

Teachers' Pay and Conditions 2018-19



This is a copy of the evidence submission the NASUWT has made to the States Employment Board on the teachers' pay award for 2018/19.

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SECTION 1: INTRODUCTION

- 1.1 The NASUWT welcomes the opportunity to make a written submission to the States Employment Board (SEB) on the matter of teachers' pay.
- 1.2 The SEB will be considering the 2018 pay award for teachers in the context of a changing education landscape.
- 1.3 This submission follows an imposed 2% uplift in respect of 2017 which, although meeting the relevant Retail Prices Index (RPI) figure, did nothing to address the erosion in teachers' pay over the last decade. In making this uplift, the SEB blatantly ignored the overwhelming evidence that teachers require a substantial, consolidated pay uplift.
- 1.4 The NASUWT notes the intention of the SEB to impose a two-year pay freeze for public sector workers earning above £100,000, which will impact on some headteachers. The NASUWT strongly objects to this pay freeze.

SECTION 2: CONTEXT

- 2.1 Public services, including education, and public service workers, including teachers, have faced continuing uncertainty over recent years as a result of workforce modernisation. This uncertainty has been greatly increased by the recent announcement of the 'One Government' reorganisation, with proposals to greatly increase the scope of the Education Department's remit, yet with virtually no details of how this will be achieved, or any possible impact on schools.
- 2.2 The proposal within the 'One Government' documents to split Highlands College from schools is also causing great concern and uncertainty within the college.
- 2.3 Since 2012, the SEB has embarked on a process of modernisation in which teachers and the NASUWT have engaged fully, and is continuing to do so.
- 2.4 Teachers in Jersey have also faced consequential change from the UK Government's education reforms, particularly those reforms involving changes to the examination systems, which have impacted on teachers in Jersey through increased workload and a return to 'high stakes' terminal examinations.

SECTION 3: JERSEY TEACHERS' PAY SINCE 2008

- 3.1 Teachers' salaries have been eroded significantly since the financial crisis hit in 2008.
- 3.2 An analysis of the loss in real terms of gross pay for teachers shows losses of thousands of pounds compared to what teachers would have earned had their pay kept pace with inflation.
- 3.3 Teachers have been subjected to a pay freeze in 2009 and 2012, followed by a 1% consolidated increase in 2013. The 4% increase in 2014 was then followed by another effective freeze in 2015, with a derisory 1% applied in 2016. An uplift of 2% in respect of 2017 was recently imposed.
- 3.4 There has been an increase in inflation as measured by the RPI to date of 17% between 2008 and 2017.
- 3.5 Table A shows the effect of inflation on teachers' pay since 2008.

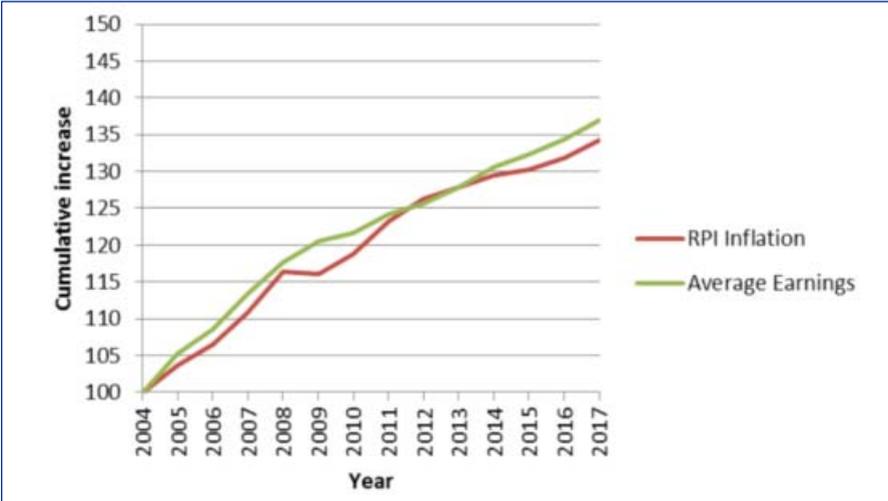
Salary Point	2017 Salary	2018 target salary*	Shortfall p.a.	Cumulative shortfall since 2008
U5	£51,017	£55,229	£4,212	£20,308
U4	£50,036	£54,165	£4,129	£19,909
U3	£49,051	£53,100	£4,049	£19,523
U2	£48,073	£52,040	£3,967	£19,128
U1	£47,088	£50,975	£3,886	£18,737
9	£45,956	£49,749	£3,793	£18,284
8	£44,805	£48,502	£3,697	£17,825
7	£43,658	£47,261	£3,603	£17,372
6	£42,509	£46,017	£3,508	£16,915
5	£41,357	£44,771	£3,414	£16,460
4	£40,206	£43,524	£3,318	£15,996
3	£39,062	£42,286	£3,224	£15,544
2	£36,819	£39,858	£3,039	£14,653
1	£34,578	£37,431	£2,853	£13,753

