



Annual Report 2017

Birmingham

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Contents

Introduction	5
Policy:	
Pay	7
Pensions	19
Conditions of Service	28
Supply Teachers	39
Funding	43
Health and Safety	51
Education	54
Parliamentary	78
Work with the Wider Trade Union Movement	87
International	93
Organising:	
Industrial Action	101
Equal Opportunities	107
Recruitment	113
Trade Union Education and Training	115
Legal Aid, Benevolence and Services	118
Personal	126
Appendix 1: NASUWT Conferences and Seminars (other than training)	127
Appendix 2: External Conferences, Seminars and Events at which the NASUWT was represented	132
Appendix 3: NASUWT Motions to the TUC, STUC, WTUC, ICTU, TUC Equalities Conferences and International Motions	138
Appendix 4: General Teaching Councils	146
Appendix 5: Affiliations, Donations and Sponsorships (over £500)	148
Appendix 6: Annual Conferences – Devolved Nations/Administrations	149
Appendix 7: Consultation Responses	151
Appendix 8: NASUWT Major Projects, Research and Surveys	155
Appendix 9: Advisory Committee Members	159
Appendix 10: Standing Committees	160

INTRODUCTION

The year 2017 was marked, domestically and globally, by continuing political turbulence and uncertainty. The NASUWT, however, continued to stand strong to provide certainty, support and stability for our members.

Despite the teacher recruitment and retention crisis in evidence across the UK, the NASUWT continued to grow and increasing numbers of teachers and school leaders engaged with the Union nationally, regionally and locally, recognising what the NASUWT has to offer to teachers at every stage of their career. Consultation conferences, training courses, development courses and a raft of other events continued to engage more members actively in the life of the Union.

Lay activists working with our national and regional centres provided unparalleled support and expert assistance to members.

Our first-class legal advice and assistance continued to secure record successes for members facing threats to their employment or cuts to their pay, to secure their rights at work.

Compensation for members was once again at record levels following successful claims including unfair dismissal, personal injuries and criminal assault, with millions of pounds secured during the year.

The NASUWT continued to work actively to make workplaces safer with our high-profile health and safety at work campaigns.

Ensuring that our decision-making and representational structures are inclusive and representative has also been a key focus of the Union's work during the year.

Members' collective concerns were pursued through our active engagement on the national stage with the Trades Union Congress (TUC), Wales TUC (WTUC), Scottish TUC (STUC) and Irish Congress of Trade Unions (ICTU), and also internationally where the NASUWT has been represented on the Executive Board of Education International (EI) and on the Committee of the European Trade Union Committee for Education (ETUCE).

Equalities, trade union and workers' rights and the right of all children and young people to free quality education were at the heart of our work, whilst we also advanced our mission of putting teachers first.

The NASUWT was alone as the only teachers' union that maintained an ongoing national trade dispute with governments and administrations across the UK on pay, pensions, working conditions and jobs.

Throughout the year, we have demonstrated that the Trade Union Act would not deter us from continuing to campaign to challenge and confront anti-trade union legislation, and to stand up to defend members in the face of the continuing attacks on workers' rights.

The NASUWT has maintained its determination to speak out against wider attacks on human rights and civil liberties. The Union was the first to provide direct guidance and support to teachers facing the rising tide of hate crime following the decision on Brexit, making clear that we would not tolerate these attacks and would stand up for our members, at home and abroad.

The NASUWT Gender Equality Challenge, the Union's Act for Racial Justice campaign and our continuing work on internet safety were at the forefront of our efforts to challenge prejudice, bigotry and hatred.

The NASUWT's annual Big Question survey has continued to provide a source of key evidence on the state of the teaching profession in the UK. Together with our programme of in-house and independently commissioned research, the NASUWT forced politicians throughout the UK to face

the 'inconvenient truth' about teachers' workload, pay, pensions and jobs as a result of flawed economic, social and education policies.

Our industrial action also continued to play a key part in our defence of members and no other union took more action to defend teachers, with hundreds of days of strike-action notices issued in 2017 alone. Our determined use of strike action has demonstrated its worth, with increasing numbers of employers quickly recognising the importance of engaging in dialogue in order to avoid unnecessary disruption in schools.

Our continuous programme of action short of strike action has continued to be an essential protection for our members, while enabling them to protest against the unjustified and detrimental attacks on their terms and conditions of service.

As teachers' concerns about pupil indiscipline continued to increase throughout the year, the NASUWT's refusal to teach ballots remained an important strand of the NASUWT's industrial-action response to protect and defend members.

Nationally, the Union's determined pursuit of industrial action secured a number of gains in the year, which are documented throughout this report, including:

- ensuring excessive workload remained high on the agenda of ministers;
- the removal of the pay cap for teachers;
- securing workload protections for NASUWT members.

Our pragmatic and determined approach has also secured:

- the introduction of family-friendly policies and further work to improve teachers' working conditions in Jersey;
- social-partnership dialogue in Gibraltar;
- detailed negotiations on pay and restructuring of secondary provision affecting members in Guernsey;
- a review of pay and appraisal policies and detailed negotiations on pensions in the Isle of Man.

This constructive approach to industrial relations continues to be illustrated by the ongoing success of the Jersey Education Partnership. This partnership has continued to put into practice the Union's longstanding principle that improving the working conditions of teachers and raising standards are not mutually exclusive goals but are, instead, two sides of the same coin. By engaging through the Partnership in all aspects of education policy in Jersey, the NASUWT has been able to make material difference to the working lives of teachers and school leaders.

However, where the NASUWT has had to stand firm, it has done so by, for example, highlighting the profound deficiencies in the Isle of Man Government's approach to addressing pupil indiscipline and conducting the first ever successful ballot for industrial action in a school in Guernsey. Across the Channel Islands, Gibraltar and the Isle of Man, the NASUWT has consolidated its position as the only effective voice for teachers.

Our action, policies and strategies, together with the range of information, advice, support and training available for members, has continued to be a critical lifeline for members in an increasingly hostile and uncertain climate.

Throughout the year, the NASUWT has demonstrated, through our work, our capacity to win for members. The detailed work of the Union, including the actions taken in furtherance of Conference Resolutions, is documented throughout this year's Annual Report.

The National Executive is grateful for the work of NASUWT members, activists and staff in delivering another highly successful year for the Union.

POLICY

PAY

ENGLAND AND WALES

Teachers' Pay

The 2017-18 Pay Award

- 1.1 The 2017-18 Teachers' Pay Award was the subject of the 27th Report of the School Teachers' Review Body (STRB).
- 1.2 The remit for the STRB's 27th Report called for consideration of *'what adjustments should be made to the salary and allowance ranges for classroom teachers, unqualified teachers and school leaders to promote recruitment and retention within the 1% pay limit for public sector workers.'*
- 1.3 The NASUWT's initial evidence to the STRB had been submitted in December 2016.
- 1.4 In January 2017, the NASUWT's Supplementary Evidence was submitted and this focused on:
 - independent research which the NASUWT had commissioned from Incomes Data Research (IDR) on the disparity between the teachers' and comparable graduate profession salaries; and
 - evidence which had been published by the DfE after the deadline for the submission of the initial STRB evidence on the affordability of a substantial above inflation pay increase for teachers.
- 1.5 In February, the NASUWT met with the STRB to present its oral evidence.
- 1.6 The Union's submissions, both oral and written, provided a detailed analysis of teachers' pay and conditions of service, the challenges facing the future of the teaching profession and the school system in England and Wales, together with the actions needed to address the deepening crisis in relation to teacher recruitment and retention.
- 1.7 The Union's submissions detailed the detrimental impact of the Government's unremitting attacks on teachers' pay and conditions of service since 2010 and made a strong case for a significant pay increase above the average 1% pay cap imposed by the Treasury on public sector pay review bodies.
- 1.8 The NASUWT reminded the STRB of the warnings which it had given to the Government about the adverse impact of the public sector pay cap in its 26th Report and congratulated the STRB for its independent stance. The NASUWT called on the STRB to assert its independence further and to make recommendations in its 27th Report which exceeded the Treasury's pay cap.
- 1.9 The NASUWT drew to the attention of the STRB its compelling research evidence highlighting the growth of inequalities between teachers with protected characteristics as a result of reforms to the teachers' pay framework.
- 1.10 The Union's evidence stressed that in the context of continuing pay restraint and discriminatory pay flexibilities, piecemeal strategies to improve the recruitment and retention of teachers would not address the systemic failure of the school system in England and Wales to secure sustainable teacher supply.

- 1.11 The NASUWT evidence on the growing teacher-shortage crisis demonstrated the need for teachers' pay and conditions substantially to improve if the teacher-shortage crisis was to be ended.
- 1.12 The NASUWT presented evidence on the growing teacher financial hardship that seven years of pay freezes and pay restraint had led to, with many teachers being unable to afford key essentials, such as pension contributions and housing.
- 1.13 The STRB's 27th Report was published in July and made the following recommendations:
- a 2% uplift to the minimum and maximum of the main pay range (MPR);
 - a 1% uplift to the minima and maxima of the upper pay range (UPR), the unqualified teacher pay range and the leading practitioner pay range;
 - a 1% uplift to the minima and maxima of the leadership group pay range and all headteacher group pay ranges; and
 - a 1% uplift to the minima and maxima of the Teaching and Learning Responsibility (TLR) and special educational needs (SEN) allowance ranges.
- 1.14 All of the recommendations were accepted in full by the Secretary of State for Education.
- 1.15 The STRB recommendations did not require schools to remain within a 1% pay cap when awarding the 2017/18 pay increase to teachers. This was a tribute to the robust and irrefutable evidence the NASUWT had presented year on year to the STRB.
- 1.16 The STRB Report stated that:
- 'We consider that the evidence supports the case for an uplift to the pay framework which will strengthen the position of teaching in relation to other graduate professions and start to mitigate recruitment and retention pressures.'*
- 1.17 The Report also made clear that schools could not afford not to pay teachers appropriately if they were to maintain standards:
- '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.'*
- 1.18 The Report stated that schools should ensure that their pay system acts to reward teachers at all stages of their careers, including when teachers have reached the UPR. It did, however, focus on uplifting the pay of teachers paid on the MPR.
- 1.19 The Report reflected the key concerns of the NASUWT that the teaching profession was facing a recruitment and retention crisis and that urgent work was needed to address the significant year-on-year decline in pay that was exacerbating this issue.
- 1.20 Despite being submitted on time to the Government by the STRB, the publication of the Report was seriously delayed and the NASUWT expressed serious concerns about its late publication.
- 1.21 The late publication led to a truncated period of consultation on the draft School Teachers' Pay and Conditions Document (STPCD).
- 1.22 In its engagement with the DfE on the changes to the STPCD, the NASUWT made it clear that the wording of the STPCD must set out teachers' pay entitlements in a clear and unambiguous manner. The Union expressed deep concerns that the draft wording of the STPCD did not reflect the STRB's recommendation that schools should focus their budgets on rewarding teachers.

- 1.23 The NASUWT expressed concern both to the Secretary of State for Education and the Welsh Government's Cabinet Secretary for Education that a significant change had been made to the STPCD in respect of provisions applying to teachers in Wales, without first undertaking consultation with statutory consultees. The Practising Teacher Standards (Wales) had been removed from Annex 1 of the STPCD and a section on the new professional standards for teaching and leadership (Wales) had been added without any reference to the NASUWT or other consultees.
- 1.24 The STRB had not recommended the removal of the Practising Teacher Standards (Wales) from the 2017 STPCD, or the inclusion of the professional standards for teaching and leadership. Consultation could not be meaningful if changes were made which had not been signalled in the consultation process.
- 1.25 The NASUWT argued for the Welsh Government to issue clarification that the new professional standards for teaching and leadership (Wales) would only apply, on a mandatory basis, to newly qualified teachers (NQTs) during the 2017/18 School Year and not to other teachers. The NASUWT sought assurances that the Welsh Government would make it clear that schools should not seek to impose the new professional standards for teaching and learning on existing teachers. The Welsh Government agreed to the NASUWT's requests.
- 1.26 In August, the Union issued comprehensive guidance to members on the changes to the STPCD. The General Secretary wrote to all employers in England and Wales to make clear the Union's minimum expectations that the September 2017 pay award would be implemented in full and that all teachers paid on the MPR would receive at least 2%. The General Secretary also made clear in her letter that the NASUWT's expectation was that all other pay values and allowances would receive a pay increase of at least 1%. She emphasised that the pay increase should not be linked to performance.
- 1.27 The NASUWT embarked on an organising strategy to ensure that local authorities, schools and multi-academy trusts (MATs) across England and Wales met the NASUWT's minimum expectations for the 2017/18 pay award. By the end of the year, a significantly large number of local authorities, MATs and schools indicated that they would meet the NASUWT's minimum expectations.
- 1.28 By the close of the year, there were still concerns about the failure of the Welsh Government and Welsh Local Government Association (WLGA) to recommend and ensure 2% for all teachers on the MPR.

The NASUWT's Pay Research across the UK

- 1.29 The NASUWT continued to carry out and to commission groundbreaking research into the impact of the Government's reforms of teachers' pay. Building on baseline research published in 2016, the NASUWT published a further data analysis carried out by the University of Warwick Institute of Employment Research into the pay of all teachers in England, which confirmed the significant real terms cuts in teachers' pay since 2010 and also that average teachers' pay had barely changed in cash terms since 2010.
- 1.30 The University of Warwick's research confirmed the extent of the gender pay gap in teaching, the static levels of pay for many young teachers and the discrimination in pay suffered by black and minority ethnic (BME) teachers. The NASUWT presented evidence to the Government, at every available opportunity, of the discriminatory impact of the teachers' pay reforms.

- 1.31 IDR published research commissioned by the NASUWT in December which confirmed the extent to which teachers' salaries had fallen behind those of comparable graduate professions from 2010 onwards. The research identified that starting salaries for other comparable graduate professionals in England are 19% higher than those of teachers and that the pay differential between health professionals and teachers is 61% (primary and nursery) and 48% (secondary). In England, average earnings for comparable graduate professionals were 15% ahead of those of secondary school teachers and 27% ahead of those of primary school teachers.
- 1.32 The IDR research also identified that starting salaries for other comparable graduate professionals in Wales were 19% higher than those of teachers and that the pay differential between health professionals and teachers was 74% (primary and nursery) and 56% (secondary). In Wales, average earnings for comparable graduate professionals were 8% ahead of those of secondary school teachers and 21% ahead of those of primary school teachers.
- 1.33 The IDR research further identified that starting salaries for other comparable graduate professionals in Scotland was 20% higher than those of teachers and that the pay differential between health professionals and teachers is 88% (primary and nursery) and 74% (secondary). In Scotland, average earnings for comparable graduate professionals were 10% ahead of those of secondary school teachers and 22% ahead of those of primary school teachers.
- 1.34 The NASUWT carried out its annual pay survey in November across England and Wales which indicated the extent to which schools were utilising pay flexibilities to deny teachers their pay progression and also their annual pay award.
- 1.35 In March, the General Secretary had written to the then Chief Secretary to the Treasury, David Gauke, to outline that many teachers had not even benefited from the already inadequate 1% 2016/17 pay award and had received no pay increase during that school year.
- 1.36 In July, in response to a claim made by the Chief Secretary to the Treasury, Liz Truss, that teachers' pay rose by 3.3% in the previous year, the General Secretary wrote to the Chief Secretary to the Treasury to counter the claim and, quoting extensively from the NASUWT's commissioned and in-house research, pointed out the reality of the position on teachers' pay.
- 1.37 In July, the DfE published its annual Schools Workforce Census data, which confirmed that teachers' pay had, in fact, only increased by 0.6% in the previous 12 months.

Model Pay Policies

- 1.38 In August, the NASUWT's Model Pay Policy and Pay Policies Checklist were updated and reissued to:
- provide for prescribed standardised pay scales (reference points) between the statutory minimum and maximum on the MPR and the UPR, reflecting the September 2017 pay award in full;
 - support pay portability between schools;
 - ensure that there were no discriminatory barriers to accessing the UPR;
 - promote the adoption of a fair, transparent and consistent pay policy in schools, which recognises and rewards teachers as highly skilled professionals; and
 - provide accountability, transparency, objectivity and equality.

The 2018-19 Pay Award

- 1.39 In September, the Chief Secretary to the Treasury wrote to the chairs of all the public sector review bodies to announce that the Government was formally lifting the 1% cap on public sector workers' pay. This was a significant achievement for the NASUWT, which had not only led the campaign for this but had also presented compelling evidence to the STRB about the detrimental impact of the continuing cap.
- 1.40 In the letters, the Chief Secretary to the Treasury also advised that evidence to review bodies from Government Departments would be submitted later than had previously been the case, because of the Government's decision that there should only be a budget statement in Autumn and that, therefore, public sector review body processes would inevitably be delayed. The General Secretary wrote to the Secretary of State for Education to express concern about the implications for the timing of the teachers' pay award, explaining that payment of it was already unreasonably delayed in many schools and that this further delay would exacerbate the position.
- 1.41 In December, the Secretary of State for Education issued the remit for the STRB's 28th Report on teachers' pay for 2018/19.
- 1.42 The Secretary of State for Education asked the STRB to have regard to the following considerations:
- the need to ensure that the proposals reflected the Government's policy for public sector pay awards in 2018-19, as set out in the Chief Secretary's letter in September;
 - evidence of the national state of teacher and school leader supply, including rates of recruitment and retention, vacancy rates and the quality of candidates entering the profession;
 - the need to ensure that any proposals were affordable and offered best value for money;
 - evidence of the wider state of the labour market in England and Wales;
 - forecast changes in the pupil population and consequent changes in the level of demand for teachers; and
 - the Government's commitment to increasing autonomy for all headteachers and governing bodies to develop pay arrangements suited to the individual circumstances of their schools and to determine teachers' pay within the statutory minima and maxima.
- 1.43 The Secretary of State referred the following matter to the STRB for recommendation:
- 'an assessment of what adjustments should be made to the salary and allowance ranges for classroom teachers, unqualified teachers and school leaders to promote recruitment and retention.'*
- 1.44 The deadline for the submission of evidence to the STRB was set for January 2018, and at the close of the year the NASUWT was developing the detailed evidence to support the call for pay recommendations to address the crisis in the teaching profession by awarding a substantial above inflation pay increase for all teachers and school leaders.

Devolution of Teachers' Pay and Conditions in Wales

- 1.45 The NASUWT continued to seek to ensure that the devolution of teachers' pay and conditions from Westminster to the Welsh Government would not be to the detriment of teachers, as specified in the Annual Conference 2 (c) Resolution on 'Protecting Pay and Conditions'. Further information on this is in the section on Conditions (Wales).

