

# Teachers' Pay Award 2021-22



## INTRODUCTION

1. The NASUWT is pleased to submit comments on the Scottish Negotiating Committee for Teachers (SNCT) teachers' pay award 2021. The NASUWT recognises the partially restorative nature of the 2018-21 teachers' pay award and the positive impact of the pay award on the teaching profession in Scotland and elsewhere in the UK.
2. The Scottish Government was the first of the UK governments to shatter the policy of pay austerity imposed by HM Treasury on public sector workers across the UK from 2010 onwards. This led to a substantial uplift in teachers' salaries in Scotland, particularly for those in the early years of their career, together with the shortening of the main pay scale so that teachers can progress more quickly up the main pay scale.
3. The NASUWT recognises the significant equalities step forward in teachers' pay achieved by the restoration of short-term supply teachers' pay levels within the 2018-21 pay award, a measure for which the NASUWT had campaigned since 2011.
4. In many respects, the Scottish teachers' pay framework remains superior to that of England, with automatic incremental pay progression rather than performance-related pay, smaller differentials between classroom teachers and school leaders, and a more collegiate approach to the treatment of the teaching profession.
5. However, it is important that the Scottish Government recognises that since the 2018-21 teachers' pay award was implemented in Scotland, the Westminster Government and the Welsh Government have taken action to make pay in England and Wales more competitive. The Scottish Government must take this into account when implementing the 2021 teachers' pay award.
6. Nonetheless, the Scottish pay framework can still make improvements. The NASUWT has identified for some time that within the Scottish teachers' pay framework there are still significant issues around pay differentials, weighted too much towards school leaders rather than classroom teachers, and there is still the need to address remaining concerns about pay levels for experienced class teachers who suffered the biggest detriment to salary levels since 2010.
7. Notwithstanding the successes of the teachers' pay framework in Scotland, there are significant challenges remaining over the retention of teachers in

the profession, including the pay levels of experienced teachers and excessive workload suffered by the profession. The NASUWT believes that the 2021 pay award should address these issues.

8. As part of the SNCT, the NASUWT has welcomed and engaged in the development of the career pathways programme, which is intended to provide an incentive to retain experienced teachers in the profession and move to close the pay gap between class teachers and promoted staff. This work continues and it will be important to ensure that the final outcome reflects true collegial culture, collegiate working and genuine classroom teacher empowerment, while leaving no avenue for continuing any previous system of managerialism and command and control.
9. The comparably poor pay progression of Scottish teachers, when compared internationally, is demonstrated by the following Organisation for Economic Co-operation and Development (OECD) research:

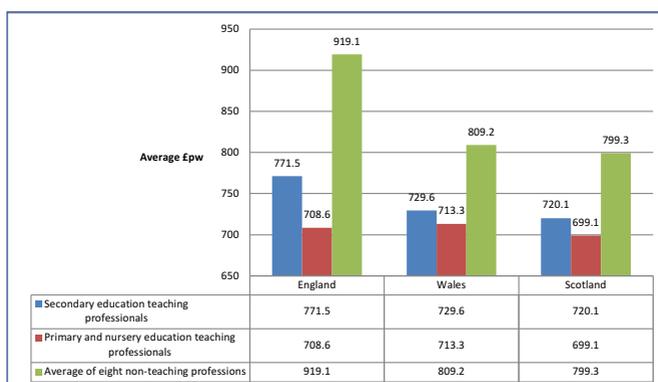


10. Even though the starting salary of Scottish teachers is close to the OECD average, the Scottish teachers' salary after 15 years' teaching experience falls into the lowest 16 jurisdictions out of 42. It should be noted that, even though the starting salary of teachers in England is lower than in Scotland, salaries after 15 years' experience are higher.
11. The following OECD research demonstrates even more starkly the lack of pay progression for classroom teachers in Scotland. By comparison, headteachers fare well, with starting salaries which are seventh highest out of 34 OECD jurisdictions.