* The 2018 target salary is the amount salaries would have been had they kept pace with inflation since 2008

- 3.6 Teachers' pay has been eroded significantly since 2008. Taking into account the September 2017 RPI figure, since 2008 teachers' pay has reduced by 8% in real terms.
- 3.7 Data from the States Economic Unit also shows that for the economy as a whole, average earnings have outstripped inflation most years since 2008, whereas, as stated above, teachers' pay has fallen behind, eroding the competitiveness of teachers' pay.

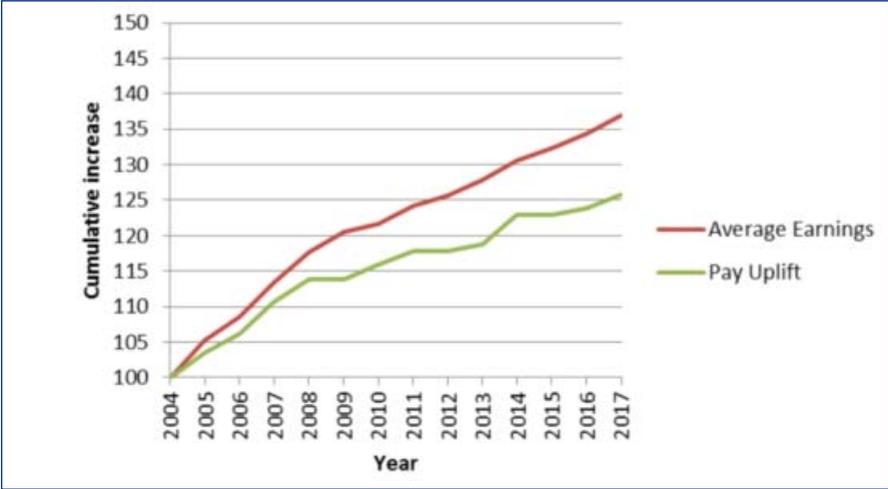
3.8 Figure 1 shows average earnings against RPI inflation. This shows that average earnings as a whole have exceeded inflation when taken over the last decade. Although the gap did close in the years following the financial crisis, this has now opened again and is widening.

Figure 1: Average Jersey earnings compared to inflation 2004-2017



3.9 Figure 2 shows the increase in average earnings since 2004, compared to uplifts in teachers’ pay. The graph reveals the scale of the disparity between increases in average earnings and teachers’ pay, with the former more than 10% ahead of the latter, and with the gap widening at an accelerating rate.