Academies and Free Schools

- 1.46 The NASUWT continued to oppose detrimental changes to teachers' terms and conditions, resulting from the Government's academy and free schools programme in England, including through industrial-action campaigns. The Union continued to argue that structural change does not of itself raise standards.
- 1.47 The Union continued to support members in academies, individually and collectively, in maintaining the provisions of the STPCD to protect their pay and conditions of service. The overwhelming majority of academy trusts adopted the provisions of the STPCD, as a contractual entitlement for teachers, or included it in their recognition agreement, thanks to the robust representations made by the NASUWT.
- 1.48 During the year, the NASUWT met with academy trusts on a regular basis to negotiate on pay, conditions of service issues and policies and procedures for teachers. These resulted in tangible gains for members, including agreed disciplinary and grievance policies and family-leave and flexible-working policies that were more favourable than statutory entitlements.
- 1.49 In February, the Union responded to an Education Select Committee Report into MATs which raised questions about the benefits of the Government's policy. The NASUWT pointed out that the report confirmed there was no evidence that structural change alone raised standards and that the money spent on the academisation demonstrated little direct benefit to raising standards.

Multi-Academy Trust (MAT) Pay Claims

- 1.50 The NASUWT submitted pay claims for the 2017/18 pay award to the MATs with which the Union negotiates on a national basis.
- 1.51 All NASUWT pay claims provided a detailed case in support of a substantial, above-inflation pay uplift all for teachers, recognising that MATs had the autonomy to apply this to all pay values, not solely those included in the STPCD. The NASUWT pay claims were customised to each MAT, giving evidence specific to the MAT, including the teacher vacancy rates, pay levels, data on pay and equalities, and spending patterns.
- 1.52 The NASUWT was the first union to collect pay and equalities data from MATs. The data provided by the MATs supported the Union's concerns about the detrimental impact of pay flexibilities on teachers, particularly those with protected characteristics, including BME teachers, teachers with disabilities and teachers on maternity leave. The NASUWT continued to take action to address the discriminatory pay practices in MATs through bargaining and individual and collective casework.

Online Payslips

- 1.53 In May, the NASUWT responded to concerns from teachers about the difficulties of accessing pay information because of the move by many employers to provide online payslips. The Union issued advice bulletins for each nation stressing members' entitlements to information about their monthly pay, at the point of payment. The Union continued to be concerned that online payslips frequently contributed to the denial of members' pay and pension entitlements as teachers were not provided with key information and the process was not transparent.

Church of England Education Service

- 1.54 The NASUWT continued to have regular meetings with the Church of England Education Service throughout the year and discussed matters including the Church of England Education Service's policy on academies and developments in respect of the pay and conditions of service of teachers.

- 1.55 The Union worked with relevant academy employers to establish a national Joint Negotiating Committee (JNC) and a Trade Union Recognition Agreement (TURA).
- 1.56 The NASUWT was consulted by the Church of England National Society on its model workplace policies but the Union was unable to reach agreement on these.

Catholic Education Service for England and Wales (CESEW)

- 1.57 The NASUWT continued to meet with the CESEW during the year.
- 1.58 A range of issues were raised with the CESEW, including the impact of Government policy, the unacceptable nature of the CESEW's Human Resources (HR) policies and matters relating to disputes in individual Catholic schools.
- 1.59 Despite providing detailed representations, the Union was unable to reach agreement with the CESEW on its national model policies.

Schools Co-operative Society (SCS) and Co-operative College

- 1.60 The NASUWT continued to support the development of good working practices in Schools Co-operative Society (SCS) schools, as well as working collaboratively with the SCS and the Co-operative College to improve conditions for NASUWT members.
- 1.61 The Union met with the Co-operative Party on a number of occasions in order to further develop policy on co-operative education.
- 1.62 Representatives from the NASUWT attended the Co-operative Party Conference and participated in panel debates.
- 1.63 In addition, the NASUWT organised a fringe event at the Conference on alternatives to supply agencies, in furtherance of the Annual Conference resolution on 'Supply Teachers'. A number of outcomes arose from the meeting, including opportunities to discuss alternatives to agencies with Cooperatives UK.
- 1.64 Due to a reorganisation of structures within the SCS, the National Joint Forum (NJF), established under the auspices of the TUC with the SCS, Co-operative College and all TUC-affiliated education unions, did not meet. At the close of the year a meeting was planned for January 2018.

Sixth-form Colleges

- 1.65 The NASUWT continued to be represented on the National Joint Council (NJC) for staff in sixth-form colleges and on the Committee for Teaching Staff in England. Brian Cookson, NASUWT, continued to chair the Staff Side Committee.
- 1.66 Sixth-form pay negotiations for 2016-17 concluded in January. The NASUWT was the only union to make clear that the pay award of 1%, to take effect from January, was unacceptable. The Union reiterated the fact that a 1% pay award was, in reality, only a pay award of approximately 0.70% when spread across the academic year from September 2016.
- 1.67 The NASUWT acknowledged receipt of the offer, but did not accept it.
- 1.68 Sixth-form pay negotiations for 2017-18 were ongoing as the Sixth Form Colleges Association (SFCA) opening offer of 1% was rejected by the NASUWT. Negotiations could not reopen until the SFCA was able to provide data in relation to pay progression.

- 1.69 The NASUWT continued to attend and engage in the area-based reviews (ABRs) which took place throughout England during the year and which by the end of the year were completed. The Union continued to promote the importance of sixth-form colleges within the educational landscape.
- 1.70 The NASUWT continued to meet with the SFCA to seek to agree and develop guidance on workload.
- 1.71 During the year, the NASUWT won a landmark victory in the Supreme Court on the deduction of pay for strike action. This ruling protects all teachers in sixth-form colleges who choose to take lawful industrial action from excessive deductions of salary. Sixth-form colleges made deductions from members' pay, calculated on the basis of 1/260th of their annual salary. The NASUWT argued that this was incorrect and that deductions should have been made on the basis of 1/365th. The Supreme Court agreed. The Union embarked on a process of ensuring that members who had faced excessive deductions were reimbursed.

Further Education (FE) Colleges

- 1.72 Following the 2017-18 pay talks, the employers' representatives offered 1% or £250, whichever is greater, as the pay award.
- 1.73 The offer also included information on:
- proposed joint guidance on closing the gender pay gap;
 - a reminder to colleges on their obligations and a joint agreement on the transfer of temporary staff to permanent contracts;
 - a recommendation that colleges consider implementing the Living Wage; and
 - a recommendation for all colleges to ensure fair pay for women by conducting Equal Pay Audits or reviewing any existing audits to identify any gender pay gap and to construct an Action Plan with the Trade Unions on a local basis to eliminate any such gaps.
- 1.74 The NASUWT considered this recommendation to be inadequate and also that the offer on equal pay amounted to little more than a statement of the employer's statutory duty. The Union continued to press for a substantial above-inflation pay award for further education (FE) lecturers.
- 1.75 In Wales, the FE Joint Trade Unions Wales (FEJTUW) submitted the 2017-18 pay claim to ColegauCymru in June 2017.
- 1.76 The claim made it clear that the employers were expected to offer a pay award that reflected the increase in the cost of living which FE workers had faced during the past 12 months, together with the forecast increase in inflation for 2017/18. This necessitated a substantial increase above current inflation levels to all salaries for the FE workforce.
- 1.77 The claim was that, as a minimum, the increase must be 3.2% plus 1% or £800, whichever is the greater.
- 1.78 ColegauCymru responded formally to the 2017-18 pay claim in July 2017. Having considered the pay claim, the employers recommended to all subscribing members and its governing bodies that the staff pay award for the academic year 2017/18 was to be a '1% pay uplift', backdated to the beginning of the 2017/18 academic financial year. All FE colleges indicated that they were in agreement with the offer.

- 1.79 The offer was discussed at a meeting of the FE Wales Negotiating Committee in October. The FEJTUW pointed out to the employer representatives that the STRB had recommended that the maximum and minimum of the MPR for teachers in Wales and England should be increased by 2%. As the NASUWT had maintained that this increase should be applied to all the points currently in payment between the maximum and minimum, many local authorities, academy trusts and individual schools had adopted this. The employers' commitment to maintaining pay parity with teachers was questioned and the employers were asked to reconsider the offer in the light of the STRB's recommendations. The employers agreed to consider this.

NORTHERN IRELAND

- 1.80 The NASUWT's national trade dispute with the Department of Education (DE), lodged in 2008 and in which pay was a critical element, continued.
- 1.81 No negotiations took place for the 2016/17 award, as the 2015/16 pay award had been delayed by the actions of the Education Minister and the employers.
- 1.82 The employers offered 1.37% on the proviso that the NASUWT and other unions agreed to move away from automatic time-served pay progression, through the introduction of a formal link between pay progression and a refined Performance Review and Staff Development (PRSD) process.
- 1.83 After 14 months of delay, the employers offered 0% for 2015/16 and 1% for 2016/17. This was rejected by the NASUWT.
- 1.84 In October, the NASUWT National Action Committee agreed to escalate the industrial action to a rolling programme of strike action in order to demonstrate the anger and frustration of teachers at the continuing failure of the Education Minister to recognise and address the serious concerns of teachers over pay, workload and job loss.
- 1.85 The NASUWT immediately put the Minister on notice that, unless there was an improved pay award offer for 2015/16 and a commitment to genuine engagement with the NASUWT to seek to resolve the NASUWT's trade dispute, NASUWT members would be instructed to take part in strike action.
- 1.86 A programme of rolling strike action was drawn up.
- 1.87 NASUWT members in Belfast and Newtownabbey were the first to take part in one day of strike action on the commencement of the rolling programme. The highly successful strike took place on 30 November 2016.
- 1.88 On 31 January, teachers across Derry City and Strabane, Mid Ulster, and Fermanagh and Omagh took part in the second stage of NASUWT strike action.
- 1.89 The collapse of the power-sharing arrangements and the subsequent deadlock in talks following a further Assembly election in March led to a suspension of the further strike action, although the trade dispute and escalated action short of strike action remained in place. However, the action had secured the potential for talks in reopening discussions about the 2015/16 pay deal.
- 1.90 Further delay was caused by the impact of the General Election and confidence and supply talks between the Conservative Party and the DUP. Unfortunately, when an announcement was made that £1 billion extra had been secured for Northern Ireland, only £30 million was announced for education and nothing for teachers' pay.

- 1.91 At every opportunity, the NASUWT continued to press the need for significant increases in pay for teachers, including pressing the fact that the Union did not believe that the 2016/17 pay round was not settled but that pay negotiations were not opened due to continued deadlock on power-sharing talks and the absence of functioning political machinery.
- 1.92 In December, in the absence of a Minister, the General Secretary wrote to the Head of the Northern Ireland Civil Service calling on him to use his powers to make a significant above-inflation pay award for teachers for 2017/18. On 13 December, the Department of Finance announced that public sector pay increases would be limited to 1%. The NASUWT expressed frustration that this would impact directly on the morale of teachers and the high-quality provision within schools in Northern Ireland.

SCOTLAND

- 1.93 The negotiating machinery relating to teachers' pay and conditions continued to be deeply flawed, with teachers in Scotland failing to receive any pay increase in 2017.

Teachers' Pay Award 2017/18

- 1.94 Teachers' pay in Scotland continued to fall behind the pay of comparable graduate professions. The NASUWT sought to progress its 2017/18 pay claim.
- 1.95 The NASUWT submitted a detailed, comprehensive and evidence-based pay and conditions claim to the Scottish Negotiating Committee for Teachers (SNCT) Teachers' Panel in December 2016.
- 1.96 The NASUWT pay claim included the following elements:
- a substantial above-inflation pay uplift to address the significant cut in teachers' real-terms pay from 2010 onwards;
 - the removal of the cap on short-term supply teachers' pay and the payment of all supply teachers on their full national pay point;
 - the provision of an entitlement for teachers not to have to carry out clerical and administrative duties which do not require the exercise of their professional skills and judgement;
 - the establishment of a career pathway to enable teachers to remain in the classroom and access higher pay levels;
 - the restoration of teachers' maternity entitlements which were removed in 2011;
 - the removal of the provision which enables schools to increase the working week beyond 35 hours for all duties, or to 22.5 hours' class contact time;
 - a commitment to introduce legislation to establish key teachers' terms and conditions as statutory entitlements; and
 - the establishment of a strategy to remove the requirement of teachers to cover for absent colleagues.
- 1.97 The other teacher unions on the SNCT Teachers' Panel had voted against the NASUWT's pay claim, confirming again the inadequacy of SNCT structures in representing teachers' interests.
- 1.98 The NASUWT continued to implement continuous national action short of strike action in furtherance of its trade dispute during the year.
- 1.99 Following the rejection by the SNCT Teachers' Panel of the NASUWT pay claim for 2017, the NASUWT wrote to the Deputy First Minister, enclosing the Union's pay and conditions claim. The NASUWT made it clear to the Deputy First Minister that the Government must now demonstrate its support for teachers by providing them with the pay and working conditions which recognise their vital role in shaping Scotland's future.

- 1.100 The NASUWT took the opportunity to press its 2017/18 pay claim in its engagement with the Government. In January, the NASUWT responded to the Government's consultation, *Empowering Teachers. Parents and Communities to achieve Excellence and Equity in Education, a review of the Governance of Scotland's schools*. The NASUWT made clear, as outlined in the Annual Conference 2 (c) Resolution on 'The Education Governance Review', the crucial importance of a wholesale revision of the national pay and conditions machinery, given the failure of the SNCT to provide a suitable pay and conditions framework for teachers and the fact that it was presiding over their decline.
- 1.101 The NASUWT called for the establishment of a Review Body process, with a remit on the restoration of the principles enshrined in *A Teaching Profession for the 21st Century*. Key priorities of the Review Body would be to restore teachers' pay to levels competitive with other graduate professions and also to reduce teachers' workload.
- 1.102 In September, following relentless campaigning by the NASUWT, the First Minister announced that the pay cap would be lifted for the 2018 pay round. The NASUWT welcomed the move but stated that this in itself was not enough. Urgent action was required to address the shortfall in earnings that teachers had experienced over the past seven years.
- 1.103 Despite the NASUWT's continued pressure on the SNCT to ensure that teachers received a pay increase in April, this had not occurred by October. The NASUWT, therefore, began a process of escalating the national action to strike action in protest. The action was planned for Glasgow and East Dunbartonshire. East Dunbartonshire offered talks and the strike action was withdrawn. Glasgow moved to a legal challenge and the action was suspended pending legal advice.

STATES OF JERSEY

- 1.104 The NASUWT submitted a comprehensive pay claim to the States of Jersey in March, which clearly set out the need for a substantial above-inflation uplift to the pay of all teachers, which had declined by 7% in real terms since 2008.
- 1.105 The States Employment Board (SEB) made an initial offer of 0.7% in respect of 2017, which was increased to 2% after negotiations with the NASUWT. The Union did not endorse this uplift as, although it represented a Retail Prices Index (RPI) increase for 2017, it fell short of the requirements laid out in the Union's detailed pay claim.
- 1.106 Throughout the year, the SEB engaged in negotiations with unions representing States employees in order to harmonise a diverse number of pay scales. Although teachers and lecturers were not within the scope of this programme, the NASUWT engaged fully with the process to ensure the interests of teachers and lecturers were protected.

STATES OF GUERNSEY

- 1.107 In September, the NASUWT submitted a detailed pay claim to the States of Guernsey.
- 1.108 Negotiations with the States over the pay award from September began in November and were continuing at the close of the year.

ISLE OF MAN

- 1.109 In March, the NASUWT raised concerns about the real terms cuts to the education budget, stating that the cuts would have a negative impact on the future of schools.
- 1.110 In August, following the publication of the STRB report, the Department of Education, Sport and Culture imposed a pay award on teachers, who received an uplift of 2% on scale points M1 and M6, and a 1% uplift to all other points and allowances.

- 1.111 In September, the NASUWT submitted a detailed pay claim to the Isle of Man Government for 2016/17, which clearly demonstrated the need for a substantial above-inflation increase, and showed that teachers' salaries had been eroded by 25% since 2010.
- 1.112 Following intense pressure by the NASUWT alone, in November the Department announced it would be applying the 2% uplift to all main-scale points.
- 1.113 At the close of the year, the NASUWT was continuing to press for a substantial above-inflation increase for all teachers.

MINISTRY OF DEFENCE

- 1.114 The NASUWT continued to represent members in the Service Children's Education (SCE) sector in schools in Germany, Cyprus and other Ministry of Defence (MOD) establishments around the world, including Queen Victoria School in Scotland.
- 1.115 The Union continued to pursue discussions to establish a framework for consultation within the Directorate of Children and Young People (DCYP).
- 1.116 During the year, the NASUWT actively pursued the terms of reference (TOR) for a teachers' trade union forum. Furthermore, the Union formally invoked, when needed, 'failure to agree' procedures.
- 1.117 The Union successfully carried out a job-sizing exercise at the MOD's Queen Victoria School, Dunblane, Scotland, enabling members to benefit from a three-year backdated pay award.
- 1.118 Following representation from the NASUWT to seek a definitive answer on the exit payments payable to teachers affected by Germany Drawdown, the DCYP agreed to prepare a submission to HM Treasury to seek authority to continue to make exit payments in line with the original scheme. The NASUWT was the only union to lobby the DCYP consistently on this issue and to write to the appropriate ministers on this matter.
- 1.119 Because of the NASUWT's intervention, the DCYP agreed to seek exemption for MOD teachers in line with recent consultation outcomes. At the close of the year, the NASUWT was continuing to engage in consultation in relation to the business case being put by the DCYP and continuing to make representations to the appropriate agencies.

GIBRALTAR

- 1.120 The NASUWT continued to progress work through the social partnership agreed with the Gibraltar Government. Activity in this regard remained centred on the pay and conditions framework for teachers and school leaders.
- 1.121 Whilst the NASUWT continued to represent the interests of members, the uncertainty arising from the UK's decision on Brexit had a major impact on the work of the Union in Gibraltar and on representations to the Gibraltar Government on rights at work.
- 1.122 During the course of the year, the NASUWT secured representation as a founding member of the Inter Regional Trade Union Council (IRTUC) South. The Union affirmed, through the constitution, its commitment to work towards the construction of a European Union that is more caring, socially cohesive and territorially aimed to defend the rights of all workers. The creation of this IRTUC fell within the European Federation of Trade Unions' (EFTU's) strategy to create the necessary mechanisms to allow trade union action in Andalusia and Gibraltar.
- 1.123 The Union met regularly with the Chief Minister and the Education Minister to discuss a range of issues, including teachers' pay and conditions.