## TEACHERS' PAY

12. The NASUWT recognises that the Scottish Government has commissioned and published independent research into teachers' pay to inform consideration of the 2021 pay award.<sup>1</sup> Generally speaking, the NASUWT welcomes this research, although the Union does believe that it underestimates the fall in the real-terms level of teachers' salaries across the UK, including Scotland, from 2010 through 2018. This is presumably because the Consumer Prices Index (CPI) inflation factor, rather than the Retail Price Index (RPI) inflation factor, has been used to calculate this. Alongside the STUC, the NASUWT believes that the RPI inflation index is the most accurate measure of the increases in prices which working people generally meet. Using the RPI inflation factor to calculate this, the real-terms fall in teachers' salaries from 2010 through to 2018 was 18%.
13. It should also be noted that the Scottish Government's published research references the recommendations of the Independent Welsh Pay Review Body (IWPRB) on the 2020/21 pay award. The pay award implemented by the Welsh Government for all pay points other than M1-M5 was higher than the IWPRB's recommendation, at 2.75% rather than 2.5%.
14. The NASUWT has commissioned and published independent research into teachers' pay from Incomes Data Research (IDR). The research shows that teachers' pay in Scotland remains lower than teachers' pay in England:<sup>2</sup>

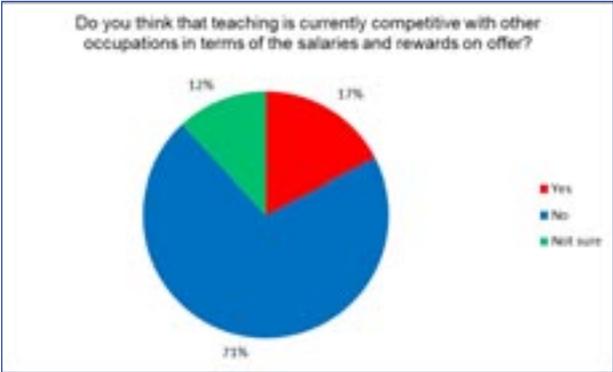
**Graph 3: Relative average gross earnings of teachers and selected professional groups in the UK 2019**



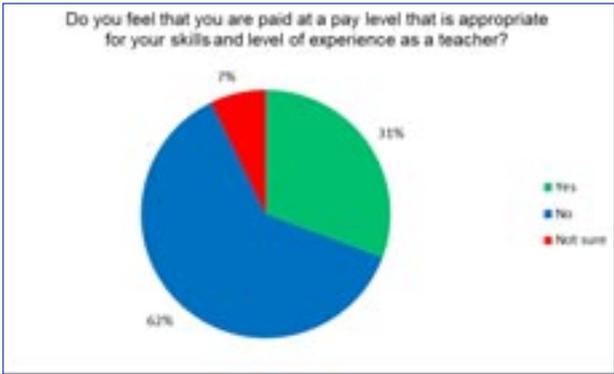
<sup>1</sup> SNCT 23 September 2020, Agenda Item 4.

<sup>2</sup> Incomes Data Research (IDR), *A review of teachers' pay in England compared with other graduate professions, a Report for NASUWT*, December 2019.