Figure 2: Percentage increase in average earnings compared to percentage increase in teachers’ pay



SECTION 4: AFFORDABILITY

- 4.1 The SEB must recognise and accept the importance of the pay award for teachers in securing recruitment and retention of high-quality teachers and service quality across the system as a whole.
- 4.2 The NASUWT believes that the SEB should bring forward proposals on pay which demonstrate the vital contribution teachers make to the economy and to continuing to ensure high-quality education provision. The NASUWT urges the SEB to recognise the unequivocal case for a significant, above-inflation pay award for teachers in order to ensure that teaching remains competitive with other graduate occupations and to avert a recruitment and retention crisis.
- 4.3 The latest available States of Jersey accounts from 2016 show Jersey's fiscal position to be increasingly strong.¹
- 4.4 The accounts show an increase in consolidated income of £392 million compared to 2015, equating to a 35% increase, whilst consolidated expenditure rose by only 4%, leading to an overall surplus of £307 million.
- 4.5 A similar picture exists for States Assembly-approved income and expenditure, with income increasing by £45 million (7%) compared to 2015 whilst expenditure was virtually unchanged, showing a small 0.2% increase, leading to an operating surplus of £39 million.
- 4.6 Additionally, the States balance sheet showed an improvement of £373 million compared to 2016.
- 4.7 Further operating surpluses are expected in 2017 (estimated at £2 million), 2018 (£17 million) and 2019 (£53 million).²
- 4.8 The latest Economic Outlook Draft Budget, published by the States of Jersey Economic Unit,³ also shows the economy continuing to recover, with growth of 1% in 2016, higher than the projected 0.2% growth. This is the third consecutive year of growth.
- 4.9 The report also shows that the Business Tendency Survey (BTS) demonstrates a positive outlook for business growth.

¹ States of Jersey Financial Report and Accounts 2016, Treasury and Resources Department.

² States of Jersey Draft Budget Statement 2018.

³ Economic Outlook Draft Budget 2018, States of Jersey Economic Unit.

- 4.10 The BTS for the financial sector is particularly strong, with 35% more businesses reporting an increase in activity than reporting a decrease.
- 4.11 The BTS also shows that, in general, businesses are operating at their capacity, further demonstrating the strength in the Jersey Economy.
- 4.12 The latest unemployment statistics also point to increased strength in the economy.
- 4.13 As of 31 December 2017, there were 950 people actively seeking work in Jersey, a reduction of 330 from the corresponding quarter in 2016.⁴ This reduction continues the long-term trend since March 2013, when unemployment hit 2,050. This is the lowest unemployment level since June 2009.
- 4.14 The latest Jersey housing statistics show house prices were 4% higher in 2017 than the equivalent period in 2016,⁵ following a 3% increase the preceding year,⁶ giving yet another indication of the return to health of the Jersey economy. The latest report also showed increases in prices to all property types.
- 4.15 The above data demonstrates that both the States accounts and Jersey's economy performance are increasingly strong. The States therefore are able to afford a substantial pay uplift for teachers.

SECTION 5: TEACHER SUPPLY

- 5.1 Jersey is very largely, if not totally, dependent on the UK for the training of teachers. The vast majority of off-island appointments come from the UK.
- 5.2 The dependence on the UK means that Jersey will also be affected by the crisis in teacher recruitment and retention in England. The increasingly difficult teacher supply environment in England has been acknowledged by the Westminster Department for Education (DfE) in evidence it gave to the House of Commons Public Accounts Committee in November 2017.⁷

⁴ Registered Actively Seeking Work, Fourth Quarter 2017. States of Jersey Statistics Unit.

⁵ Jersey House Price Index Third Quarter 2017, States of Jersey Statistics Unit.

⁶ Jersey House Price Index Third Quarter 2016, States of Jersey Statistics Unit.

⁷ House of Commons Public Accounts Committee. (2017) *Oral evidence: Retaining and Developing the Teaching Workforce*, HC 460. (15 November). Available at: (<http://data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/public-accounts-committee/retaining-and-developing-the-teaching-workforce/oral/73845.pdf>), accessed on 05.01.18.