1.124 The Union supported the reinvigoration of the Social Partnership arrangements with the Gibraltar Government.

1.125 The NASUWT sponsored the Gibraltar Literary Festival, with the Union taking an active part in the seminars.

PENSIONS

ENGLAND AND WALES

2.1 The NASUWT national trade dispute in England and Wales continued and pensions remained a key issue for resolution of the trade dispute. The NASUWT continued to meet with Ministers and the DfE to seek to resolve this aspect of the dispute. By the close of the year, the trade dispute remained unresolved.

Teachers Working Longer Review

2.2 The NASUWT continued to participate in the DfE Teachers Working Longer Review.

2.3 The Review's core objectives include:

- the health and deployment implications of teachers working longer;
- possible options to mitigate these implications where necessary;
- making recommendations to the Secretary of State; and
- providing evidence that can be used by stakeholders to contribute to any Government reviews of the State Pension Age (SPA) and the link between the Normal Pension Age (NPA) and SPA in public sector schemes.

2.4 The NASUWT used the Review process to argue for:

- a focus on retention of teachers at all stage of their careers;
- improved working conditions for all teachers;
- vastly improved access to flexible working for all teachers;
- a complete change in culture in the way older teachers are treated; and
- the breaking of the link between the SPA and the teachers' NPA.

2.5 In February, the Interim Report of the Teachers Working Longer Review was published.

2.6 Key finding of the Teachers Working Longer Review Interim Report were:

- teachers' capabilities to carry out the highly demanding role of teaching do not decrease as teachers age;
- despite the pressure and stress which teachers face, teachers' sickness absence is lower than that of other professional workers;
- teachers are not offered high-quality Occupational Health Support;
- the only changed career pathways open to classroom teachers are supply teaching or promotion to management. School leaders have more options available, which includes flexible working;
- effective management would enable teachers to work for longer;
- lack of work-life balance drives older as well as younger teachers out of the profession;
- despite the Equality Act 2010 outlawing discrimination on grounds of disability, many teachers leave the profession because of health-related reasons; and
- the culture of hostility in many schools towards older workers drives teachers out of the profession.

2.7 The NASUWT's evidence to the DfE was key to the Teachers Working Longer Review Interim Report reaching these conclusions.

- 2.8 The draft final report of the Teachers Working Longer Review was published in September. Elements of the Report were unacceptable to the NASUWT and negotiations continued on the final draft Report until the end of the year.

Opting Out of the Teachers' Pension Scheme (TPS)

- 2.9 The NASUWT continued to express concern about the number of teachers opting out of the Teachers' Pension Scheme (TPS). The numbers continued to increase during the year to the highest level since the DfE began collecting records in 2011, particularly amongst young teachers.
- 2.10 The NASUWT secured the publication of opt-out data by the DfE on a monthly basis.
- 2.11 In 2017, the age range of teachers opting out was mainly 25-34, continuing the pattern of previous years. The opt-out data demonstrated that teachers with relatively little employment service were disproportionately more likely to decide to opt out of the TPS. The highest numbers of those opting out had less than five years' service. In total, 77% of all opt-outs, during the period July to September, had less than five years' service. Of the opt-outs with less than five years' service, 61.6% had less than one year's service, 16.2% had one year, 10.3% had two years, 6.9% had three years and 4.9% had four years.
- 2.12 The NASUWT successfully pressed the DfE to conduct more research into opt-outs and this was published in November. The research indicated that 63% of teachers opted out for personal financial reasons and 46% of these teachers needed the money for household expenses.
- 2.13 The Union used the data on opt-outs in its representations on teachers' pay, recognising that the majority of opt-outs arose from financial difficulties and affordability because of the deterioration in teachers' pay.
- 2.14 The NASUWT continued to highlight the benefits of remaining in the TPS, specifically to young teachers but also across the whole membership.

TPS Adult Survivor Benefits

- 2.15 The NASUWT continued to campaign to achieve full equalisation of partner survivor benefits in the TPS.
- 2.16 The NASUWT used the bilateral trade dispute talks with the DfE to make the case for the equal pension rights of same-sex couples.
- 2.17 The Union continued to press for an end to unacceptable pensions discrimination against women and Lesbian, Gay, Bisexual, Trans and Intersex (LGBTI) teachers.
- 2.18 The NASUWT continued to encourage members to use the Union's campaigning materials to raise awareness of continuing discriminatory provision and to lobby their MPs.
- 2.19 Following the Walker v Innospec Supreme Court decision in July, which overturned previous judgements against equal survivor benefits for men in a same-sex marriage, the NASUWT pressed the Secretary of State for Education to remove the discriminatory provisions in the TPS against all same-sex married and civil partners.
- 2.20 The NASUWT worked with the TUC to ensure that the TUC demanded from the Treasury the end of discrimination against same-sex partners in all pension schemes, including the TPS.

Serious Ill-health Commutation of Pension

- 2.21 In November, the DfE published new Regulations on serious ill-health commutation of pension, which applied to teachers who applied for serious ill-health commutation and then tragically died before receiving it. The new Regulations ensured that the serious ill-health commuted pension was paid to the teacher's survivor rather than the in-service death grant.
- 2.22 The NASUWT continued to give the highest priority to supporting members with terminal illnesses, so that they could best provide for their dependants.

England and Wales Teachers' Pension Scheme Governance

- 2.23 The England and Wales TPS Pension Board (TPSPB) was developed to assist the Scheme Manager in England and Wales, the Secretary of State for Education, to secure compliance with the overarching legislation and Scheme Regulations. The Board also advised upon good administration of the TPS.
- 2.24 The TPSPB ensures that the TPS continues to be the pension scheme for all teachers via participation agreements and other means to ensure compliance with TPS regulations.
- 2.25 The NASUWT secured the reappointment of its nominee, Dave Wilkinson (National Negotiating Official), to the TPSPB for England and Wales from 10 February 2017 until 9 February 2020.
- 2.26 The NASUWT pressed the DfE to form sub-committees of the Pension Board so that the Board could discharge its governance role more thoroughly and effectively. In March, Dave Wilkinson was appointed Chair of the Service Delivery and Maintenance of Data Sub-Committee.
- 2.27 The TPSPB met on four occasions during the year.
- 2.28 The Scheme Advisory Board advises the Scheme Manager, at the Scheme Manager's request, on the desirability of changes to the TPS and on matters of policy.
- 2.29 As a result of the NASUWT's representations, the Scheme Advisory Board in England and Wales was given a wider remit than that set out in primary legislation and became a policy forum for the NASUWT and other unions. The Scheme Advisory Board met on three occasions in the year.
- 2.30 The NASUWT representatives on the Scheme Advisory Board were Neil Butler (National Treasurer), John McGill (Chair of Salaries, Pensions and Conditions of Service Committee) and Dave Wilkinson (National Negotiating Official).

Administration of the Teachers' Pension Scheme

- 2.31 It became clear during the year that members of the England and Wales TPS were suffering from the very poor administration of the Scheme, which affected active, deferred and pensioner members of the TPS.
- 2.32 Poor service included:
- extremely long delays with the telephone lines, with callers often being placed at number 60 or 70 in a queue;
 - callers being cut off when they had been queuing for hours and eventually reach number one in the queue;

- system outages which prevented MPO from functioning at all (including for a key period of time over Spring half-term earlier this year);
 - breakdowns in MPO functions, with communications sent through the secure online function being ‘lost’. This included applications for pensions in payment;
 - missing pension contributions from members’ service records;
 - inaccurate levels of pensions in payment, leading to recovery procedures for alleged overpayments being put into place; and
 - delays in the payment of death grants.
- 2.33 In some cases, members had had to make use of the DfE’s Internal Dispute Resolution Procedure (IDRP) to ensure that their individual case is expedited within acceptable timescales.
- 2.34 The NASUWT identified that the difficulties which members were experiencing had arisen for several reasons:
- inadequate resourcing of the Teachers’ Pensions (TP) contact centre, particularly the telephone lines;
 - high levels of staff turnover within the Capita Teams which deal directly with members;
 - difficulties which some employers, particularly academy employers, are experiencing in submitting accurate employee pension data through TP’s Monthly Data Collection (MDC) system; and
 - the demands placed on public service pension schemes as a result of Guaranteed Minimum Pension (GMP) reconciliation, and delays in receiving data from HMRC, which have led to TP focusing resources away from direct member engagement.
- 2.35 A clear contributory factor to the problems which members were experiencing was that TP did not send out annual pension statements during 2017 and members had been encouraged to log onto MPO to access these. The NASUWT opposed TP’s decision not to send out pension benefit statements through the post.
- 2.36 The NASUWT made it clear to TP and to the DfE that, rather than diverting resources into campaigns such as its ‘remarriage campaign’, which attempts to identify recipients of pre-2007 survivor pensions who have entered into another relationship following their previous partner’s death, TP should be focusing on providing a high-quality service to TPS members at the point of need.
- 2.37 The NASUWT made it clear to TP and the DfE that the level of service to TPS members was unacceptable.
- 2.38 The NASUWT secured the release of urgent DfE funding to enable the recruitment of an additional staff in the TP telephones team.
- 2.39 The NASUWT also made it clear to the DfE and to Ministers that, apart from the inconvenience to Scheme members, the unacceptable administration of the TPS poses a reputational risk to the TPS and could lead to members opting out of the Scheme.
- 2.40 The NASUWT stated that even though remedial action was welcome, the service to TPS members should not have been allowed to fall to such unacceptable levels and the DfE must carry out close daily monitoring to ensure that service in the contact centre improves rapidly. The DfE agreed to this.

Rate of Increase of Teachers’ Pensions

- 2.41 In March, the NASUWT wrote to the Government to condemn its below-inflation increase to teachers’ pensions as inadequate.

- 2.42 The Government's announced increase to teachers' pensions in payment on 10 April 2017 was 1%. This was less than the rate of inflation in 2017.
- 2.43 The NASUWT called on the Treasury to reconsider the unacceptably low rate of increase in teachers' pensions and drew attention to the hardship which many pensioners would suffer as a result.
- 2.44 In the letter to the Chief Secretary to the Treasury, the General Secretary made it clear that, over a two-year period, the rate of increase in public service pensions was significantly below the rate of increase in prices for most pensioners. The NASUWT continued to object to the Government's use of the lower Consumer Prices Index (CPI) to measure inflation, rather than the Retail Prices Index (RPI) which was used up to 2011.

The Future of the Pension Age – Cridland Review Final Report

- 2.45 In April, John Cridland published his final report on *The Future of the Pension Age*.
- 2.46 In February and again in March, the NASUWT met with John Cridland to discuss his Report.
- 2.47 In the meetings, the NASUWT stressed that:
- an increase in the pension age would lead to hardship amongst teachers, rather than teachers working for longer;
 - additional increases in the pension age would reduce confidence in the TPS even further and contribute to even more teachers opting out of the pension scheme;
 - further increases in the pension age would break the 25-year guarantee given by the Government over reformed TPS design; and
 - 'a country which works for everyone', which was the Prime Minister's stated aim, does not increase the pension age for its population.
- 2.48 In line with the Annual Conference Resolution on 'Further Increases to the Pension Age', the NASUWT presented evidence to John Cridland which demonstrated that, between 2010 and 2015, only 44% of teachers in England and Wales worked up to their current pension age. Hardly any teachers (only 2.5% of teachers between 2010 and 2015) worked beyond 60. The NASUWT's evidence stressed that the pressures of teaching meant that many teachers would not make it even close to a pension age of 60, let alone 68.
- 2.49 The key outcomes of the Cridland Review Final Report included that the pension age should increase to 68 from 2037 to 2039, seven years in advance of the current legislative timescale.
- 2.50 The Cridland Review Final Report also made a number of employment-related recommendations to support people who had to work longer because of the increase in the pension age.
- 2.51 The NASUWT opposed the increase in the pension age which the Cridland Review recommended, but welcomed the recommendations for better employment practices.
- 2.52 In April, the Government Actuary's Department (GAD) also published a Report on the increase in the pension age. GAD modelled two scenarios – one where people spend 33.3% of their adult lives in retirement, and one where people spend 32% of their adult lives in retirement (with adult lives beginning at 20), giving the following projected increases:
- under the 33.3% scenario, the pension age would increase to 68 in 2039;
 - under the 32% scenario, the pension age would increase to 68 in 2028;
 - under the 33.3% scenario, the pension age would increase to 69 in 2053;

- under the 32% scenario, the pension age would increase to 69 in 2040; and
- under the 32% scenario, the pension age would increase to 70 in 2054.

- 2.53 The NASUWT made it clear to the Government that all of these pension age increases were unacceptable, but the more rapid acceleration of the pension age is particularly unacceptable.
- 2.54 In July, the Government announced its decision on the increased pension age. The SPA would increase from 67 to 68 in 2037-39, seven years earlier than its currently legislated date of 2044-46.
- 2.55 Even though this was not the worst-case scenario considered by the Government, the NASUWT made clear the unacceptability of this pension age for teachers.

Discount Rate Assumption in the Valuation Process

- 2.56 In August, the Government published the draft directions for the valuation of the UK Teachers' Pension Schemes. The key financial assumption in the valuation process is the Superannuation Contributions Adjusted for Past Experience (SCAPE) discount rate.
- 2.57 The then Chancellor of the Exchequer, George Osborne, had previously announced the reduction in the discount rate from CPI+3% to CPI+2.8% for the purposes of the 'as at 2016' valuation of the UK public sector pension schemes.
- 2.58 The NASUWT objected strongly to this reduction in the discount rate which would reduce the notional value of the UK Teachers' Pension Schemes by billions of pounds. This would be in addition to the lowering in value of the UK TPS caused by the reduction in the discount rate for the 'as at 2012' valuations from RPI+3.5% to CPI+3%, which wiped over £23 billion off the value of the TPS and led to a scheme deficit.
- 2.59 One of the issues raised by the NASUWT in the valuation process was how to secure clarity on whether the reduction in the SCAPE Discount Rate from 3% to 2.8% would have an adverse impact on TPS members. The DfE and the Treasury consulted with the NASUWT and the TUC on this issue.
- 2.60 The NASUWT engaged with both the TUC and DfE, assisting the TUC with its correspondence to the Treasury and also securing amendments to DfE correspondence to the Treasury, which sought changes to the 'as at 2012' valuation, directions to ensure that the cost cap in the UK Teachers' Pension Schemes would not be breached by the reduction in the discount rate, and that scheme member contributions would not have to be increased, or member benefits reduced, accordingly.
- 2.61 In response, the Treasury provided clarification in its draft Directions that it would ensure that the change to the discount rate would not affect the cost cap mechanism. The Treasury clarified that, while the reduction in the discount rate from 3% to 2.8% would create an upward pressure on employer contribution rates, this reduction would not affect the cost cap mechanism.

Employee Pension Contribution Structure in the Teachers' Pension Scheme

- 2.62 In November, the DfE published proposals for the 2019-2023 employee pension contribution structure in the TPS, together with data about the income collected under the current employee pension contribution structure.

- 2.63 The DfE data revealed that, because teachers' salaries had not risen by inflation since 2015, the income to the TPS during 2015 to 2019 would be lower than the DfE had planned. The DfE proposed an increase in pension contributions for classroom teachers as a result. The NASUWT opposed the DfE proposal and negotiations with the NASUWT on the employee pension contribution structure were continuing at the end of the year.

Successful Delaying of Exit Payment Restrictions

- 2.64 The NASUWT had previously called on the Government not to proceed with the restrictions on redundancy and early retirement provision for teachers, which were proposed in 2015 and 2016, commonly known as 'exit payment restrictions'.
- 2.65 The Government did not proceed with public sector exit payment restrictions during 2017, but announced in November its intention to consult further on these in 2018.

NORTHERN IRELAND

- 2.66 The NASUWT responded to all Northern Ireland consultations on changes to the Northern Ireland Teachers' Pension Scheme (NITPS) and responded to the Westminster Government's Department of Work and Pensions and Treasury consultations on pensions reform which affected Northern Ireland teachers.
- 2.67 The NASUWT's trade dispute in Northern Ireland continued and pensions remained a key issue for resolution of that trade dispute.

Northern Ireland Teachers' Pension Scheme Governance

- 2.68 The NITPS Pension Board (NITPSPB) assists the Scheme Manager in Northern Ireland, the Minister of Education, in securing compliance with the overarching legislation and scheme regulations.
- 2.69 The NITPSPB has a crucial role in ensuring that the NITPS continues to be the pension scheme for all teachers via participation agreements and other means to ensure compliance with NITPS regulations.
- 2.70 Justin McCamphill (National Official) and Graham Agnew continued to represent the interests of all Northern Ireland teachers during 2017.
- 2.71 The NITPSPB met on four occasions during the year.
- 2.72 The role of the NITPS Advisory Board (NITPSAB) is to advise the Scheme Manager, at the Scheme Manager's request, on the desirability of changes to the NITPS and on matters of policy.
- 2.73 As a result of the NASUWT's representations, the Scheme Advisory Board was given a wider remit than that set out in primary legislation and became a policy forum for the NASUWT and other unions.
- 2.74 The NASUWT's representatives on the NITPSAB were Justin McCamphill and Dave Wilkinson.
- 2.75 The NITPSAB discussed a variety of NITPS policy issues, the major one of which was the 'as at 2016' valuation of the NITPS. The NASUWT pressed the Northern Ireland Executive to protest to the Westminster Government about the reduction in the SCAPE discount rate, which was carried out with no reference to the Northern Ireland Executive and which would, in all likelihood, result in a deficit when the scheme valuation is carried out.

- 2.76 The NASUWT participated in discussions about the NITPS specific assumptions for the valuation, arguing that assumptions should be adopted which did not lead to additional costs being placed on teachers.

Opting Out of the NITPS

- 2.77 NITPS opt-out data indicated that, even though the overall numbers are low, the numbers of teachers opting out of the NITPS was increasing, with a focus on teachers between age 20 and 30 opting out of the NITPS. The NASUWT continued to reinforce to teachers the importance of remaining in membership of the NITPS.

Employee Pension Contributions Structure

- 2.78 In 2016, the DE had signalled to the NASUWT that the teachers' employee contribution structure from 2015 to 2019 was providing insufficient yield to HM Treasury for the NITPS. The NASUWT observed that this was because of the low levels of teachers' salaries.
- 2.79 The NASUWT continued to advocate a progressive employee-contribution tiering structure for the NITPS. The NASUWT made it very clear to the DE that a flat-rate increase in pension contributions would be unacceptable and that the Union expected a more progressive tiering structure to be implemented to address lower than predicted levels of income following the 'as at 2016' NITPS valuation.

SCOTLAND

- 2.80 The NASUWT responded to the Government's consultations on changes to the Scottish Teachers' Pension Scheme (STPS) and responded to the Westminster Government's Department of Work and Pensions and Treasury consultations on pensions reform which affected teachers in Scotland.
- 2.81 The NASUWT's national trade dispute in Scotland continued and pensions remained a key issue for resolution of the trade dispute.

