school-workforce-in-england-november-2017>), accessed on 02.01.19.

²³ Ibid.

and pay was the highest most single identified reason why attendees were considering leaving the profession, with 17% of young teachers selecting this option.

It is worthy of comment that only 19% of young teachers attending had no plans to leave teaching. In other words, 21% of young teachers who wanted to leave the profession wanted to do this because of dissatisfaction with their pay.

Retirements

The current demographic composition of the teacher and school leader workforce highlights the implications of retirements for the future adequacy of teacher supply.

Between 1993 and 2017, the number of retirements per year by teachers of pension age increased from 3,310 to 9,950, despite the increased restrictions placed on the ability of teachers to access retirements imposed over this period.²⁴

It is, therefore, important to note that the SWC confirms that approximately 17% of the total teacher population is aged fifty or over and that, as a result, age retirements are likely to continue to exert pressure on maintaining the sufficiency of the pool of active teachers.

In addition to retirements, evidence suggests that a significant proportion of teachers will continue to seek early exit from the profession, including through the use of actuarially-reduced pensions. Of the 14,010 teachers in the state-funded school sector accessing Teachers' Pension Scheme benefits for the first time in 2016/17, 5,740 (41%) took actuarially reduced benefits as a result of retirement before reaching eligibility for full pension benefits.²⁵

Vacancy rates

The issues described above in relation to teacher recruitment and retention are reflected in current vacancy rate data, although it is important to note that in its present form this data may not capture the full extent of issues across the education system in respect of teacher supply.

Nevertheless, teacher vacancy data provides clear evidence that teacher supply issues are becoming more acute. Official DfE data confirms that the overall wastage rate for secondary schools increased from 1.2% to 1.4% between 2015 and 2017 compared with a recorded equivalent rate of 0.3% in 2011.²⁶ It should be noted that the current rate is approaching the 1.4% teacher vacancy rate calculated on the pre-2010 basis, reached in 2000, acknowledged at the time by the STRB as indicative of substantial teacher supply problems.

Further evidence of increasing barriers to filling vacancies is confirmed by the rise in the number of full-time equivalent unqualified teachers working in teaching roles in schools from 16,620 to 24,400 between 2013/14 and 2016/17.²⁷

²⁴ Ibid.

²⁵ Ibid.

²⁶ DfE (2018d). *Analysis of teacher supply, retention and mobility*. Available at: (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/615729/SFR33_2017_Text.pdf), accessed on 29.12.18.

²⁷ DfE (2018c). *op.cit.*

It is also clear that the issues of teacher supply are driving schools to deploy teachers to teach in subject areas which are not their first specialism or for which they do not possess appropriate academic qualifications. The SWC confirms that only 78% of mathematics lessons in year groups 7-13 in 2017 were taught by teachers with a relevant post-A level qualification in the subject, a decrease from the 84% of lessons taught by such teachers in 2013. The SWC further confirms that only 62% of physics lessons across these year groups were taught by staff with relevant post-A level qualifications.²⁸

Pupil/teacher ratios have also been affected by the recruitment and retention crisis. Across all state-funded schools, the pupil/teacher ratio rose from 17.2% in 2011 to 17.9% in 2017.²⁹

This combination of increasing pupil numbers and constraints on teacher recruitment and retention will result in significant shortages in teachers and school leaders unless the situation is considered seriously by the Government and it implements policies to increase recruitment and retention into the profession. For example, based on the current DfE Teacher Supply Model, cumulative shortfalls in recruitment between 2013/14 and 2018/19 have resulted in a shortage of over 12,000 teachers across this period.³⁰ This recruitment deficit is likely to result in unacceptable increases in pupil-teacher ratios, an increasing reliance on unqualified staff to lead teaching and learning, and teachers being required to teach subjects for which they do not have a relevant post-A level qualification.

The NASUWT continues to seek from ASTREA ACADEMIES TRUST Trust-level data on teacher supply. The NASUWT registers its concern about the lack of provision of teacher supply data by ASTREA ACADEMIES TRUST despite repeated requests, and makes it clear at this stage that reports from NASUWT members indicate that there is a significant crisis of teacher recruitment and retention in ASTREA ACADEMIES TRUST academies.

Given the national and the trust-wide context, it is clear that ASTREA ACADEMIES TRUST must develop and maintain a competitive pay framework if it is to recruit and retain teachers successfully. Awarding a substantial above-inflation pay increase to teachers is a necessity for ASTREA ACADEMIES TRUST.

4: AFFORDABILITY

The NASUWT believes that ASTREA ACADEMIES TRUST can meet the costs of a substantial above inflation pay award for all teachers, including headteachers/principals.

ASTREA ACADEMIES TRUST is a relatively large employer, responsible for 25 academies, and employing 371 teachers. ASTREA ACADEMIES TRUST's annual total funds for 2018 stood at £55,413,000 million, an increase of approximately £4 million from 2017. In 2018, the Company held £901,000 unspent in unrestricted funds

²⁸ Ibid.

²⁹ Ibid.

³⁰ DfE (2017a). *op. cit.*

or reserves.

The ratio between the salary of the highest paid member of staff at ASTREA ACADEMIES and a teacher on the minimum of the main pay range is 7:1.

There is evidence that ASTREA ACADEMIES TRUST is choosing to focus its resources away from teaching and learning, rather than investing in teaching and learning and the teaching workforce.

ASTREA ACADEMIES TRUST must focus its budget on teachers' salaries if it is to be successful, in accordance with the recommendations of the STRB.

The NASUWT has presented detailed evidence of the need for teachers' pay in ASTREA ACADEMIES TRUST to be competitive in order for the Trust to be successful. The NASUWT contends that, given the challenges which ASTREA ACADEMIES TRUST faces to recruit, retain and motivate its teaching workforce, the Trust cannot afford not to award a substantial above inflation pay increase to its teachers.

A substantial above inflation pay award, as part of a planned process to close the gap between the pay of teachers and comparable graduate professions, is needed. A single figure award for one year, outside a planned process, will be insufficient. The NASUWT therefore calls on ASTREA ACADEMIES TRUST to ensure that teachers' pay will increase to at least the real-terms pay levels which this evidence demonstrates is required.