- 5.3 These concerns have been echoed in the report of the investigation undertaken by the National Audit Office (NAO) into these matters. The NAO report on teacher supply makes clear that the extent of teacher recruitment and retention problems confronting the system are currently reaching unsustainable levels and that the DfE has no coherent plan for addressing the teacher supply crisis, which can only have a detrimental impact on the ability of Jersey to recruit teachers from England.
- 5.4 The most recent data from the Universities and Colleges Admissions Service (UCAS) End of Cycle Analysis Report 2016 confirms that approximately 46,100 people applied to postgraduate teacher training through the UCAS Teacher Training (UTT) application scheme in 2016. This represents a 14% decline on the equivalent figure for 2014.
- 5.5 This figure confirms a sharp fall in the number of applications since the peak of 67,289 applicants for courses starting in 2010, a decrease in applications of over 21% between 2010 and 2015. The SEB will note that this period coincides with that during which the teaching workforce has been subject to pay freezes and restraints.
- 5.6 Interim data from UCAS for the 2017/18 UTT application round indicates that declines in the number of applications appear to have become even more alarming. By 20 November 2017, 18,960 individuals had applied for an ITT place through the UCAS UTT process. At the equivalent stage in the 2016/17 cycle, 33,840 applicants had entered the process, a decline of over 44%. Declines in selected subject and phase areas are set out in the table below.

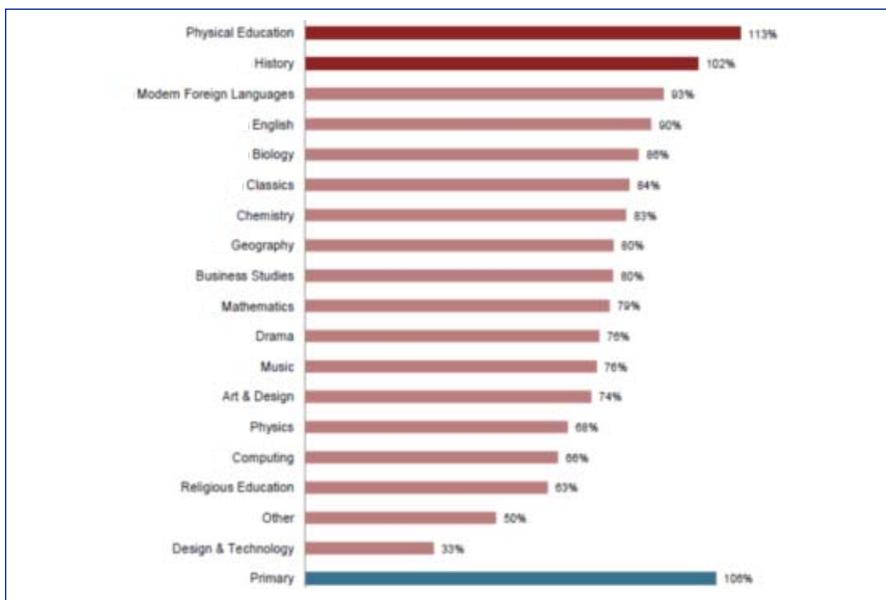
Table B: Total number of applicants to UCAS UTT process by mid-September 2017 and mid-September 2016

Subject/phase	Total applicants by mid-November 2017	Total applicants by mid-November 2016
Primary	9,750	18,240
Secondary (overall)	9,150	15,840
Biology	430	660
Chemistry	180	300
English	1,220	1,870
History	800	1,830
Music	120	210
Mathematics	640	1,140
Physics	110	240
Languages (European)	260	440

Source: UCAS

- 5.7 It is important to recognise that the significant fall in recruitment into teaching, evident since 2010, contrasts starkly with experience during previous periods of economic contraction or constrained growth, which have been strongly correlated with increases in applications for courses of initial teacher training (ITT).
- 5.8 The DfE Statistical First Release (SFR) for the academic year 2017/18 provides provisional data on the number of new entrants who have started, or expect to start, an ITT programme in England. The SFR confirms that the number of new entrants into training programmes only met 90% of the central target in 2017/18, a decline from the 94% of target figure achieved in 2016/17. The SFR confirms that many courses remain significantly undersubscribed. Overall recruitment into secondary programmes only met 80% of the number of applicants identified as necessary by the DfE, down from 82% in 2016/17.
- 5.9 The SFR data further confirms that the majority of subjects did not recruit sufficient trainee teachers to meet the targets set by the DfE.