Opting Out of the STPS

- 2.82 During the year, the NASUWT continued to express a high-level concern that the Government had not collected any opt-out data since the 2011/12 Scheme Year. The Union raised concerns about the lack of analysis of opt-out trends with the Government repeatedly during the year and requested that urgent work be carried out by the Scottish Public Pensions Agency (SPPA) to assess the level of opt-outs.
- 2.83 As a result of NASUWT representations, the Scottish Government published some opt-out data to the STPS Advisory Board, although this was not particularly comprehensive.

STPS Governance Boards

- 2.84 The STPSPB has a crucial role in ensuring that the STPS continues to be the pension scheme for all teachers via Participation Agreements and other means to ensure compliance with STPS regulations.
- 2.85 Brian Cookson, the NASUWT nominee to the STPSPB Pension Board, continued to attend STPSPB meetings throughout the year.
- 2.86 The STPSPB met on four occasions during the year.

- 2.87 The role of the Scheme Advisory Board is to advise the Scheme Manager, at the Scheme Manager's request, on the desirability of changes to the STPS and on matters of policy. The Scheme Manager for the STPS is the Cabinet Secretary for Finance and Personnel, acting on behalf of all Scottish Ministers. Dave Wilkinson (National Negotiating Official) represented the NASUWT on the STPSAB during the year.
- 2.88 As a result of NASUWT representations, the STPSAB gained a wider remit than that set out in primary legislation and became a policy forum for the NASUWT and other unions, replacing the previous Scottish Teachers' Pension Scheme Negotiating Group (STPSNG).
- 2.89 Three STPSAB meetings took place during the year.
- 2.90 In February, the Government published its review of the governance of public sector pension schemes. The NASUWT participated in the Review and met with KPMG, which carried out the Review on behalf of the Government.
- 2.91 At the close of the year, the Government had not acted on the recommendations in the Review.

The 'as at 2016' Valuation of the STPS

- 2.92 The NASUWT continued to raise concerns about the impact of the Westminster Government's reduction in the discount rate on the STPS following the outcome of the 'as at 2016' valuation. The NASUWT continued to press the Government to complain to the Westminster Government about the reduction in the discount rate, which occurred without consultation.
- 2.93 The NASUWT pressed for the Government to have greater control over the valuation process for the STPS, and for the assumptions used in the valuation to be devolved, rather than reserved, matters to be consistent with the governance arrangements for the STPS, where the Government Cabinet Secretary for Finance is the Scheme Manager.
- 2.94 The NASUWT participated throughout the year in the STPSAB Technical Sub-group, which considered the STPS specific assumptions for the valuation of the STSPB.

Public Sector Exit Payments Cap

- 2.95 The NASUWT continued to press the Government not to implement public sector exit payment restrictions and, to date, the Government has not implemented these.

The Cridland Review of the Future of the Pension Age

- 2.96 In February, the NASUWT met John Cridland in Edinburgh to outline concerns about the increase in the pension age for teachers in Scotland. The NASUWT drew attention to life expectancy in Scotland, which is lower, in some parts of the country, than the increased pension age which the Cridland review was likely to recommend.

STPS Eligibility

- 2.97 The NASUWT participated in the STPSAB Technical Sub-group's review of STPS Eligibility. The NASUWT ensured that, in circumstances where a role was defined as a local government rather than a teaching role, scheme members would not be removed from the STPS. The changes to scheme eligibility would not be retrospective.

STATES OF JERSEY

2.98 Teachers' pensions in Jersey were increased by 1.9% from January in line with inflation.

STATES OF GUERNSEY

2.99 Teachers' pensions benefits in Guernsey were increased by 0.6% in January in line with inflation.

ISLE OF MAN

2.100 Teachers' pensions in the Isle of Man are linked to the England and Wales TPS. They were, therefore, increased in line with the England and Wales TPS.

2.101 Further discussions on reforms to the Isle of Man TPS took place throughout the year.

2.102 A further valuation of the scheme was undertaken. The NASUWT disputed the key assumption around salary growth, as historical data showed this to be overestimated. The Isle of Man Government rejected this, and failed to demonstrate conclusively the need for reform to the Scheme.

2.103 At the close of the year, discussions were continuing.

The Federation of Retired Members' Associations (FRMAs)

2.104 Representatives of the Salaries, Pensions and Conditions of Service Committee continued to meet regularly throughout the year with representatives of the Federation of Retired Members' Associations (FRMAs) to discuss matters of common interest.

2.105 The Liaison Committee discussed a range of issues, including amendments to the Rules of the FRMA, meetings of the Pensioners' Committee of the TUC and the National Pensioners' Convention, public sector pension and state pension matters, membership of Retired Members' Associations (RMAs) and issues of concern to retired members.

2.106 In June, the National Executive approved the formation of Dudley RMA.

CONDITIONS OF SERVICE

ENGLAND AND WALES

Workload

3.1 Issues related to workload remained a central component of the NASUWT's trade disputes with the Secretary of State for Education and the Cabinet Secretary for Education in Wales.

3.2 The NASUWT's 2017 Annual Big Question Survey found that 84% of teachers in England cited workload as the most important concern about their job. The figure for Wales was 85%.

3.3 The survey also identified the principal drivers of excessive workload in England. Eighty per cent of respondents identified assessment and marking policies as the main driver of their excessive workload, with curriculum and qualification change, lesson planning, meetings and administrative tasks also cited as significant workload drivers.

3.4 In Wales, teachers identified assessment as the key generator of excessive workload. Other drivers identified included curriculum changes, administration tasks, observations, and meetings before and after school.

- 3.5 The NASUWT continued to make use of the results of these surveys to inform its engagement with Westminster and Welsh Ministers on these issues in furtherance of the national trade disputes.
- 3.6 In response to the Annual Conference Resolution on 'Working Hours Campaign', the NASUWT developed downloadable IT software in May to enable members to calculate their working hours and whether their directed time allocation had been exceeded. It advised what action should be taken to ensure that this did not become the case.
- 3.7 It was determined, in order to gain further information, to add questions on the working week to the Big Question survey for 2018.
- 3.8 The NASUWT continued to make clear to the Government and employers that workload and deteriorating working conditions were deterring new recruits from entering the profession and driving out current teachers.
- 3.9 In March, the Union submitted evidence to the National Audit Office (NAO) investigation on teacher supply which set out detailed evidence on the extent of teacher workload and its implications for the recruitment and retention of teachers. The NASUWT also stressed these points in its oral and written evidence to the House of Commons Public Accounts Committee inquiry into the teaching workforce.
- 3.10 In July, the NASUWT responded to a Labour Party Report on increasing class sizes, highlighting the fact that larger class sizes were a key driver of excessive workload and calling on the Government to seriously address this issue.
- 3.11 In September, the NAO published its report, *Retaining and developing the teaching workforce*, which warned of a recruitment and retention crisis. The NASUWT called on the Government to take effective action, including over workload and pay.
- 3.12 In September, the NASUWT responded to the publication of the Organisation for Economic Co-operation and Development (OECD) Report, *Education at a Glance*, that confirmed the decline in teachers' salaries since 2013, in addition to highlighting excessive workload. The Union highlighted its own survey research, demonstrating the impact of austerity and workload upon the recruitment and retention of teachers.
- 3.13 The Union's action short of strike action and strike action continued to defend non-pay conditions, including planning, preparation and assessment (PPA) time, rarely cover and other contractual entitlements.
- 3.14 In line with NASUWT Annual and Cymru Conference resolutions, the NASUWT sought to ensure that all new initiatives were workload impact assessed by the Welsh Government's Workforce Unit within the Department for Education and Skills (DfES). The campaigning work undertaken by the Union also led to the publication by Estyn and the Welsh Government of a guide for teachers and school leaders on addressing inspection-related marking, planning and assessment workload burdens.
- 3.15 The Union continued to highlight in England the reports of the Independent Working Group on Teacher Workload on marking, planning and data. While the Union remained clear that the outcomes of the reports did not address all of the NASUWT's concerns in relation to workload, the reports did set out important findings that, if implemented, would make an important contribution to workload reduction in many schools. The key findings of the reports continued to be included in the Union's action short of strike action instructions. The Union continued to press the DfE to take more effective action to ensure that the recommendations of the reports were embedded in policy and practice in every school, including by making the recommendations statutory guidance.

3.16 Following representations by the NASUWT, Ofsted agreed that the staff survey used in inspection should include a specific question about teachers' and school leaders' workload. Ofsted was clear that it should seek to play a more active role in respect of workload, particularly in relation to the implementation of the recommendations in the reports on planning, marking and data produced by the Independent Review Group on Teacher Workload. The NASUWT welcomed this step but continued to stress that Ofsted should take action to ensure that schools should not block staff access to use of the survey.

Performance Management/Appraisal

3.17 The NASUWT continued to make use of its action short of strike action instructions and escalated action to strike action to promote effective and equitable approaches to performance management and appraisal in schools, in order to address issues raised by members and to respond to the Annual Conference Resolution on 'Abuse of Performance Management'.

3.18 The Union updated its practical advice to members, *Taking Control of Your Performance Management*, which sets out the regulatory frameworks and provides clear advice on good practice on performance management, including on the objective-setting process and the appropriate use of the Teachers' Standards.

3.19 The NASUWT guidance on the use of data continued to be extremely purposeful and work began on updating the guidance on the uses and misuse of pupil performance data, to take into account changes in assessment practice and the sources of this data.

3.20 The NASUWT undertook a series of regional briefings for NASUWT Representatives and members covering the review and planning stages of the performance management process. These presentations were supplemented by the continuing development of an online suite of text-based support materials for members.

3.21 In September, the Union organised a specific performance management briefing for members with responsibilities as reviewers, recognising the specific challenges that could be associated with this role.

3.22 The Union's briefings encouraged increasing numbers of members to pursue performance management and pay progression appeals and the overwhelming majority of appeals were successful.

3.23 The support and guidance produced by the Union focused particularly on securing effective use of pupil performance data in the performance management process, the appropriate use of lesson observation and the ways in which the outcomes of the review and planning stages of performance management should be recorded.

3.24 The Union, with the support of members, took escalated action in numerous schools to secure fair appraisal/performance management policies and successfully prevented in many cases the inappropriate use of raw data targets and the Teachers' Standards.

Capability

3.25 The Union continued to research and to expose the abuse and misuse of capability procedures, particularly with regard to older and disabled teachers, and provided support to members in challenging the misuse of capability procedures, including the use of 'support' programmes, often described as informal capability procedures, through:

- individual and collective casework;

- the escalation of national industrial action to ensure performance management policies were separate from capability and that performance management policies conformed to the NASUWT checklist; and
- use of the NASUWT performance management handbooks and briefings across England and Wales.

3.26 The NASUWT's Annual Big Question Survey demonstrated that 7% of teachers in England and 7% of teachers in Wales had been threatened with capability procedures during the previous year, while 8% of teachers in England and 6% in Wales reported that they had been subject to a 'support' programme.

DfE Education Forum

3.27 The NASUWT continued to be represented at meetings of the DfE Education Forum which brought together unions, governors and employers.

3.28 While the intention remained that the meetings of the Forum should be chaired by the Minister of State for Schools, it remained the case that the DfE representation on the Forum consisted almost entirely of officials. The impact of the Forum remained limited and it was difficult to identify any meaningful progress or improvements that resulted from its deliberations.

3.29 The NASUWT continued to express concern that the principal aim of the Forum was simply to allow Ministers and the DfE to claim that they were willing to engage with key stakeholders across the education sector.

3.30 The NASUWT continued to use the Forum to emphasise its concerns about Government policy.

3.31 The items discussed during the year included:

- the terms of reference and remit of the Education Forum;
- apprenticeships policy;
- developments relating to the Conservative Party Manifesto's education commitments;
- children's mental health;
- school funding;
- the reports of the Independent Working Group on Teacher Workload on marking, planning and assessment;
- the role of Regional Schools Commissioners;
- provision for pupils receiving alternative provision and those excluded from school;
- introduction to the replacement to Raise Online, ASP; and
- teacher retention: workload, deployment and flexible working.

NORTHERN IRELAND

Teachers' Negotiating Committee (TNC)

3.32 The Joint Working Party (JWP) of the TNC, on which the NASUWT was represented, met throughout the year and discussions took place on:

- Northern Ireland Substitute Teacher Register (NISTR);
- pay;
- industrial action;
- Model School Complaints Procedure;
- notice pay;

- Education Other Than At School (EOTAS) centres;
- the legality of recording without permission;
- investing in the Teaching Workforce Scheme;
- increasing costs of SEN;
- school budgets;
- redundancy; and
- Recovery of Overpayments Document.

3.33 The review of the TNC, for which NASUWT had been pressing, was put on hold as a result of the deterioration in industrial relations arising out of the 0% pay offer from 2015.

Investing in the Teaching Workforce Scheme

3.34 In March, the Investing in the Teaching Workforce Scheme launched in September 2016 with a view to allowing up to 120 teachers aged 55 years and over to obtain a non-actuarially reduced early pension thereby providing job opportunities for up to 120 recently qualified teachers, who qualified in the years from 2012 up to, and including, 2016, was put on hold.

3.35 This was to allow a judicial review to take place. In May, the court ruled against the claimant on the grounds that the action was justified by the legitimate aim of providing opportunities for those starting out as teachers and the Scheme was a proportionate means of achieving that legitimate aim.

3.36 At the beginning of November, only 31 teachers were set to leave the profession. The new teachers replacing those leaving are expected to take up their contracts between January and March 2018.

3.37 At the end of the year, the DE was planning an evaluation of the Scheme to determine whether it was meeting its anticipated benefits.

Further Education (FE)

3.38 There were no meetings of the Lecturer's Negotiating Committee in 2017.

SCOTLAND

3.39 The NASUWT continued its defence of teachers' terms and conditions during the year, continuing to seek to resist attempts to dismantle the landmark agreement, *A Teaching Profession for the 21st Century* (the 'McCrone Agreement'), which year on year had been subject to attack from employers, the Government and the SNCT.

3.40 Excessive and unreasonable workload continued to be the key concerns of teachers during the year. In November, the NASUWT gave notice of escalation to rolling strike action in furtherance of the Union's national dispute. (See the section on Pay).

Teacher Numbers

3.41 The Union continued to monitor trends in relation to teacher numbers and recruitment and retention.

3.42 The Union responded to the launch of 'Teaching Makes People' campaign by John Swinney, designed to target Science, Technology, Engineering and Mathematics (STEM) subject undergraduates to take up teaching as a career, by emphasising the need for ministers to address the causes of the problems with teacher supply, including pay and workload.

- 3.43 This launch was followed later in the year by an announcement of bursaries of up to £20,000 for STEM subject career changers. The NASUWT argued that the only long-term solution to recruitment and retention was to address the pay and working conditions of teachers, including focusing on reducing workload and providing effective and high-quality access to continuing professional development (CPD).
- 3.44 In August, using figures reported by the *Herald* newspaper which demonstrated that there were 500 teacher vacancies across Scotland, the NASUWT called on the Government to address the issues contained in the Union's national trade dispute and recognise and reward teachers appropriately.
- 3.45 In December, in response to concerns about teacher supply, the Government reported that there were 50,204 full-time equivalent (FTE) teachers employed in local authority schools.

Scottish Negotiating Committee for Teachers (SNCT)

- 3.46 The SNCT met twice during the year and the Teachers' Panel three times.
- 3.47 The NASUWT retained its two seats on the Teachers' Panel and a full seat on the Teachers' Side.

Teachers' Pay 2017-18

- 3.48 In January, the employers made an initial offer of 1% across all salary points, apart from point zero, where a £250 payment (which equated to £26 more than 1%) would be made to teachers.
- 3.49 This offer was not discussed at the SNCT teachers' panel meeting in February, although it was announced that discussions would be progressed via the Joint Chairs to secure an improved pay offer.
- 3.50 The SNCT meeting scheduled for May was postponed due to the local council elections. The meeting was not rescheduled until October.
- 3.51 In October, the full SNCT meeting was cancelled as no formal improved offer had been made. The Teachers' Panel met to discuss how to progress matters. At this meeting, the NASUWT outlined its opposition to any deal that did not close the gap between teaching and other comparable professions. The Union emphasised the outrageous impact on teacher morale that the delay to any pay agreement for 2017 was having. The NASUWT also demanded that dates for future meetings were urgently considered and confirmed in the calendar.
- 3.52 The Extended Joint Chairs continued to meet to negotiate a pay offer for 2017.
- 3.53 In December, the NASUWT wrote to the SNCT Teachers' Side Joint Secretary to highlight the unacceptable lack of any report back from the Joint Chairs on negotiations that affect members' pay and conditions, the lengthy delay in reaching any settlement for teachers' pay (due April 2017) and also to re-iterate the need for meeting dates to be confirmed. No response was forthcoming, however, a meeting was called for 18 December to discuss a revised offer from the employer.
- 3.54 At this meeting, an offer from the employer was tabled. There were three elements to the offer:
- 1% increase for April 2017 to the end of December 2017 (backdated) and a further 1% increase from January 2018 to the end of March 2018;

- the restoration of short-term supply teachers' pay to their appropriate salary point from January 2018; and
- a commitment to reviewing career progression pathways to retain and reward teachers in recognition of their vital role in delivering high-quality education.

3.55 The NASUWT was the only union to reject this offer, as it failed to address the continuing serious erosion of teachers' pay since 2010, which had impacted negatively on teacher morale, recruitment and retention.

3.56 The SNCT Support Group met in February. No further meetings had taken place before the end of the year.

SNCT Handbook

3.57 There were a number of changes to the SNCT Handbook during the year:

- SNCT Circular 17/56 Salary Placement of Teachers on the Chartered Teacher Spine who move to Teaching Posts in Other Council Areas clarified pay protection arrangements for Chartered Teachers moving local authority employer;
- SNCT Circular 17/57 Period of Notice confirmed that periods of notice should now be determined at National level;
- SNCT Circular 17/58 Allowance of Teachers in Remote Schools updated the revised rate of Allowance for Teachers in Remote Schools;
- SNCT Circular 17/59 Distant Islands Allowance updated the revised rate of Allowance for Teachers on Distant Islands;
- SNCT Circular 17/57 Period of Notice (Revised) set out the definition of a working week;
- SNCT Circular 17/61 Pay Agreement 2017/18 confirmed the pay agreement for 2017/18 reached in December;
- SNCT Joint Circular 17/70 Supply Teacher Review Group set out advice to councils on a joint supply booking system; and
- SNCT Joint Circular 17/71 Job sizing Questions and Answers gave advice on the key factors of job sizing.

3.58 The NASUWT highlighted the figures obtained by opposition parties which showed that there were over 700 vacant teaching posts in schools across Scotland at the start of the academic year.

3.59 The Union continued to press the Government to take these concerns seriously and address the growing concerns over pay and conditions of service.