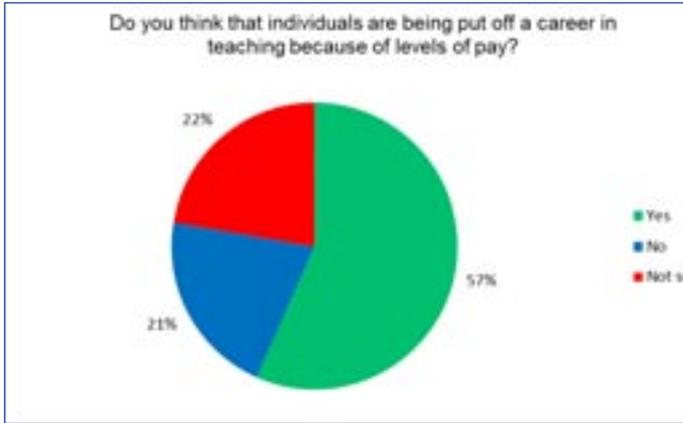
- 15. The data analysed by IDR is from the Office for National Statistics (ONS) Annual Survey of Hours and Earnings (ASHE) and indicates that the pay of secondary teachers in Scotland averages at £720.10 per week, whereas the pay of secondary teachers in England averages at £771.50 per week. The pay of primary teachers in Scotland averages at £699.10 per week, whereas the pay of primary teachers in England averages at £708.60 per week. It is particularly noteworthy that secondary teachers' pay in Scotland is 93% that of teachers in England.
- 16. The NASUWT's research indicates that teachers in Scotland remain dissatisfied with their pay.
- 17. The NASUWT's Big Question Survey indicates that 71% of teachers in Scotland do not believe that teaching is currently competitive with other professions in terms of salaries and rewards on offer:



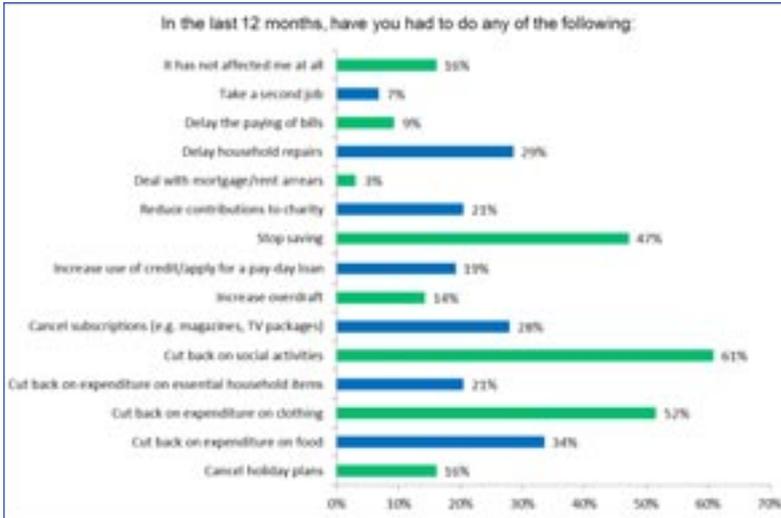
- 18. Moreover, only 31% of teachers feel that they are paid at a level commensurate with their skills and experiences as a teacher:



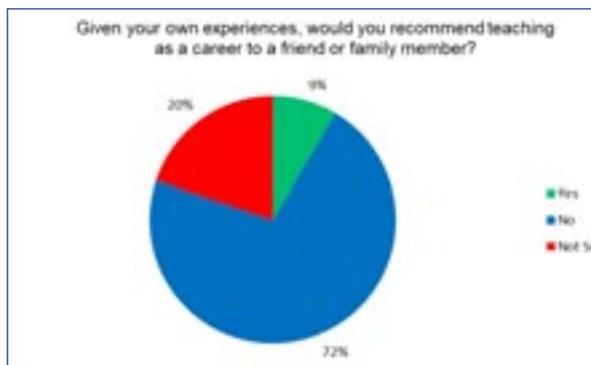
19. In addition, 57% of Scottish teachers feel that potential teachers are put off a career in teaching because of levels of pay:



20. Over the last 12 months, 7% of teachers reported having to take a second job, 21% indicated that they had cut back expenditure on essential household items, and 34% had cut back expenditure on food:



21. Understandably, 72% of teachers would not recommend teaching as a career to a friend or family member:



22. The NASUWT continues to believe that a substantial pay uplift for teachers in 2021 is fair and justified.
23. The 2021 pay award will be made against the background of the coronavirus pandemic. During the pandemic, teachers are going far beyond the call of duty, as key workers, in their service to the children and young people that they teach and to the communities which they serve. Teachers and school leaders deserve to be recognised and rewarded for their dedication to maintaining education provision throughout this unprecedented period of disruption.
24. It is important that the Scottish Government does not make an assumption that short-term factors linked to the coronavirus pandemic will address the long-term retention problems which remain in the teaching profession. These can only be addressed by awarding all teachers, including experienced teachers, a substantial above-inflation pay increase in 2021.
25. It is also important that the pay award is not differentiated and that it is received by all teachers. The Scottish Government should not underestimate the damage which will be done to the morale of the teaching profession by a differentiated award, given the work of all teachers during the coronavirus pandemic.
26. The NASUWT would not countenance any move by the Scottish Government to impose a pay freeze for Scottish teachers, as has been recently announced for the profession in England.

## WORKLOAD

27. Another concern related to the independent research paper is reference to a 'minority' view that teacher workload is an issue. This completely contradicts the evidence gathered annually by the NASUWT, through surveys and member engagement, that excessive workload continues to be one of the biggest concerns for teachers across all sectors of education.
28. The NASUWT's Big Question Survey indicates that 79% of teachers have identified workload as one of their five biggest concerns about their job, the second most highly identified category.
29. The current teachers' pay and conditions framework does not manage teacher workload, despite the nominal adherence to the 35-hour week.
30. The NASUWT has previously identified key measures which should be taken to reduce teacher workload, including:
  - the strengthening of messaging from the SNCT to ensure that teachers cannot be directed to carry out activities and duties which divert them from their core remit of teaching, and leading and managing teaching and learning;
  - the Scottish Government should reinforce, through statutory guidance, which is applicable to every school, that teachers should not be required to carry out duties which do not require the exercise of their professional skills and judgement; and
  - the recommendations from the Curriculum for Excellence Working Group on Tackling Bureaucracy Follow-up Report, March 2015, should be given statutory force as the Scottish Government statutory guidance.
31. Furthermore, the Scottish Government should aim to reduce class sizes across all schools in Scotland as a key measure to tackle workload. There are differing views in the research around this strategy; however, the evidence, in general, appears to demonstrate that class size reduction can play an effective role in reducing teacher workload.
32. Also, in order to address currently extreme levels of teacher workload, maximum teacher class-contact time should be reduced from 22.5 hours, with the resulting additional non-contact time defined as additional time for planning, preparation and correction as set out as an entitlement in the SNCT Handbook. This time should be available to be used at the teacher's own discretion and should not be taken for collegiate purposes.

33. One final point the NASUWT would wish to see considered relates to the system of supported study. Many teachers generously give their time to supporting pupils outside of their contractual working week, particularly in the run-up to the national qualifications diet. There is, however, a huge discrepancy in how a system of supported study operates across local authorities. In some areas, teachers are paid at their full salary rate for undertaking supported study; in other areas, teachers receive a reduced rate of payment, or indeed no payment at all. Often, teachers feel pressured into undertaking this additional work, even where it may be classified as 'voluntary'.
34. The NASUWT seeks agreement to the introduction of a nationally applied, consistent system of supported study where all teachers are properly remunerated for this time and at the same rate, regardless of where they work.
35. The NASUWT considers that a commitment to view the national pay policy through the lens of equality is critical. The SNCT Teachers' Side pay submission should emphasise the expectation that all key stakeholders, in reviewing the pay agreement for 2021 onwards, do so in accordance with their duties under the Equality Act 2010 and demonstrate how they will comply and have due regard for the duties outlined in the Public Sector Equality Duty (PSED) and Scotland Specific Equality Duties Regulations.
36. Any pay agreement must include a clear mechanism for monitoring and reporting on the operation and impact of all aspects of the pay agreement, taking account of, for example, the distribution of teachers across all the pay ranges and grades for each of the protected characteristics. This will provide evidence to enable all parties to identify any adverse impact of their decisions on protected groups covered by the equality duty. It is incumbent on all stakeholders to equality impact assess all decisions in connection with the pay policy prior to implementation, and identify how they will address any adverse impacts on people with particular protected characteristics.



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