Figure 3: New entrants to postgraduate ITT by subject and phase, percentage of Teacher Supply Model 2017/18



Source: DfE: Initial Teacher Training Census 2017/18

- 5.10 Interim data published in January 2018 serves to emphasise the extent of these concerns. For example, in January 2014, there had been 37,080 applications for primary ITT courses. At the same stage in the current cycle, only 20,590 applications had been made, a decline of 44%. Between 2011 and 2018, the number of individual applicants to ITT programmes by the January checkpoint had fallen from 37,016 to 14,210, or by 62%. School Direct applications appear to be falling sharply in 2018 compared with the position last year. By the January 2018 checkpoint, there had been 1,330 applications for this programme, down from 2,460 applications at the same stage in the 2016/17 cycle, a reduction of nearly half (46%) in one year.
- 5.11 The fact that recruitment targets have been missed for the fifth successive year was also noted in the School Teacher Review Body's 27th Report.
- 5.12 In light of this evidence, it is clear that problems with recruitment into teaching are intensifying and creating significant barriers to ensuring adequacy of teacher supply, underlining the status of the current teacher supply position as a 'crisis' rather than a 'challenge'.
- 5.13 Additionally, as the number of teachers decreases, the number of pupils, both in the UK and Jersey, is increasing.
- 5.14 In England alone, during the period 2017-2026, secondary school numbers are projected to increase by almost one fifth, reaching 3.31 million by the end of the period. Overall, an additional 534,000 pupils will need to be catered for in the secondary education sector by 2026.⁸
- 5.15 A similar situation exists in England in the primary sector, where the pupil population is projected to increase by 100,000 between 2017 and 2026.
- 5.16 In order to maintain the current pupil-teacher ratios, an additional 5,000 primary teachers and 34,000 secondary teachers will be required.⁹
- 5.17 The huge number of extra teachers required, combined with the shrinking pool, will make it increasingly difficult for Jersey to attract high-quality teachers.
- 5.18 Jersey itself will also need additional numbers of teachers, given that primary pupil numbers have been rising steadily since 2011, with a 7.75% increase, which will feed through into secondary schools in the coming years.¹⁰

⁸ DfE (2017). *National pupil projections: trends in pupil numbers* – July 2017.

⁹ *School workforce in England: November 2016*. Department for Education.

¹⁰ *Schools, pupils and their characteristics 2016/17*, States of Jersey.