WALES

Sixth-form Colleges and Further Education (FE)

3.60 Consultation on implementation of the new contract which came into force in September 2016 continued throughout the year, covering joint agreements for the employment of part-time hourly paid lecturers, the management of change and time off in lieu (TOIL) for management contract staff. The NASUWT and other unions continued to press ColegauCymru to discuss a national workload agreement for lecturers and a revision of the national instructor/demonstrator role.

3.61 The NASUWT continued to monitor the implementation of the new contract, with problems encountered in Coleg Cambria and Pembrokeshire College, relating to carry over of contractual holiday entitlement, contractual working time agreements, maternity leave, pay scales and entitlement to work for up to five hours off-site.

Initial Teacher Education and Training (ITET)

- 3.62 The outcome of the consultation on the Welsh Government's proposals for the provision, approval and accreditation of Initial Teacher Education (ITE) programmes was announced in March, with the publication of 'Criteria for the accreditation of initial teacher education programmes in Wales' (the Accreditation Document).
- 3.63 The new arrangements detailed in the Accreditation Document largely reflected the proposals contained in the consultation document and introduced:
- an increased role for schools;
 - a clearer role for universities;
 - joint ownership of the ITE programme;
 - structured opportunities to link school and university learning; and
 - the centrality of research.
- 3.64 Despite the serious reservations of the NASUWT over the proposal to enhance the role of the Education Workforce Council (EWC) within the provision of ITE, which the Union expressed in its response to the consultation, the Welsh Government transferred the accreditation of all new and existing programmes of ITE to the EWC, through the establishment of an Accreditation of Initial Teacher Training Committee (the Board).
- 3.65 Accreditation of ITE programmes by the Board will depend on ITE providers embodying the Welsh Government's vision, meeting the criteria and following guidelines set out in the Accreditation Document.
- 3.66 The NASUWT questioned the references in the Accreditation Document to the new professional standards for teaching and leadership in relation to the award of Qualified Teacher Status (QTS), as these were the subject of on-going consultation. The Welsh Government was forced to acknowledge that the reference to the new standards could be construed as pre-empting the outcome of the consultation process. It later emerged that the new QTS standards would not apply to ITE programmes until September 2019. Other issues around the new standards are covered elsewhere in this Report.
- 3.67 The number of teachers being trained in Wales almost halved compared to 2002-03 with intake targets for 2016-17 held at 1,630 training places. It was announced that the funding for the Additional Training Graduate Programme, delivered through Teach First Cymru, was to be withdrawn as the success of the initiative had been limited. Despite the removal of funding, the Central South Consortium decided to continue to run a Teach First programme.

Continuing Professional Development (CPD)

- 3.68 Despite all the rhetoric around the New Deal on CPD for teachers and support staff over the past few years, it appeared during the year that the NASUWT's concerns, that the delivery model will be a do-it-yourself approach to what is now being referred to as career-long development or professional learning, were being realised.
- 3.69 The Welsh Government's Action Plan 2017-21 'Education in Wales: Our National Mission', published at the end of September, identified a need to '*establish a national approach to professional learning, building capacity so that all teachers can benefit from career-long development based on research and effective collaboration*'. A target date of Autumn 2018 to launch the national approach to professional learning, which is to include teachers/practitioners, learning support and supply staff, was set. However, there was still no substance in terms of the delivery model to enable access to the professional learning opportunities envisaged, other than the web-based access to professional growth, realised through the application of the new professional standards for teaching and leadership.

- 3.70 The NASUWT presented written and oral evidence to the National Assembly for Wales (NAfW) Children and the Young People and Education Committee (CYPEC), in January and September, on an 'Inquiry into Teachers' Professional Learning and Education'.
- 3.71 The CYPEC published its report in late December. At the end of the year the Union was studying the 25 recommendations and the four conclusions contained in the Report.

New Professional Standards for Teaching and Leadership

- 3.72 Following Professor Mick Waters work with the New Deal Pioneer School, a formal consultation on the new professional standards for teaching and leadership (the new standards) was launched in March.
- 3.73 The NASUWT submitted a detailed response to the consultation in May which, amongst other things:
- condemned the new standards as neither 'user friendly' nor 'fit-for-purpose';
 - warned that new draft standards could present a 'bullies charter' for those inclined to use the standards as a management/accountability tool;
 - expressed fears that the new standards could be used as a 'job description' for teachers, especially, for those on the upper pay spine;
 - highlighted the potential for the new standards to be used to undermine the provision relating to TLR payments in the STPCD;
 - formally and firmly rejected the new standards; and
 - warned of industrial unrest if the Union's worst fears were realised.
- 3.74 Around this time, work on a set of professional standards for FE teachers was nearing the end of the drafting stage before formal consultation. This work had taken a fraction of the time taken over the school teacher standards. The FE standards appeared to be more transparent and accessible.
- 3.75 The NASUWT pressed for one set of professional standards to cover both the school and FE sectors, comprising no more than half a dozen or so standards, as both sectors covered post-16 education and in some cases 14-19 education.
- 3.76 Following the strength of the NASUWT response to the formal consultation, a meeting was arranged with the Welsh Government to discuss the Union's concerns in more detail. The meeting proved to be fairly constructive, with the Welsh Government accepting many of the criticisms about the new standards and keen to emphasise that the standards would be presented, post-induction, as a non-accountability framework to support teachers' professional development and learning, with teachers deciding on which elements of the descriptors they wished to consider.
- 3.77 The NASUWT continued to lobby on the teacher standards throughout the summer and submitted a response to the formal consultation on the FE standards. However, the Union was concerned to note that the current Practising Teacher Standards (PTS) had been removed from the 2017 STPCD and that it was implied that all teachers should move to the new standards by September 2018.
- 3.78 The Union wrote to the Cabinet Secretary for Education (CSfE) and the Secretary of State (SoS) for Education to challenge the decision to amend the 2017 STPCD without further consultation.

- 3.79 The NASUWT issued a bulletin in September informing members that new standards would not come into effect until September 2018, other than for NQTs starting induction in September 2017. Members were strongly advised to resist any moves to apply the new standards to the 2017/18 performance management (PM) cycle.
- 3.80 The new standards were launched in September, with the NASUWT clearly winning the argument on the number of standards, as the Welsh Government announced that there were just five professional standards for teaching and leadership in schools. In addition, it was recognised that the new standards would be used by all practising teachers from September 2018.

Local Social Partnership (LSP)

- 3.81 The NASUWT's concerns about the demise of the local social partnership (LSP) structures within local authorities, in light of the development of the National Model for Regional Working, remained, as very little reference was made to LSP outside of the Issues Resolution Process, agreed with the Welsh Government and the WLGA during the negotiation over the NASUWT's national trade dispute which had been in place since 2011.

Support Staff Issues

- 3.82 Despite school support staff in Wales being required to register with the EWC from 1 April 2016, very little progress was made on the establishment of an appropriate common framework for pay and conditions of service for this important body of staff within the school workforce.
- 3.83 Indeed, with the announcement of discussions on the introduction of professional standards for school support staff, based on the five professional standards for teaching and leadership, the NASUWT warned against the blurring of practice between support staff and teachers, and remained concerned that the devolution of teachers' pay and conditions of service could eventually lead to the establishment of a pay framework for education practitioners, rather than separate pay frameworks for teachers and support staff.
- 3.84 The NASUWT continued to monitor the situation closely to ensure that the piloting of the support staff standards did not threaten the teachers' pay and conditions framework.

School Term Dates

- 3.85 The CSfE consulted on using the power of direction provided under the Education Act 2002 to harmonise and set the term dates for 2018-19.
- 3.86 The NASUWT responded to the consultation and was pleased to note that the principle of maintaining a three-term year with half-term breaks of at least a week, a break of at least two weeks at the end of the Autumn and Spring terms, and a break of at least six weeks at the end of the Summer term, would be maintained.
- 3.87 In June, the CSfE decided not to issue a direction on term dates, as the majority of local authorities, voluntary aided (VA) and foundation schools aligned the set of dates, with the exception of the dates for the Spring half-term in 2019, where the difference was just one week. The CSfE expressed an expectation that the dates set would be in line with those originally notified to Welsh Ministers.

Governance of Schools

- 3.88 The NASUWT submitted a robust and detailed response in February to the consultation on proposals to reform the regulatory framework for school governance in Wales.

- 3.89 The Union was highly critical of the rationale behind the proposals and many of the reforms suggested in the consultation document including:
- increasing the flexibilities and freedoms to appoint governors;
 - the use of unpublished skills criteria to improve the expertise of a governing body;
 - allowing the timing of the start and finish of the school day to be changed at the start of a term rather than the beginning of a school year;
 - decreasing the democratic basis of governing bodies by increasing appointments at the expense of elections;
 - allowing parents of former pupils to be appointed to governing bodies;
 - limiting the number of staff governors to one;
 - disqualifying elected local authority members from membership of a governing body; and
 - ending the restriction on persons being governors in more than two schools.
- 3.90 The NASUWT took the opportunity presented by the consultation to highlight the need to strengthen the section of the new regulation to go some way to enabling local authorities to redeploy staff into vacancies to avoid compulsory redundancy.
- 3.91 The Union requested that the Welsh Government convene a meeting with the NASUWT and other relevant trade unions to undertake a line-by-line examination of the new regulations. At the close of the year a response was still awaited.

Welsh Government Staff Commission

- 3.92 The NASUWT continued to engage with the Public Services Staff Commission (PSSC) through the WTUC on workforce matters, including local government reform, workforce planning and mobility and a draft organisational change policy. The PSSC will conclude its work on 31 March 2018.

STATES OF GUERNSEY

- 3.93 Negotiations continued with the States of Guernsey over a number of issues, including the performance management system.
- 3.94 The NASUWT secured a review of the performance management system, following the publication of the first Guernsey Teachers' survey carried out by the NASUWT.
- 3.95 Although progress was made in some areas during the year, there were still significant unresolved issues and talks were continuing at the end of the year.
- 3.96 Several States policies pertaining to redeployment and pay protection were reviewed during the year. Work was continuing on these at the close of the year.

STATES OF JERSEY

- 3.97 The NASUWT continued to work in the Education Partnership with the DfE, maintaining the Union's central influence over the development of policy affecting teachers and schools.
- 3.98 The Education Partnership delivered the second Island-wide survey of teachers and school leaders, following on from the initial survey undertaken in 2015. Work to analyse the outcomes of the survey was undertaken towards the end of the year with publication of the results scheduled for early 2018. The survey considered key conditions of service issues including workload, the allocation of additional payments for responsibilities and the organisation of teachers' professional tasks.

- 3.99 The Education Partnership also began work to implement the recommendations of the Independent Teacher Workload Review Group reports on marking, planning and assessment in all Jersey schools.
- 3.100 Parallel to the Education Partnership agreement, the NASUWT continued to be at the heart of renegotiating the collective bargaining procedures and measures to harmonise working practices across all States Departments.
- 3.101 The NASUWT was the only teachers' union involved in the workforce modernisation process. Although teachers were not in the scope of this project, the NASUWT ensured that this did not lead to a detrimental impact on teachers and has pursued improvements, where possible.

ISLE OF MAN

- 3.102 Throughout the year, relations with the Isle of Man Department of Education and Children (DEC) continued to be strained.
- 3.103 The NASUWT raised numerous issues around pay and conditions of service, including the appraisal process, and secured a review of it.
- 3.104 Although this review made some progress in addressing concerns with the process, many key concerns remained outstanding. Consultation with members was continuing at the end of the year.
- 3.105 Some progress was made in addressing the dysfunctional collective bargaining machinery, with the DEC agreeing to meet to discuss new arrangements after significant pressure was applied.
- 3.106 At the close of year, discussions were continuing and a draft recognition agreement was expected early in the new year.
- 3.107 Throughout the year, concerns continued regarding the protection Manx teachers had with respect to out-of-school incidents, with some NASUWT members being routinely harassed in their homes by school pupils.
- 3.108 The NASUWT issued guidance to members around implications of off-site education and in response, the DEC issued guidance to schools stating that teachers could discipline pupils on out-of-school activities, which contradicted their early advice. This was as a result of the NASUWT's campaign.

SUPPLY TEACHERS

- 4.1 The NASUWT continued to provide regular support to supply and substitute teacher members across the UK, through bespoke events, as well as advice through the national, regional and local structures. The twice a year UK-wide supply teacher seminars continued to be popular and well attended by supply teachers. The seminars offered advice, information and professional development opportunities.
- 4.2 Following the 2016 Conference resolution, the Union held its first supply teacher consultation forum in March at the University of Warwick. The forum provided the opportunity for supply teachers to discuss the work of the Union on behalf of supply teacher members, as well as providing advice on policy issues. The Union received feedback on practical priorities, such as priorities for future training and development, and received feedback on general work-related issues impacting upon supply teacher members. The forum was well received by those supply teacher members.

- 4.3 A supply teacher programme was also included as part of the regional training calendar, with tailored events taking place throughout England and Wales.
- 4.4 The Union continued to robustly represent the interests of supply teachers, when engaging with governments and administrations throughout the UK.
- 4.5 Issues raised by the Union on behalf of supply teacher members included:
- significant concerns about the procurement of agency and self-employed workers in the education sector and their poor treatment at the hands of supply agencies, including the information provided with regards to pay, hours worked, and fees and charges;
 - lobbying for all employers of teachers, including employment agencies, to be able to participate in the TPS;
 - the failure of the Government to regulate supply agencies and the substantial profits they make whilst depressing the pay and conditions for supply teachers;
 - the lack of appetite on the part of the Westminster Government to develop a set of national standards for supply agencies;
 - the precarious nature of employment for supply teachers and the threat of blacklisting by some schools, colleges and employment agencies;
 - widespread prejudice and negative attitudes in schools/colleges with regard to supply teachers;
 - the activities of some supply agencies, which deny supply teachers access to their employment rights such as those afforded under the Conduct of Employment Businesses Regulations, the Agency Workers Regulations and other associated legislation;
 - significant concerns about the role played by umbrella companies and the way in which supply teachers are trapped into working for particular agencies that force them to join an umbrella company in order to get work;
 - concerns about the impact of finders' fees and how they are restricting or even removing the right to find permanent employment for many agency workers, especially for women, BME and disabled workers who are disproportionately represented as agency workers;
 - the need for better awareness of the different enforcement bodies and improved levels of funding in order to monitor compliance and effectively enforce regulation;
 - the negative impact that agency working has had upon the personal and professional lives of many supply teachers; and
 - the lack of access to regular CPD for all supply teachers.
- 4.6 The Union engaged with Ministers and senior politicians to discuss supply teacher issues, including the concerns the NASUWT has in regards to intermediaries legislation (known as IR35) to off-payroll working in the public sector introduced in the April Budget, and the negative impact that finders' fees were having on the ability of supply teachers to access permanent employment.
- 4.7 The Union highlighted successfully the detrimental impact of finders' fees in education with a resolution adopted at the TUC Congress.
- 4.8 The NASUWT ran a campaign around finders' fees which provided supply teacher members in England and Wales with the opportunity to personalise and submit a letter to their local Member of Parliament (MP) and/or Assembly Member (AM).
- 4.9 Meetings were held with representatives from the DfE and the Department for Business, Energy and Industrial Strategy (BEIS), including the Labour Market Enforcement Director, to highlight concerns about the practices of supply agencies and umbrella companies, their compliance with the law and the most effective way of regulation and enforcement.

- 4.10 The NASUWT attended a roundtable meeting with Matthew Taylor regarding the Taylor Review of Modern Employment Practices and also attended a number of further meetings to discuss the recommendations and their significance for supply teachers as agency workers.
- 4.11 The subsequent Taylor Review report into 'Modern Working Practices', published in July, was disappointing for its failure to address key issues of exploitation experienced by supply teachers. The Union called on the Government to act immediately, using regulation to address issues of fairness at work.
- 4.12 The NASUWT continued to use its national trade dispute with governments across the UK to advance the issues and concerns of supply teachers, including rates of pay, access to the TPS and conditions of employment. The programme of bilateral meetings with the DfE on supply teacher issues continued.
- 4.13 The NASUWT's Supply Advisor website continued to be popular with supply teachers providing them with a tool to rate and review supply agencies. Supply Advisor was updated to include all of the agencies registered with the trade bodies which represent employment businesses.
- 4.14 The NASUWT continued to lead the way in its representation of supply agency workers. This included proactive responses to government and the pursuit of individual cases through solicitors, as appropriate.
- 4.15 The NASUWT continued to engage in discussions with the Recruitment and Employment Confederation (REC) regarding the concerns of supply teachers employed as agency workers.
- 4.16 The NASUWT continued to hold regular meetings with representatives from the Employment Agency Standards (EAS) to discuss the practices of supply agencies and umbrella companies and their compliance with the law.
- 4.17 Consistent in all of the negotiations was the Union's call for an end to the two-tier workforce, and for supply teachers to have equal access to pay and working conditions, pension provisions and CPD. Issues relevant to supply teachers formed part of pay and conditions claims submitted to national governments and administrations.
- 4.18 In September, the Union published the results of its annual Supply Teacher Survey, which demonstrated the continuing poor practices of many supply agencies.
- 4.19 The Survey found that:
- seven out of ten supply teachers reported that the agency where they undertook their last assignment operated a ceiling in respect of remuneration;
 - almost three quarters (72%) of supply teachers indicated that their rate of pay had remained the same over the course of the last 12 months, whereas over a sixth (18%) reported that their pay had decreased during the same period;
 - over a third (37%) had said that there had been a decline in the number of days per week they had been able to secure work as a supply teacher in the last year;
 - over three fifths (62%) of supply teachers had experienced some problems getting work;
 - three quarters of supply teachers report being paid more for assignments when employed directly by a school compared to being employed through an agency;
 - 94% of respondents stated that employment as a supply teacher through an agency should be pensionable under the TPS;
 - 41% of supply teachers reported that they do not feel they are treated with respect and dignity;

- one in six supply teachers (15%) said that they had been denied access to permanent employment as a result of the imposition of a finders' fee by an agency they had worked for;
 - over two fifths (41%) of supply teachers reported that they had not been made aware of the 12-week rule under the Agency Work Directive. This directive states that after 12 weeks in one workplace, they should have the same pay and conditions as teachers on permanent contracts; and
 - over half (51%) of supply teachers had said that they had not had access to training and CPD with the agencies for which they had worked in the last 12 months.
- 4.20 The Union supported members in seeking and obtaining financial redress from supply agencies and umbrella companies who had acted unscrupulously. As a consequence, the NASUWT continued to highlight the way in which some supply agencies and umbrella companies have colluded to disadvantage teachers and schools for profit.
- 4.21 Following the adoption of the resolution at the Annual Conference on the 'Exploitation of Supply Teachers', the NASUWT continued to highlight the cost to the public purse of providing supply cover through private agencies in both written and oral submissions to the DfE, the Independent Review of Employment Practices in the Modern Economy (the Taylor Review), the Director of Labour Market Enforcement, Professor Sir David Metcalfe, as part of the LME Informing Labour Market Enforcement Strategy 2018/19, as well as the Future of Work Commission.
- 4.22 The NASUWT entered into a memorandum of understanding with the Supply Register to promote an ethical alternative for the employment of supply teachers which recognises the vital role supply teachers in ensuring the highest standards of education for all children and young people.
- 4.23 In Wales, the NASUWT submitted a detailed consultation response to the Welsh Supply Model Taskforce looking at alternative models for delivering supply. Despite not identifying a definitive model for the delivery of supply, the Union welcomed confirmation that supply teachers should be able to expect pay and conditions commensurate with QTS, as well as acknowledgement that supply teachers in Wales should be able to access professional learning and CPD.
- 4.24 The NASUWT also submitted a response to the draft terms of reference and the draft definition of supply which the Welsh Government has put forward. Furthermore, the Union's submission emphasised the need for a local or central government supply model, which ensured the end to the privatisation of the teaching supply service.
- 4.25 The NASUWT continued to raise concerns about the failure of supply agencies to participate in the TPS and the lack of appropriate alternative pension scheme provisions for supply teachers, which complies with minimum auto-enrolment rules.
- 4.26 The NASUWT continued to lobby for all employers of teachers, including employment agencies, to have to participate in the TPS and for all teaching service, including agency teaching service, to be pensionable in the TPS.
- 4.27 In Scotland, the NASUWT continued to reiterate the concerns the Union has over the deterioration of pay and conditions for supply teachers since the Convention of Scottish Local Authorities (COSLA) Agreement of 2011 and revisions to the SNCT Handbook. These deteriorations saw a distinction made between short-term supply teachers and long-term and permanent teachers. The consequence for those classified as 'short-term' teachers was that they are treated less favourably. The Union continued to call for the removal of the cap on short-term supply teachers' pay and the payment of all supply teachers on the full national pay point.