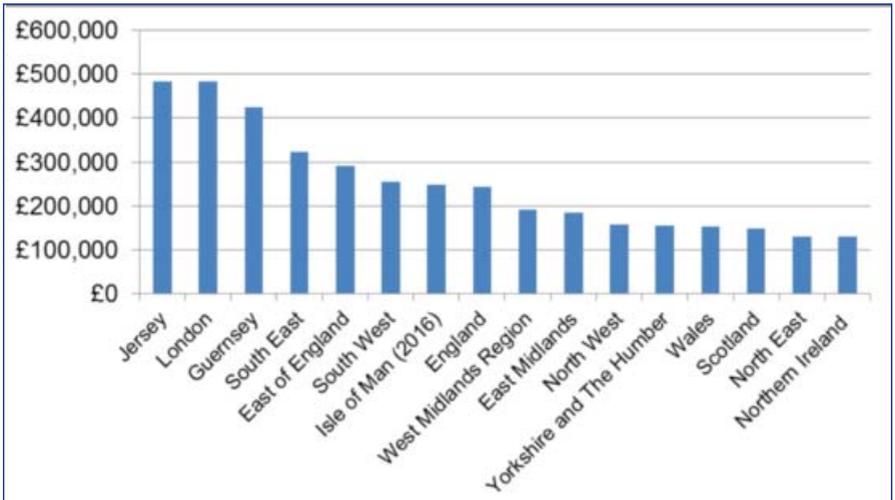
- 5.19 A similar recruitment crisis is looming for headteachers. Small-scale surveys have found increasing difficulties in recruiting headteachers (NGA, 2015 and Walton, 2014), and a report by the National Foundation for Educational Research in 2017 also found increasing difficulties in retaining headteachers.¹¹
- 5.20 Evidence from the NASUWT's work with multi-academy trusts (MATs) also shows growing difficulties in headteacher recruitment, with many MATs reporting numbers of suitable applicants declining in both primary and secondary phases.
- 5.21 The proposed two-year pay freeze for States employees earning over £100,000, just as the UK Government removes the 1% pay cap, is likely to exacerbate difficulties in recruiting and retaining high-quality headteachers. This is especially true given Jersey's highly selective school system which results in 11-16 schools, which could be considered unattractive to lead by some.
- 5.22 Evidence later in this document also shows that, although Jersey 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 Jersey's ability to recruit high-quality teachers from the UK in a decreasing pool.
- 5.23 There is continuing evidence that the 11-16 high schools in Jersey are having some difficulty in recruiting teachers, where the uncompetitiveness of teacher salaries forms a 'double whammy' with limited career progression opportunities, given that these schools have no sixth-form and very low numbers of able pupils due to Jersey's selective education system.
- 5.24 Further evidence suggests that, for the first time, UK recruits are being sought for primary teacher positions. Previously, Jersey has been self-sufficient in the primary phase.
- 5.25 The 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.

¹¹ NFER (2017), *Keeping Your Head: NFER Analysis of Headteacher Retention*.

SECTION 6: WIDER ECONOMIC AND LABOUR MARKET CONDITIONS

- 6.1 In addition to the erosion of teachers' pay through inflation, other pressures are more acute on Jersey compared to other jurisdictions.
- 6.2 The mix-adjusted average house price in Jersey is around £483,000, nearly £30,000 higher than the corresponding period in 2016,¹² and considerably higher than the UK, which is around £226,000. It is also substantially higher than any region of the UK, as shown in Figure 4.¹³

Figure 4: Average house prices in Jersey compared to UK regions



Source: Office of National Statistics/States of Jersey Statistics Unit

- 6.3 It should be noted that the average house price in Jersey has now equalled that of London.
- 6.4 The average price of a three-bedroomed house (i.e. a normal family dwelling) in Jersey stood at £573,000 in Q4 2017 – a substantial rise of £13,000 from Q3 2017 alone.
- 6.5 The price of a three-bedroomed house in Jersey is almost 11 times the salary of a teacher on spine point U5, whereas the average value of a one-bedroomed flat, being £235,000, is 6.8 times the salary of a newly qualified teacher. For comparison, in 2016 this ratio stood at 5.5.

¹² Jersey House Price Index, Fourth Quarter 2017, States of Jersey Statistics Unit.

¹³ UK House Price Index Summary: December 2017. Office for National Statistics.

- 6.6 These high ratios make it exceedingly difficult for newly qualified teachers likely saddled with student debt and/or moving from the UK to take up a teaching post in Jersey to buy property, and thus act as major disincentives for teachers looking to work on the Island.
- 6.7 For comparison, in 2005 these ratios stood at 8.8 times and 3.9 times; which, although still high, is considerably less than the current situation, particularly for teachers on the lower end of the salary scale. This demonstrates how teachers' salaries have failed to keep pace with house prices over the last decade.
- 6.8 A similar picture also exists for essential commodities. A study in 2014¹⁴ and reported in the *Jersey Evening Post* found that basic foodstuffs cost 32% more in Jersey than the UK, and when taxes and duties are stripped out, the actual cost is 50% higher. Given that Jersey inflation has been running at a slightly higher level than UK inflation since 2014, it is likely that this differential has increased.
- 6.9 Other essential commodities are also more expensive in Jersey than the UK. Electricity is around 16% more expensive per kilowatt-hour (kWh).^{15/16}
- 6.10 Gas is considerably more expensive. The cheapest tariff offered by Jersey Gas is 12.1442p per kWh, whereas there are many UK tariffs charging less than 3p per kWh. This represents a huge Jersey premium of more than 300%.^{17/18}
- 6.11 Although teachers' pay rates are higher than the equivalent reference point in the UK, the cost of basic commodities means that the purchasing power of Jersey teachers is actually considerably less than their colleagues in the UK, again acting as a significant disincentive to teachers looking to relocate.
- 6.12 Graduates are currently in high demand across the UK for professions other than teaching. The NASUWT draws to the SEB's attention the intensification of competition for graduates in the UK. High Fliers Research carries out an annual survey of graduate labour market trends, which includes researching employers' intentions in graduate recruitment. *The Graduate Market in 2017* reveals that:¹⁹

¹⁴ <http://jerseyeveningpost.com/news/2014/01/31/official-why-food-costs-so-much-more-in-jersey/>

¹⁵ <https://www.jec.co.uk/your-home/our-tariffs-and-rates-fixed-until-2018/general-domestic/>

¹⁶ https://www.ukpower.co.uk/home_energy/tariffs-per-unit-kwh

¹⁷ Ibid.

¹⁸ <https://wonderfuel.je/tariffs>

¹⁹ High Fliers Research 2017, *The Graduate Market in 2017*.

- the number of graduates hired by the UK's top 100 graduate employers increased by 1.6%;
 - 800 graduate positions remained unfilled this year because graduates turned down positions which they had previously accepted;
 - only eight of the UK's leading employers have opted to reduce their graduate recruitment targets for 2017 because of the uncertainty following the Brexit vote.
- 6.13 This significant rise in graduate vacancies for 2017 takes recruitment well beyond the pre-recession peak in the graduate job market in 2007, to its highest-ever level.
- 6.14 The evidence presented in the High Fliers Research shows that starting salaries at the UK's leading graduate employers stood at a median of £30,000 in 2017. Whilst this is less than the current starting salary of teachers in Jersey, it should be noted that the High Fliers Research has identified that *'at least a sixth of places on the top graduate programmes now provide starting salaries of more than £40,000 and 13 of the country's best-known graduate employers are paying salaries of at least £45,000 this year'*, which is in excess of the starting salary for teachers.
- 6.15 In addition, the median starting salary for investment banks is now £47,000 and for law firms £43,000, the latter showing a £2,000 rise since 2016.
- 6.16 For comparison, Aldi pays graduates training to become area managers a first-year salary of £42,000, a considerable premium over the starting salary of Jersey teachers.
- 6.17 The above figures relate to the UK and not Jersey. As the Jersey graduate market is going to be heavily skewed towards the financial services industry, it is likely that the median salary for graduates in Jersey is going to be considerably higher than that in the UK.
- 6.18 The High Fliers Research found the median starting salary in investment banks was £47,000, whilst for banking as a whole this figure stood at £32,500, although again it should be noted that these are UK figures, not Jersey figures. Median figures for Jersey do not exist, but it is reasonable to assume they will be higher than that of the UK.
- 6.19 Employment in Jersey's financial services sector increased by 250 in the year to June 2017, with total employment now higher than at any point since December 2008. Employment in financial institutions accounts for 22% of

all FTE employment in Jersey,²⁰ and the starting salaries greatly exceed that of teachers.

- 6.20 Given all the evidence above, there exist powerful disincentives for Jersey-born graduates to return to the island to teach, and for non-native graduates and teachers to come to Jersey.
- 6.21 In the case of Jersey-born graduates, this constitutes a considerable 'brain-drain' off the island. In 2016, 50% of Jersey-born graduates did not return within ten years of graduating, up from 40% in 2012.^{21/22} For demographic, population control and economic reasons, it is better for Jersey-born graduates to return, yet teachers' pay is simply not competitive enough to attract them back into teaching. Graduates who do return find that much more lucrative salaries exist in other sectors; therefore, teachers from the UK must be recruited. Again, teachers' pay is simply not competitive with that of the UK, despite being superficially higher for all the reasons previously stated.