- 4.28 In Northern Ireland, the NASUWT was successful in getting substitute teachers paid during Storm Ophelia, despite the Department of Education (DE) shutting schools for two days in October. The NASUWT wrote to every school setting out the legal basis for paying substitute teachers, which was subsequently confirmed by the employing authorities.
- 4.29 The NASUWT campaigned to ensure that schools pay the contractual rate when employing substitute teachers, and challenged schools where this did not appear to have been the case.

FUNDING

ENGLAND

- 5.1 The NASUWT engaged directly with Ministers and with DfE officials on school funding issues through bilateral meetings and correspondence.
- 5.2 In March, the Union commented on the Spring Budget by welcoming some additional funding in relation to school places, refurbishment and school transport but questioning the priorities of the Government in continuing with austerity and funding ‘pet’ projects and initiatives. The Union also called on the Government to ensure that the Industrial Strategy genuinely gave a renewed focus on the support the post-16 sector needed.
- 5.3 In November, the NASUWT condemned the Chancellor for failing to grasp the nettle over the recruitment and retention crisis in the Budget as it failed to address any of the key areas that would have improved recruitment and retention.
- 5.4 The Union continued its membership of the School and Academy Funding Group (SAFG), which discusses school funding issues with DfE officials.
- 5.5 The main items on the SAFG agenda throughout the year included:
- Early Years funding;
 - the Apprenticeship Levy;
 - the National Funding Formula (NFF) for Schools;
 - NFF for high needs;
 - the NFF for central school services; and
 - local authority loan schemes for schools.
- 5.6 The NASUWT was also represented on the Efficiency Sub-group of SAFG, which discussed how schools and academy trusts could become more efficient and less wasteful.

The National Funding Formula (NFF)

- 5.7 School funding was dominated during the year by the Government’s decision to implement the NFF for schools, which was initially proposed by the Secretary of State for Education in December 2016.
- 5.8 The Government’s planned reforms encompassed:
- a new NFF for all schools and academies;
 - a new NFF for high needs pupils, allocated to local authorities (LAs); and
 - a new Central School Services Block, allocated to LAs.
- 5.9 In March, the NASUWT responded to the Government’s consultation, stressing that the overall quantum of funding for schools needed to be increased substantially, and that funding should provide equality of opportunity for children and young people, not necessarily equality of funding for children and young people.

- 5.10 The NASUWT stressed that this key principle meant that there must be sufficient weighting in the NFF given to factors such as additional educational needs and deprivation.
- 5.11 The NASUWT further stressed that no school should lose funding as a result of the implementation of the NFF.
- 5.12 In March, the NASUWT held NFF seminars for lay activists and school leaders, to outline the proposals and to assist school leaders in responding to them on behalf of their schools.
- 5.13 In July, following a report by the Education Policy Institute (EPI), the NASUWT highlighted the need for significant additional investment to accompany any changes to the NFF.
- 5.14 In July, the Secretary of State announced that the NFF would go ahead for the three blocks, but LAs would continue to allocate funding to individual schools in accordance with their local formulae from 1 April 2018 until 31 March 2020 (known as the 'soft NFF'). NFF allocations to individual schools would only be indicative until 2020/21.
- 5.15 In August, the DfE confirmed that de-delegation and schools forums would continue through to 1 April 2020.
- 5.16 In September, the Secretary of State announced the outcome of the consultation on the NFF and published new indicative funding allocations to schools and LAs.
- 5.17 In addition, to the extension of the soft NFF, the Government announced the following changes from the original proposals:
- £1.3 billion per year in additional funding would be used to protect schools against losses in per pupil funding, as demanded by the NASUWT;
 - the DfE increased the funding floor so that the NFF would provide for an increase of at least 0.5% per pupil in 2018-19 and at least 1% per pupil by 2019-20 for all schools;
 - the DfE increased the high needs NFF funding floor to 0.5% per pupil in 2018-19 and 1% per pupil by 2019-20;
 - the vast majority (99.5%) of the schools block would be ring-fenced and distributed through the local formula for schools. With agreement from their schools forum, LAs could move 0.5% into other blocks, e.g. high needs;
 - basic per pupil funding would be 72.9% (an increase of 0.4%), with the same overall spend on additional needs as was the case in the December 2016 proposals;
 - the weighting of the deprivation factor within the additional needs element of the formula was reduced, with the weighting given to low prior attainment being increased; and
 - every school would be allocated a lump sum of £110,000 and a further £26 million will be distributed through the sparsity factor which all eligible schools will receive.
- 5.18 The NASUWT made it clear to the Government that the overall spend on school funding was inadequate and that it should increase by at least the rate of inflation. In addition, the Union stressed that it was vital that LAs should not implement reductions in per pupil funding through their local formulae.
- 5.19 The NASUWT delivered workshops on the revised NFF proposals and wider school funding issues in October and November. The workshops enabled lay activists to interrogate data on income and expenditure in individual schools and academy trusts in their areas.

Unspent School and Academy Balances

- 5.20 The Union continued to monitor the situation in respect of unspent balances in schools and academies. The NASUWT continued to expose the fallacy that expenditure on teachers' pay was not affordable.
- 5.21 On 12 October, Government evidence to the Parliamentary Public Accounts Committee revealed that surpluses across LA maintained and academy schools amounted to £4.3 billion.
- 5.22 In December, the Government's own statistics confirmed that the total unspent revenue balance across all LA maintained schools on 31 March 2017 was £1.7 billion.
- 5.23 The proportion of maintained schools with a surplus was 90.0% on 31 March 2017. The proportion of schools with a deficit was 9.1% on 31 March 2017.
- 5.24 If the amount held in unspent balances in maintained schools in England was divided by the total number of teachers (in both maintained schools and academies) the unspent balance per teacher in England was £3,717.
- 5.25 In 2017, the average surplus in each school with a surplus was £131,000. The average surplus in each primary school with a surplus was £108,000 and the average surplus in each secondary school with a surplus was £373,000.
- 5.26 The NASUWT continued to oppose redundancies and the worsening of teachers' terms and conditions, including those where school funding issues were used as a justification. As outlined in the Annual Conference resolution on 'Teacher Redundancies', the NASUWT's actions continued to save the jobs of teachers and support staff and to defend educational entitlements for children and young people.
- 5.27 The NASUWT continued successfully to oppose and explore attempts to charge parents for their children's education, including where school funding issues were provided as justification for this.

Efficiency and Waste

- 5.28 During the year, the NASUWT continued to engage with the Government over efficiencies and waste in the school system. The NASUWT had repeatedly pressed the Government to curb the excessive freedoms and flexibilities which enabled academy trusts to waste funding and divert spending away from the provision of education for children and young people.
- 5.29 The NASUWT repeatedly stressed that the DfE's record in reducing inefficiencies in the school system was one of failure as a consequence of the Government's reluctance to end schools' procurement autonomy.
- 5.30 The NASUWT continued to highlight that ending schools' procurement autonomy did not necessarily mean that schools' autonomy over teaching and learning would reduce. The Union emphasised the need for greater collaboration and strategic planning of procurement practices to achieve efficiency and value for public money.
- 5.31 In January, the Secretary of State for Education announced that the DfE would actively promote national procurement for schools to achieve the benefits of economies of scale in procurement, as demanded by the NASUWT. The schools national buying strategy was outlined by the DfE to NASUWT school leaders in March.

- 5.32 In July, the DfE published its data on income and expenditure of academies in England, which showed that expenditure on teachers in the academy sector had fallen to just 50.1% of total expenditure, the lowest ever figure. Out of the £19 billion spent on academies, £2.1 billion was spent on back office costs.
- 5.33 At the same time as spending on teachers' salaries had fallen in the academy sector, the salary of the highest paid academy trust CEO had risen to over £420,000 per year.
- 5.34 The NASUWT condemned waste, inefficiency, excess and greed within the schools and academies sector, drawing this to the attention of MPs and Ministers.

The 2018/19 Schools Settlement

- 5.35 In September, the Secretary of State announced to Parliament the school revenue funding settlement for 2018/19. Key features of the 2018/19 settlement for schools and local authorities included:
- 2018/19 would be the first year of the NFF, although 2018/19 NFF allocations to LAs would continue to be distributed by them to schools in accordance with their local formulae. The individual school NFF allocations provided by the DfE were only indicative; and
 - the minimum funding guarantee (MFG) would continue, meaning that no school would lose more than 1.5% from its per pupil allocation after any changes to the local formula were taken into account.
- 5.36 NASUWT Negotiating Associations and Federations pressed local authorities to guarantee that there would be no reduction in per pupil funding at individual school level as a result of the implementation of the local formula.
- 5.37 NASUWT Negotiating Associations and Federations also pressed LAs to ensure that high needs provision will be sufficiently funded in 2018/19, stressing that inadequate high needs provision impacts on pupils and teachers in mainstream schools as well as pupils and teachers in special settings.

School and Academy Funding Workshops

- 5.38 In October and November, the NASUWT held school and academy funding workshops, which enabled activists to identify and interrogate patterns of income and expenditure in maintained schools and in the academies sector in their Negotiating Associations, Federations and National Executive Districts. Plans were made for these workshops to continue into 2018 and to develop representatives accounting techniques, in response to the Annual Conference Resolution on Academisation.

NORTHERN IRELAND

- 5.39 The year began with the then Minister of Education Peter Weir stating that schools needed an extra £240m over the next three years just to maintain spending at 2015/16 levels.
- 5.40 From the beginning of the year, the budget continued its downward trend and reached a real terms 9% deficit, since the 2010/11 budget.
- 5.41 With the failure to form a government, education became a political football. The first indication of this came in April when the then Secretary of State James Brokenshire published indicative figures for a budget that he would impose if the political parties did not reach a deal. The indicative cut for education was 2.5%.

- 5.42 In April, the NASUWT responded to a letter from 43 principals in Greater Belfast regarding cuts to school budgets, pointing out that the continued political situation was disgraceful and was impacting on the education of children and teachers' jobs. This was followed by a letter by 140 primary principals in June and again the Union took the opportunity to raise issues of the cuts that were proposed and the impact that this would have on the future of education.
- 5.43 In July, the Westminster Secretary of State for Northern Ireland announced £30 million extra cash from the Monitoring Round for Education. The NASUWT commented that whilst the extra money was welcome, it was not clear what the money was being spent on and that it needed to be directed to frontline teaching to ensure that there was a focus on what would make a real difference. In addition, the Union continued to raise the issue of overall real terms cuts in the education system with the potential of more cuts to follow.
- 5.44 At the beginning of July a £3 million cut was announced to school uniform grants, but this decision was overturned at the end of the month.
- 5.45 In August, schools were told by the DE that the budget used to deliver the 'entitlement framework' was to be reduced by 43.5%. Despite this cut, schools regardless of size would still have to offer pupils a choice of at least 21 subjects at GCSE and A-Level.
- 5.46 At the end of August, it was revealed that school budgets would be cut by at least £61 per pupil in primary, £83 in nursery and £25 for post primary pupils. The NASUWT described the cuts as a reckless disregard for quality education.
- 5.47 In September, the Permanent Secretary at the DE revealed that the Department had £24m less in cash than the previous year, but rising costs meant pressures of £105m. He said the funding pressure was mainly due to rising pay, SEN and maintenance costs.
- 5.48 Northern Ireland finally received a budget for 2017 in mid-November, when it was imposed by Westminster. The budget increased by 1.5% but in effect was a real terms 1.5% cut when inflation was taken into account.
- 5.49 Northern Ireland and the border counties of the Republic of Ireland continued to receive significant investment from the European Union (EU) in shared education projects. In November, €35.5 million was provided by the Special EU Programmes Body (SEUPB) through the EU Peace IV Programme to enable 350 schools to take part in shared education on a cross-border basis.
- 5.50 During the year, 155 teachers were made redundant, almost all of which were voluntary. However, the compensation terms for 2017/18 were 'up to 52 weeks' rather than 'up to 60 weeks' as in previous years. The NASUWT issued a press release in January, condemning the reduced terms and highlighting the cuts that continued to be made to education.
- 5.51 The NASUWT continued to press for a fair funding settlement and an end to the economic austerity policies being imposed on Northern Ireland by the Westminster Government.
- 5.52 The NASUWT continued its public awareness-raising campaign on the impact of the cuts on children and young people and continued to organise around the Union's action instructions.

SCOTLAND

- 5.53 The NASUWT drew to the Scottish Government's attention the unacceptability of cuts to school funding and their impact on teacher workload and educational entitlements for children and young people. The NASUWT called for genuine investment in schools and the schools workforce.

- 5.54 In February, the Union commented on statistics showing a rise in LA revenue surpluses, pointing out that this meant that money was not being spent on the education of pupils currently in schools. The NASUWT called upon the Government to ensure that every penny of education funding was used to support education.
- 5.55 The NASUWT continued to monitor the impact and models of implementation of the Pupil Equity Funding. The first tranche of funding, released in March, saw £120 million allocated to schools but with little guidance on how it should be used.
- 5.56 In August, the NASUWT welcomed comments by Scotland's Commissioner for Children and Young People, who called for an increase in teacher numbers. The Union called for greater investment in the teaching workforce both to attract and retain teachers.
- 5.57 In October, the NASUWT responded to a consultation on plans to reform the school funding system by arguing that the starting point must be that there is enough money in the system to ensure that the needs of all children and young people are properly met. The response highlighted issues of underfunding and the impact of cuts to teachers' pay. The Union called on the Government to introduce a new approach to funding that would include a reflection of the issues related to pupil deprivation and the support of additional support needs (ASN).

Capital Funding

- 5.58 In August 2017, the Government announced a £28 million investment that would be shared between four new schools in Scotland as part of the fifth phase of the 'Schools for the Future' programme, taking the overall number of schools being delivered to 116. This new programme of investment did not, however, result from any new funding, rather it came from the Scottish Futures Trust's (SFT's) existing budget.
- 5.59 The NASUWT continued to be concerned that school capital funding remained inadequate to renew the school estate.

WALES

- 5.60 The NASUWT continued to publish statistics to highlight the on-average, per-pupil funding gap between schools in Wales and England.
- 5.61 The Union produced School Statistics Briefings in February, June and October with the latest briefing revealing that in 2015-16 the funding gap between the maintained schools in Wales and the maintained schools in England had increased to £678 per pupil, despite a slight fall in 2014-15. Further information on the funding of the academy school structure in England was awaited before the 2015-16 comparisons with the maintained schools and academies, and directly with the academies, could be calculated.
- 5.62 Following a challenge to the Union's figures at a Union Partners meeting, the NASUWT offered to meet with Welsh Government officials and provide details of the calculations in readiness for the meeting. The information was sent to the Directorate of Education in early November but a date for the meeting has not been forthcoming.
- 5.63 The Union continued to highlight the disparities in the funding system between LAs and between schools. The Union supported the proposal in the OECD report, *The Welsh Education Reform Journey: A Rapid Policy Assessment*, calling for the realisation of the national commitment to equity by considering moving towards a national needs-based school-funding formula that ensured the effective allocation of funds to schools. Nevertheless, the Union continued to support the funding of LAs central services.

- 5.64 In July, LA budgeted expenditure on schools in 2016-17 was published. This showed that gross schools expenditure was budgeted to be £2,543 million, which was, on a comparable basis, an increase of 1.0% over the previous year. Gross schools expenditure per pupil was budgeted to be £5,628, a year-on-year increase of 1.0% or £58. This was broken down into £4,740 per pupil delegated to schools and £888 per pupil retained for centrally funded school services.
- 5.65 The funding delegated to schools was budgeted to be £2,142 million. The amount of funding that LAs delegate directly to schools ranges between 77% and 89% of overall gross schools' budgeted expenditure. On average, 84.2% of the total gross schools' budgeted expenditure is delegated directly to schools, a decrease of 0.1 of a percentage point compared to the previous year.
- 5.66 In March, the Welsh Government announced that it was changing the name of the Pupil Deprivation Grant to the Pupil Development Grant (PDG), as it was felt that the change was necessary to 'reflect the excellent practice' across Wales and to 'better emphasise learner progression alongside reducing the attainment gap'. The funding was still targeted towards improving attainment of the most disadvantaged learners.
- 5.67 Schools continued to receive £1,150 for each child eligible for free school meals (FSM) for 5 to 15 year old pupils and regional consortia received £1,150 for each looked-after child in their area. The funding for maintained and non-maintained Foundation Phase settings was doubled to £600 for each eligible child aged three to four years. The PDG was also extended to support three year old looked after children in the Foundation Phase at the same rate as all other looked after learners to learners in Education Other Than at School (EOTAS), rather than just those in pupil referral units.
- 5.68 In October, following a continuing agreement with Plaid Cymru, the Welsh Government published its draft budget for 2017-18, which resulted in around £1m for improved bilingual education resources over two years and provided an extra £43.6m in 2018-19 and £101m in 2019-20 to the education Main Expenditure Groups. The Welsh Government maintained that this additional funding would mitigate the cuts which would have been required as a result of reductions to overall funding from the UK Government over the next two years.
- 5.69 The Welsh Government claimed that by reprioritising it has been able to move funding to support core schools' services with an extra £62m in 2018-19, rising to £108m in 2019-20 and that this is equivalent to maintaining the Welsh Government share of core spending on schools at 2017-18 levels for 2018-19 and 2019-20. A commitment had been given to investing an additional £100m over the term of the NAFW to raise school standards.
- 5.70 The total draft budget for all education funding was £2,164 million for 2018-19 and the indicative draft budget for 2019-20 was set to be £2,291 million.
- 5.71 Of the total education budget, higher education (HE) received 47.5%, approximately half of which funds student loans; FE has 27.7% while schools receive 22.3%. Other education funding amounted to 2.5%.