SECTION 7: EQUALITY IMPACT

- 7.1 The States must provide a robust equality impact assessment of any teachers' proposals for the pay award, including the cumulative impact of the award.
- 7.2 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 is likely to 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, who face additional barriers to promotion and pay progression.
- 7.3 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 also report a high incidence of workplace discrimination. It is also clear that teachers with these protected characteristics are disproportionately represented within the lowest grades. There is no reason to assume that Jersey is any different. Any pay award must not exacerbate this situation.
- 7.4 This position is likely to be further exacerbated in Jersey compared to the UK given Jersey's extremely limited anti-discrimination legislation compared to the UK.

²⁰ *Jersey Labour Market Report*, June 2017. States Of Jersey Statistics Unit.

²¹ <http://www.statesassembly.gov.je/assemblyreports/2016/r.51-2016.pdf>

²² <http://www.bbc.co.uk/news/world-europe-jersey-20756119>

- 7.5 The SEB must ensure that it now carries out a detailed and robust equality impact assessment to confirm that any proposals:
- i. do not contribute to discrimination;
 - ii. advance equality of opportunity between different groups; and
 - iii. do not exacerbate even further the issues of discrimination, irrespective of the legislative frameworks.
- 7.6 Regrettably, there is a paucity of teacher workforce equalities data, and the SEB must address this as a matter of urgency to ensure there is no discrimination in the teaching profession.
- 7.7 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 8: PAY NEGOTIATIONS MECHANISM

- 8.1 The NASUWT has been concerned for some time over the dysfunctional nature of the mechanism for pay award negotiations.
- 8.2 In recent years, pay negotiations have been conducted exceedingly slowly, punctuated by numerous meetings that make incremental progress, leading to long delays in the payment of any award.
- 8.3 The NASUWT notes that States members have an independent pay review body which sets the relevant pay uplift levels.
- 8.4 The NASUWT draws to the SEB's attention the current system in England and Wales where an independent body, the School Teachers' Review Body, makes recommendations on pay and other matters following a remit provided by the Secretary of State.
- 8.5 The NASUWT believes that the introduction of a Review Body process in Jersey, with its recommendations to the Minister then being the subject of negotiation with the NASUWT and other recognised trade unions, would be preferable to the current approach in Jersey which is extremely workload intensive and unproductive.
- 8.6 The NASUWT strongly asserts that an independent pay review body system is required in Jersey.

SECTION 9: CONCLUSION

- 9.1 The NASUWT concludes that teachers' pay in Jersey has been eroded against inflation and average earnings for at least ten years.
- 9.2 The case for a significant, above-inflation pay award applied to all teachers and headteachers on their current salary, to all points on the pay scales and any allowances, is exceedingly strong.
- 9.3 When submitting its pay evidence, the NASUWT does not simply pluck a figure from the air. The NASUWT's approach is evidence-based. The NASUWT has presented detailed evidence of the enormous disparities between the pay of teachers and comparable graduates.
- 9.4 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 the SEB to agree a planned programme which ensures that teachers' pay is increased to at least the real terms pay levels which this evidence demonstrates is required.
- 9.5 The NASUWT also calls on the SEB to ensure that all teachers receive a substantial above-inflation pay increase.
- 9.6 Failure to make such an award will have a detrimental impact on the education profession in Jersey. Children and young people are entitled to be taught by those who are recognised and rewarded as highly valued professionals. Jersey will not be able to sustain that entitlement if it fails to address the issue of teachers' pay.
- 9.7 Additionally, the future mechanism for pay reviews must be reformed to introduce an independent pay review body process.

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