Education Improvement Grant

- 5.72 The majority of the Education Improvement Grant (EIG), which supports improvements in educational outcomes for all learners across all key stages, was delegated to schools with regional consortia supporting targeted delivery of the Welsh Government programme 'Education in Wales: Our National Mission.' However during the year it was announced that over 2018-19 and 2019-20 the EIG grant element will reduce by £26 million, from £133 million in 2017-18 to £107 million in 2019-20, as part of a government-wide decision to move from hypothecated grant funding to unhypothecated grant funding.

- 5.73 The Welsh Government maintained that the decision was taken in the context of the need to provide local government with greater flexibility to deliver services. Within the education service, it is expected that this would allow local government to use the resources in the most sustainable way to support priorities and to ensure all learners are able to achieve their potential.
- 5.74 The NASUWT stated it remained unconvinced over the decision to allow such flexibility with grant funding as some services targeted at vulnerable groups of pupils may lose out, and it would be monitoring the situation closely.

School Balances

- 5.75 The overall level of reserves held by schools in Wales was £46 million at 31 March 2017, the equivalent of £102 per pupil. This is a decrease of 28% compared with the previous year. Reserves in primary schools accounted for £40 million or 88% of the total.
- 5.76 Compared to the previous year, the overall level of positive reserves decreased by £12 million and the level of negative reserves decreased by £6.2 million. These figures combine to show a decrease of £18.1 million in total reserves.
- 5.77 One hundred and ninety five primary, 73 secondary, 11 special, one nursery and four middle schools in Wales had negative reserves totalling £21 million. The remaining 1,304 schools had positive reserves, 152 of which had reserves in excess of 10% of their total delegated expenditure.
- 5.78 Despite the 28% decrease, the NASUWT maintained that the £46 million held in reserves could be used to assist in preventing compulsory redundancy and to facilitate the payment of the 2% uplift to all pay points on the main pay range as recommended by the STRB.

Capital Funding

- 5.79 The Welsh Government maintained its long-term strategic investment in the education infrastructure through the 21st Century School and Education Programme, Band A of which represented an investment of more than £1,400 million over the five-year period ending 2018-19.
- 5.80 All 22 LAs received funding and more than 150 schools and colleges will be either rebuilt or refurbished.
- 5.81 Band B was under development to start in 2019. The Welsh Government budget would provide an additional £40 million of capital funding to help complete Band A projects and to enable the acceleration of B projects.
- 5.82 Capital funding of £10m was also being made available for FE institutions to invest in industry-standard training equipment to ensure training uses the latest technology and satisfies local employer needs.

HEALTH AND SAFETY

- 6.1 The NASUWT undertook a comprehensive programme of work on health, safety and welfare issues affecting teachers and headteachers in the workplace.

Multi-Academy Trusts (MATs)

- 6.2 The Union continued to work with many of the national MATs to raise the profile of health and safety. This included encouraging more national MATs to set up dedicated health and safety committees

Health and Safety Executive (HSE)

- 6.3 The Union continued to work with the HSE through regular liaison meetings.
- 6.4 The HSE pilot stress project in the Sefton LA area, which was focused on teachers and education, continued throughout the year with the second stage commencing in the Autumn term. The outcomes of this project are expected in 2018.

Organising for Health and Safety

- 6.5 In June, the Union hosted another successful annual national seminar day for NASUWT Health and Safety Representatives.
- 6.6 A pilot Northern Ireland Seminar day was hosted at the National Centre in Belfast in November and was very successful.
- 6.7 The Union continued to promote and publicise Workers' Memorial Day through press statements, posters, adverts, website statements and by selling ribbons at the Union's Annual Conference. The Union also supported Action Mesothelioma Day.
- 6.8 The NASUWT reviewed and updated its advice and guidance on health, safety and welfare issues, including the full revision of all health and safety publications.
- 6.9 The NASUWT highlighted the issue of teachers' mental health at all available opportunities as highlighted in the Annual Conference Resolution on 'Mental Health and Wellbeing of Teachers'.

Health and Safety Networks

- 6.10 The NASUWT continued its sponsorship agreement in support of the UK national *Hazards* magazine, providing discounted prices for NASUWT members and Local Associations.
- 6.11 The Union also continued its regular attendance at the UK National Hazards Committee meetings and collaborative working with the Hazards Campaign.
- 6.12 Working with and support for the TUC Union Health and Safety Specialists meetings continued, which dealt with:
- the HSE strategy and sectoral plans;
 - fire safety;
 - International Standards; and
 - European Health and Safety Week.
- 6.13 Information for members was updated regularly throughout the year, informing members and representatives about TUC health and safety-related campaigns and individual health and safety matters.

Asbestos

- 6.14 The NASUWT continued to campaign throughout the year for the complete removal of asbestos from schools across the UK.
- 6.15 The Union continued to work within the Joint Union Asbestos Committee (JUAC) and the Asbestos in Schools (AiS) group.
- 6.16 The NASUWT hosted the first JUAC asbestos conference which saw over 100 delegates attend to hear the latest news on asbestos issues and management.
- 6.17 The DfE released the outcome of its asbestos compliance survey in February, which showed 20% of responding schools were not fully compliant with asbestos regulations. The Union pressed the DfE on its response to these figures at every available opportunity.

Health, Wellbeing and Work-related Stress

- 6.18 The NASUWT continued to promote the Union's UK-wide online diagnostic wellbeing tool, using the information from this and other sources to highlight the key concerns of teachers.
- 6.19 The Union took every opportunity to publicise the adverse impact of Government reforms on the health, safety and wellbeing of teachers.
- 6.20 The programme of workshops for caseworkers' wellbeing was rolled out, in partnership with the Education Support Partnership and plans were laid for a second year.
- 6.21 The NASUWT developed further materials and support on this issue, including on mental health and wellbeing in training courses and training for caseworkers on recognising mental health issues.
- 6.22 The Union continued to campaign and lobby for all teachers to have appropriate levels of mental health support in accordance with the Annual Conference 2017 resolution 'Mental health and wellbeing of teachers'.
- 6.23 The DfE published the details of the Teacher Workload Survey 2016 in February. This vindicated the Union's position that teacher workload was excessive across all schools. The figures showed a worsening of the situation compared to earlier surveys. The NASUWT responded by pointing out that this unsustainable workload was directly connected to the recruitment and retention crisis and that urgent action was needed to address these issues.
- 6.24 The Union continued to raise the issues around excessive workload.
- 6.25 The issues of welfare, wellbeing and work-related stress were highlighted at the Union's annual Health, Safety and Welfare Seminar Day in July and the Northern Ireland Seminar in November.

Workload and Limiting Working Hours

- 6.26 The NASUWT continued to promote and provide support for the Union's action short of strike action as a key method of ensuring downward pressure upon working hours.

Fire Safety

- 6.27 Following the Grenfell fire disaster, the General Secretary wrote to the Secretary of State outlining the Union's concerns about fire safety in schools and called for an immediate inspection. The Union also cited the proposed downgrade of requirements on sprinkler

systems, the lack of enforcement of existing regulations, the use of cladding on new/refurbished school buildings, the safety of free school premises, evacuation procedures and training as all being key concerns arising from the disaster.

6.28 The NASUWT also questioned the DfE regarding its reaction to the disaster, and the procedures put in place.

6.29 The Secretary of State responded by advising that inspections of schools would be conducted. The proposals to weaken the sprinkler systems were also shelved.

Incidents, Accidents and Assaults

6.30 The Union's model policy and procedure for the reporting, recording and investigation of adverse events in schools throughout the UK, together with the accompanying commentary guidance documents, continued to be a popular and supportive resource and was widely distributed.

Valued Worker Scheme

6.31 During the year, the NASUWT worked with the nationally recognised support staff unions to develop the Valued Worker Scheme. The Scheme will aim to recognise employers that value the workforce and take steps to ensure wellbeing at work. The Scheme was still in development at the end of the year, and was expected to be launched in 2018.

Trade Union Facility Time

6.32 The Union conducted a review of resources to ensure effective and appropriate use of trade union facility time and published national principles.

JERSEY

6.33 The NASUWT remained the only teacher trade union that was invited to have a seat on the States of Jersey Health and Safety Committee, which was tasked with the review of and standardisation of all aspects of health and safety across States departments. Unfortunately, little work was progressed during the year due to capacity issues in the States staffing.

GIBRALTAR

6.34 The Union worked closely with the Gibraltar Government on proposals to build a number of new schools and sought to ensure compliance with the Union's expectations regarding health and safety.

6.35 The NASUWT continued to progress work through the Social Partnership agreed with the Gibraltar Government in 2017.

ISLE OF MAN

6.36 The Union continued to highlight concerns regarding the absence of essential protections for teachers against violent and abusive pupils on and off the school site. This formed a key part of the Union's response to the consultation on the Education Bill.

SCOTLAND

- 6.37 In July, the Government issued a major consultation on proposed changes to the Scottish School Premises Standards.
- 6.38 The Union responded to the consultation, pointing out that whilst some of the proposed changes were sensible, such as bringing the regulations into line with equalities requirements, other changes sought to remove or diminish important safeguards, which were opposed by the Union. The outcome of the consultation is expected in 2018.

WALES

- 6.39 In Wales, the NASUWT continued to campaign for asbestos-free schools and other educational establishments, and continued to attend meetings of the NAFW Cross Party Group on Asbestos.
- 6.40 In late December, the Union was pleased to note that the Welsh Government's Asbestos Management in Schools Working Group had reviewed the existing guidance and agreed that it needed to be updated. The process was scheduled to begin early in 2018.

NORTHERN IRELAND

- 6.41 In accordance with the 2(c) Motion on 'Fighting Attacks on Pay and Conditions', the NASUWT raised with the Education Authority (EA) issues around health and safety in specialist subjects, and particularly around class sizes in specialist rooms. This was also a key feature of the November Health and Safety Seminar.

EDUCATION

ENGLAND

Early Years

- 7.1 The NASUWT continued to monitor developments related to the right of parents and carers to request wraparound and holiday childcare, introduced in 2016.
- 7.2 The NASUWT continued to recognise the benefits of this provision but continued to emphasise that best practice involves the co-ordination of services across an area rather than arrangements in which individual schools and other settings can establish provision without reference to existing or planned patterns of local childcare. The Union remained concerned that the arrangements put in place by the DfE were poorly thought through and would not result in parents having access to high-quality wraparound and holiday childcare.
- 7.3 The Union continued to make clear its concerns about the way in which the DfE had implemented extended entitlements to childcare only for those parents in work. The Union remained clear in its view that the purposes served by the early education sector go beyond the provision of childcare. The NASUWT emphasised that many households without an employed adult faced material deprivation and that, for the children of these families, the provision of additional early education entitlements could impact positively on addressing progress and achievement gaps. The Union further highlighted widespread concern across the early education and childcare sector that proposed national funding rates for the extended entitlement would be insufficient to sustain high-quality provision across all localities.
- 7.4 The NASUWT continued to monitor progress in the implementation of the Early Years Pupil Premium (EYPP) for all disadvantaged three and four-year-olds. The Union emphasised the lack of any meaningful requirement on providers to use EYPP resources for their intended

purposes. The NASUWT further highlighted the relatively low level at which the EYPP had been set and questioned the extent to which it would be able to make a meaningful difference to work to address the impact of deprivation on young children. The Union continued to advocate an approach in which providers could be held to account more effectively for their use of deprivation-related funding and that gave local authorities powers and resources to act as auditors of settings' use of resources intended to support vulnerable and disadvantaged children.

- 7.5 In September, the DfE set out its plans for the future of early years assessment. The Secretary of State confirmed that the DfE would revise the Early Learning Goals to align them more closely with teaching in Key Stage 1 and increase emphasis on literacy and numeracy in assessment arrangements. The DfE further confirmed that it would introduce a baseline assessment for pupils at the end of the Early Years Foundation Stage (EYFS).
- 7.6 The NASUWT had stressed that the retention of the Early Years Foundation Stage Profile (EYFSP) in its current form would represent a missed opportunity to rationalise and streamline assessment arrangements at the end of the EYFS. However, the DfE acknowledged the Union's concerns about assessment burdens on teachers in the early years and the Union began direct discussions with the DfE on how these issues might best be ameliorated in the context of an ongoing statutory requirement for settings to make use of the EYFSP.
- 7.7 The NASUWT warned that attempts to influence curricular practice in early years settings in relation to literacy and numeracy by amending the content of the EYFSP would be educationally unsound and distort the ability of teachers to focus effectively on identifying and meeting children's learning needs.
- 7.8 On baseline assessment, the Union recognised that progress measures were able to contribute to a more rounded evaluation of school effectiveness than those based solely on attainment. The Union set out its view that the construction of meaningful progress measures across the primary phase must, of necessity, involve an on-entry baseline assessment of pupils' development against which attainment at the end of Key Stage 2 can be compared and therefore did not object to the introduction of such a measure in principle.
- 7.9 However, the NASUWT noted that while it is important that baseline assessments are valid and reliable, it also stressed that it was essential that they were administered in ways that were manageable for schools and did not create additional workload burdens for teachers and school leaders.

Key Stages 1 and 2

- 7.10 The NASUWT continued to monitor developments related to statutory assessment at Key Stages 1 and 2, following the serious issues that had emerged across primary settings as a result of the introduction of revised arrangements in 2015/16.
- 7.11 The NASUWT engaged directly with the DfE and the Standards and Testing Agency (STA) to produce revised moderation guidance that introduced important safeguards for teachers and school leaders on the administration of assessment. As a result of representations made by the Union, the STA enhanced its training and oversight of LA moderators.
- 7.12 In September, the Secretary of State confirmed arrangements for the future of primary assessment. The key changes announced by the DfE included:
- seeking to 'reduce workload and administration burdens' on teachers by making end-of-Key Stage 1 assessments non-statutory in all-through primary schools, once the new reception baseline had become established;

- introducing a system of Key Stage 1 national sampling;
- removing the statutory duty to report teacher assessments in reading and mathematics at the end of Key Stage 2 from the 2018 to 2019 academic year onwards;
- retaining tests in these subjects;
- amending the way that writing is assessed, so that teachers have more scope to use their professional judgement when assessing pupil performance;
- introducing a multiplication tables check, from the Summer of 2020, to be administered to pupils at the end of Year 4; and
- reforming the statutory assessment of pupils working below the standard of national curriculum tests by extending the interim pre-Key Stage standards to cover all pupils engaged in subject-specific learning, and by piloting the Rochford Review's recommended approach to assessing pupils who are not yet engaged in subject-specific learning.

7.13 In response, the NASUWT welcomed in principle the abolition of statutory Key Stage 1 assessments but noted that this reform would be rendered largely meaningless if these assessments were still available to schools on a non-statutory basis. The Union warned that continuing to make Key Stage 1 assessments available would represent a poor use of public money and that if they were no longer to be compulsory for schools, then they should be discontinued entirely.

7.14 Although the Union noted that the removal of some statutory teacher assessment at Key Stage 2 was welcome, it remained disappointed that the DfE intended to persist with externally moderated teacher assessment of writing at Key Stage 2. Notwithstanding the DfE's amendments to arrangements for these assessments, the Union remained concerned that many of the problems that had beset this assessment since its introduction in 2012 were inherent in nature and would therefore continue in future.

7.15 The NASUWT stressed that the plan to pilot reforms to the assessment of pupils with special educational needs and disabilities (SEND) would need to be undertaken carefully. The Union noted that, as it had warned at the time, reforms to the National Curriculum were driven through without effective consideration being given to how the curriculum would be assessed. The NASUWT was clear that a core consequence of this recklessness was that arrangements for assessing pupils with SEND had still not been finalised several years after implementation of the revised curriculum.

11 to 19 Education and Training

7.16 The NASUWT continued to monitor developments in respect of the Government's apprenticeship policy, including the introduction in April of an apprenticeship levy on employers with a pay bill of over £3 million per year.

7.17 The NASUWT emphasised the important role played by apprenticeships and other work-based forms of education and training in the provision of broadly based flexible learning offers in the post-16 sector. However, the Union maintained its view that the provision of effective apprenticeships and traineeships had been undermined by the poor approach to the development and implementation of policy in this area. In particular, the Union continued to point to the poor quality of some apprenticeships and the lack of focus in national policy on ensuring that all apprentices can benefit from a high-quality learning experience focused on the development of relevant skills, knowledge and understanding.

7.18 The Union monitored developments on the introduction of the Institute of Apprenticeships and Technical Education (IATE). In particular, the NASUWT remained concerned that the responsibilities of the Institute and those of Ofqual as the qualifications regulator had not been clarified effectively. The Union continued to engage directly with the DfE on these issues.

- 7.19 In October, the DfE announced details of its postgraduate teaching apprenticeship. Reflecting representations made by the NASUWT, the DfE confirmed that the standards for the apprenticeship would be the same as those for all other routes to QTS, including requiring those admitted to apprenticeship programmes to have been educated to degree level. However, the Union continued to express concern that the implications for other school-centred routes to QTS of the introduction of apprenticeships had not been considered effectively by the DfE, leading to risks of confusion and replication across the Initial Teacher Training (ITT) system. The NASUWT also pressed the DfE to continue to clarify liabilities for the apprenticeship levy between different categories of school and to ensure that the potential workload implications for existing staff in schools of teacher apprenticeships were addressed effectively.

Curriculum, Qualifications and Assessment

- 7.20 The first awards of revised GCSEs were made in August in English language, English literature and mathematics. Alongside significant changes in the structure and content, the new qualifications incorporated a 9-1 GCSE grading scale, in which 9 was to be the highest grade. This reporting system replaced the letter-based grading system that has been associated with GCSEs since their introduction in 1988.
- 7.21 Ofqual confirmed that grade 4 in the new system would be benchmarked against the former grade C for these subjects and for all other revised GCSEs to be introduced by 2019. However, the DfE maintained that for the purposes of school accountability, the level of a 'good' GCSE pass would be set at grade 5 and above.
- 7.22 The NASUWT expressed concern that this recalibration of the accountability regime would serve to increase pressure on schools and would be likely to result in more of them falling below the Government's floor and coasting standards. The Union remained clear that the use of crude school accountability measures of this type hindered rather than contributed to work to raise standards across the system, distorted learning priorities in schools and failed to reflect the full extent of schools' contribution to promoting pupils' educational achievement and wellbeing.
- 7.23 The NASUWT anticipated correctly, including in an Annual Conference Resolution on 'The New 1-9 GCSE Grading System', that the transition to a new grading system would create anxiety and uncertainty in some schools and the Union continued to challenge some of the myths that had arisen following its introduction. The Union also pressed the regulator and Government to monitor the impact of the new grading scale on learners.
- 7.24 In particular, the Union continued to emphasise that the designation of grade 5 as a 'good pass' applied only in the context of the school accountability regime. The NASUWT noted that almost all universities and most key employer bodies had confirmed that they would accept GCSEs at grade 4 as a 'good pass' for the purposes of their entry requirements. The NASUWT stressed that schools and those responsible for providing education, training and employment advice must continue to reinforce this fact to young people and their parents.
- 7.25 In a letter to the Education Select Committee, published in March 2017, the Secretary of State drew this distinction clearly. In addition, she stated that grade 4 should be regarded as a 'standard pass', while grade 5 should be seen as a 'strong pass', focused only on the key benchmarks used to hold schools to account.
- 7.26 The NASUWT remained concerned that many schools continued to seek to put pressure on teachers to predict GCSE grade outcomes. Evidence confirmed that even under the previous grading system, predicting results for individual pupils was an activity fraught with uncertainty, given that it had never been possible to predict with any reasonable degree of accuracy where grade boundaries would be set.

- 7.27 The Union advised members that attempts to predict pupils' grade outcomes were likely to be even more unreliable under the new system. The NASUWT noted that this increased unpredictability resulted from the lack of any previous examination series on which any such predictions might have been based. The Union further noted that uncertainty was compounded by the fact that the proportion of candidates gaining a grade 4 in 2017 had to be broadly comparable to those previously awarded a grade C to avoid disadvantaging the current cohort as a result solely of changes to qualifications. As a result, the NASUWT emphasised that grade boundaries could therefore only be established once examinations were completed.
- 7.28 It is for these reasons that the NASUWT endorsed warnings by Ofqual and Ofsted that it would be inappropriate for schools to put pressure on teachers to predict grade outcomes. Systems which claimed to allow predictions to be made, such as that produced by the Pixl group, were criticised publically by Ofqual.
- 7.29 The NASUWT, therefore, continued to advise members not to produce estimates of GCSE outcomes and, where such estimates are used to impose performance management targets on teachers, the Union was prepared to make use of its action short of strike action instructions to protect members from abusive practices of this type.
- 7.30 The NASUWT continued to express concern about the substantial additional burdens faced by secondary schools and colleges in implementing revised general qualification specifications. These fundamental changes created significant workload issues for teachers and school leaders as a result of the need for them to gain familiarity with amended subject content and specifications, make amendments to existing schemes of work, review and refresh learning resources and explain the implications of qualification reform to pupils and parents. The Union continued to stress that these difficulties were entirely avoidable and arose as a direct result of the short reform implementation timescale imposed on schools and colleges by the DfE.
- 7.31 In October, the Union submitted evidence to Ofqual's investigation of teacher involvement in the setting of examination questions. This investigation was launched as a result of two separate cases of reported disclosure of examination information to students by teachers who had access to confidential information gained through their work with awarding bodies.
- 7.32 In its submission, the Union noted that the involvement of teachers with current or recent classroom experience in the development of examinations and other assessments was a longstanding feature of awarding body practice. The Union further noted the views of awarding bodies that the involvement of such teachers was helpful in the development of effective questions and assessments.
- 7.33 Given the very small number of serving teachers involved in this work and the rarity of proven cases of malpractice, the NASUWT maintained that the prohibition of serving teachers from this work would represent a disproportionate response.
- 7.34 However, the NASUWT recognised that Ofqual had a critical responsibility to establish and maintain public and professional confidence in the qualification system and that it was appropriate for Ofqual to investigate and report on aspects of this system when questions about its integrity had arisen.
- 7.35 The NASUWT stressed that in respect of the involvement of teachers in writing examination papers, Ofqual should examine the effectiveness of awarding-body recruitment practices and the terms of its contracts of employment for those engaged in this work. The Union also advised Ofqual to establish development, training and support programmes for employees and contractors involved in the development of examinations and assessments that

reinforce the importance of confidentiality. The Union was clear that programmes should also set out measures to avoid inadvertent disclosure of materials and the steps that should be taken if a disclosure is discovered.

- 7.36 The NASUWT drew attention to the fact that some awarding bodies had established systems to monitor the qualification outcomes of candidates taught by teachers involved directly in the development of examinations and assessments. The Union advocated Ofqual mandating the roll-out of such systems across all awarding bodies.
- 7.37 In the longer term, the NASUWT suggested that Ofqual could examine the viability of restricting teachers from developing examinations taught in their centres. The Union maintained that such a requirement would not prevent teachers from working for awarding bodies but would mean that they could only teach related qualifications offered by other awarding bodies with which they do not have a relationship.
- 7.38 In March, the NASUWT responded to an announcement that Personal, Social and Health Education (PSHE) and Sex and Relationships Education (SRE) was to be taught in all secondary schools, by stating that PSHE and SRE has a positive role to play in a broad and balanced curriculum for all children and young people. The Union called upon the Government to remove the parental opt-out to SRE and PSHE and to ensure that all elements of the curriculum are mandatory for all pupils.
- 7.39 In July, the DfE confirmed its ambition to ensure that at least 90% of pupils in mainstream secondary schools should follow learning pathways that include the full range of English Baccalaureate (EBacc) subjects by 2025. While the Union continued to acknowledge the value of EBacc subjects, it asserted that a broad and balanced curriculum was a fundamental entitlement for all learners. The NASUWT expressed its concern that the EBacc privileged a narrow range of academic subjects over other subjects and skills that were critical to the provision of meaningful and engaging learning pathways. The Union observed that the EBacc fails to value technical and vocational education sufficiently and neglects the full range of skills and competencies needed by workers and citizens in the 21st century.
- 7.40 The NASUWT reported feedback from members that highlighted concern that schools were over-focusing on the EBacc at the expense of other subjects, skills and competencies. The Union emphasised that forcing the substantial majority of pupils to include the EBacc in their learning pathways would increase the risk that some young people would become disengaged from education.
- 7.41 The Union remained active in promoting the value of a broad and balanced curriculum and in April published a review of curricular provision in artistic and creative subjects. The report set out the economic case for creativity and the arts and provided evidence about creativity in the curriculum across the UK. It considered how creativity was addressed in national, local and school-level curricula and in specific strategies relating to creativity in education. The report examined data on teacher numbers and trends, including data on teachers in creative arts subjects. It considered policies and reforms that could impact on creativity and the teaching of creative arts subjects.
- 7.42 The Union also began work to examine the impact of assessment practices in schools on the quality of pupils' educational experiences and on the ability of teachers to concentrate on their core responsibilities for teaching and leading teaching and learning, as well as their workload burdens, in accordance with the Annual Conference Resolution on 'Assessment'.
- 7.43 The NASUWT remained active in addressing issues that had arisen as a result of the removal of levels from the revised National Curriculum. In April, the Union published the outcomes of its research on the impact of the removal of levels from the National Curriculum in England. The document also summarised the implications of assessment without levels for

the practice of teachers and school leaders. The research found that the removal of National Curriculum levels in September 2014 had required schools to make significant revisions to their internal summative and formative assessment practices. While the NASUWT had continued to note that there was a legitimate and ongoing professional debate about the merits or otherwise of the removal of levels, their use in schools had become associated with workload-intensive and educationally questionable practices.

- 7.44 Notwithstanding the NASUWT's continuing concern about the revised National Curriculum, the research was clear that assessment without levels provided an opportunity for schools to address poor internal assessment practices. The NASUWT set out ways in which schools could ensure that their assessment practices were manageable, contributed to efforts to drive down excessive workload and allowed them to focus on using assessment to support pupils' learning.
- 7.45 The Union continued to highlight the reports of the Independent Working Group on Teacher Workload on marking, planning and data. While the Union remained clear that the outcomes of the reports did not address all of the NASUWT's concerns in relation to workload, it noted that the reports set out important findings that, if implemented, would address important contributors to excessive workload in many schools. The key findings of the reports continued to be included in the Union's action short of strike action instructions.
- 7.46 The NASUWT also pressed the DfE to take more effective action to ensure greater compliance with the recommendations of the reports in all schools, including placing these recommendations on a statutory footing.
- 7.47 In light of growing concern, and following the Annual Conference Resolution on 'Workload and the Viral Interventions Phenomenon' about the use of inappropriate interventions to support pupils falling below expected standards of progress and attainment, the Union began work to investigate those strategies in place currently that did not add to teacher workload and that made a demonstrable contribution to supporting learner achievement. This will be followed by research on this issue once the strategies are better understood.
- 7.48 In November, the NASUWT responded to the announcement from Ofqual concerning non-examined assessments in GCSE Computer Science, in which an investigation was launched as to whether action needed to be taken. The NASUWT supported the investigation but questioned the rushed and ill-thought through qualifications reform process as introduced by the DfE.
- 7.49 In November, the DfE scrapped its scheme to introduce character education in schools and to pilot the introduction of life skills instead. The NASUWT called upon the Government to commit to investing in teachers to allow character education to flourish in schools as a result of the teachers being able to exercise their own professional agency.

School Accountability and Inspection

- 7.50 In October, Ofsted made revisions to the Common Inspection Framework. The NASUWT produced updated advice and guidance for members on managing Ofsted inspections and addressing concerns that may arise before or after the inspection period.
- 7.51 The NASUWT continued to highlight the provisions of the Ofsted publication, *Ofsted inspections – clarification for schools*. The Union raised members' awareness of the provisions of this document and supported teachers and school leaders in challenging inappropriate practices introduced on the erroneous basis that they are requirements of Ofsted inspection.
- 7.52 The Union continued to highlight to Ofsted episodes of inspection wherein inspectors had not adhered to the provisions of the clarification document. The Union was successful in securing revisions to reported inspection outcomes that reflected poor inspector practice in this respect.

- 7.53 The NASUWT continued to encourage members to make use of its online reporting tool, Inspect the Inspectors. The Union was able to utilise the information gained from the tool to draw Ofsted's attention to problems in relation to the practice of inspection raised by teachers and school leaders.
- 7.54 In August, Ofsted consulted on plans for amending the way in which section 8 inspections convert to section 5 inspections for good schools and, in some circumstances, substituting a full section 5 inspection for a section 8 inspection if Ofsted's risk assessment indicates that inspectors may need to gather more evidence to reach judgements about a school.
- 7.55 Proposed reforms to inspection included extending the window for converting a short inspection to a section 5 inspection from within 48 hours to within a maximum of 15 working days. The NASUWT made clear its view that the principal motivation for the development of these proposals related to difficulties Ofsted was experiencing in managing its inspector workforce rather than the efficient conduct of inspection.
- 7.56 The NASUWT was clear that an extension to the window could lead to teachers facing significant additional workload burdens. The Union noted that it was already the case that excessive burdens were imposed on teachers even within the constraints of the existing window. The NASUWT expressed its concern that schools would have even greater scope to impose additional inspection-related tasks and activities on teachers if the conversion timeframe were increased on the basis proposed by Ofsted.
- 7.57 As a result of the NASUWT's representations, Ofsted confirmed in October that it would not proceed with this proposal. The NASUWT recommended in its response to the initial consultation exercise that following a section 8 visit, schools in these circumstances should be provided with a summary of those areas warranting further investigation. The Union proposed that these areas should then be subject to a follow-up section 8 visit, given that a section 5 inspection would be unnecessary in light of the limited remit required of the follow-up visit. In line with Ofsted's proposals, the Union further recommended that schools' 'good' status should remain unchanged during this window.
- 7.58 The NASUWT was therefore encouraged that Ofsted reflected the NASUWT's proposals in respect of the provision of a summary of areas of further investigation and retention of 'good' status. However, the Union was concerned that Ofsted would still intend to use full section 5 inspections to assess the extent to which schools had addressed specific issues raised during initial section 8 visits. The NASUWT highlighted the risk that schools facing the prospect of a high-stakes inspection would use the period between the visit and the full inspection to focus on all areas of policy and practice within the remit of a section 5 inspection, not just those identified as specific areas of inquiry following the section 8 visit. The Union warned that implementation of this proposal would, in effect, create a two-year inspection window.
- 7.59 Following a longstanding campaign by the NASUWT and passing of the Annual Conference Resolution on 'Ofsted', Ofsted agreed that the staff survey used in inspection should include a specific question about teacher and school leader workload. More broadly, Ofsted was clear that it should seek to play a more active role in respect of workload, particularly in relation to the implementation of the reports on planning, marking and data produced by the Independent Review Group on Teacher Workload. The NASUWT welcomed this step but continued to stress that Ofsted should take action to prevent schools from blocking staff access to the survey.
- 7.60 The NASUWT continued to monitor the implications of the introduction of the Progress 8 performance measure and the thresholds set by the DfE for its 'floor' and 'coasting' standards.

7.61 In December, the NASUWT reflected upon the Annual Report by Ofsted which highlighted the fact that the teaching profession secured high-quality learning experiences for children and young people despite the pressures that teachers faced and the impact of the ideologically driven laissez faire approach to education. The Union called upon the DfE to recognise and act upon these concerns in order to ensure that the system continues to deliver.

Pupil Participation, Student Voice and Children's Rights

7.62 The NASUWT continued to advocate models of student voice and pupil participation that would allow pupils to play an active, constructive and appropriate role in their learning, the learning of their peers and the development of their school communities. However, the Union remained committed to challenging practices that undermine teachers' professional authority and that compromise children and young people's other fundamental educational rights.

7.63 The NASUWT remained clear that policy and practice in relation to student voice must reflect the capacity of young people to participate in activities and the extent to which they might reasonably be held to account for their actions.

7.64 The NASUWT continued to play a leading role in highlighting the profoundly negative implications for the wellbeing and life chances of children and young people of deprivation and material disadvantage.

7.65 The Union remained active in areas focused on tackling child poverty. Through its involvement in important international campaigns, including the Global Campaign for Education, and its active participation in the work of Education International, the NASUWT continued to promote children's rights in the UK and around the world.

7.66 In particular, the NASUWT continued to highlight the implications of the Government's economic and social policy agenda for child poverty. The Union drew attention to the ongoing negative trends in child poverty, including the fact that there were 3.7 million children, 28% of all children in the UK, living in poverty in 2017 and that two thirds of these children lived in households where at least one member is in paid employment. The Union noted analysis undertaken by the independent Institute for Fiscal Studies (IFS) that confirmed that as a result of benefit cuts, rising prices and lower earnings, low-income households are likely to continue to be subject to sustained reductions in their living standards in the period up to 2019/20.

7.67 The NASUWT continued to highlight concerns that the Government's attempts to revise the statutory definition of child poverty would distract attention from the material causes of deprivation and disadvantage. The Union asserted that poverty is fundamentally income-related and that policy strategies that ignore this fact would be likely to have limited positive impact in practice.

7.68 The NASUWT used evidence gained from its Cost of Education survey to draw attention to the implications of national policies on children and young people from disadvantaged households. The Union emphasised the prevalence of practices in schools that directly discriminate against materially-deprived pupils, including uniform requirements that impose significant costs on parents and the abuse of school electronic pre-payment systems. The NASUWT also raised concerns about the impact of school charging policies on deterring parents from applying to schools and the impact of schools expecting families to make significant 'voluntary' financial contributions.

7.69 In January, the NASUWT responded to a speech by the Secretary of State for Education on social mobility by recognising that she had acknowledged concerns the Union had been

raising on child poverty and disadvantage in education. The NASUWT reminded the Secretary of State, however, that the impact of the cost of education and policies that narrowed the curriculum were likely to damage such aspirations.

- 7.70 In February, the NASUWT responded to the Education Select Committee's report on grammar school proposals, commenting that the concerns echoed those expressed by the NASUWT, including that the proposals were a distraction from issues of poverty and the growing recruitment and retention crisis in schools. The Union also raised issues of covert selection following a speech given by the Secretary of State in April on grammar schools.
- 7.71 In July, the DfE consulted on work it had undertaken to date to increase its understanding of the implications of families' financial circumstances on the educational achievement of children and young people. This work reflected an attempt by the Government to focus on the needs of pupils from relatively disadvantaged households that remain above established poverty thresholds, such as those associated with free school meals (FSM) eligibility.
- 7.72 In its response, the Union was clear that families above official low-income thresholds could face significant and sustained material deprivation and that their needs were at risk of being disregarded in the development and implementation of policy. The NASUWT therefore welcomed the Government's commitment to developing more sophisticated, valid and reliable indicators of material deprivation, given the Union's longstanding view that FSM indicators were insufficient in this respect. However, the NASUWT was clear that the indicators developed by the DfE to date were severely constrained in terms of their validity and reliability and that no attempt should be made to make use of them in their current form in the development and implementation of policy.
- 7.73 In August, the NASUWT responded to the publication of an EPI report, *Closing the Gap*, into progress made to narrow the attainment gap. The Union commented that the findings were unsurprising to the NASUWT given its own research in this area and that the key factors identified for pupils who fall behind identified have all been impacted by the Government's own policies in these areas.

Safeguarding and Services for Children and Young People

- 7.74 The Union stressed that the significant reductions in funding for children's services had undermined their effectiveness and sustainability. The NASUWT continued to assert that as a result of these cuts, children's services had been forced to narrow the scope of their activities and that the integrated working between agencies central to promoting children and young people's wellbeing and future life chances had been substantially impaired.
- 7.75 The NASUWT continued to emphasise that effective strategy to promote the wider wellbeing of children and young people requires the development and implementation of effective multi-agency and multi-disciplinary approaches to the delivery of children's services. The Union stressed in its work in this area that the direction of Government policy in relation to collaboration between services for children and young people had placed the ability of these services to contribute meaningfully to removing barriers to the promotion of children and young people's wellbeing at serious risk.
- 7.76 The NASUWT continued to remain active in work to address forced marriage. The Union updated its advice and guidance for members to take account of developments in national policy and changes in the responsibilities of relevant organisations.
- 7.77 The Union continued to stress to Government and other stakeholders the adverse implications of reduced support for pupils with English as an Additional Language (EAL). As outlined in the Annual Conference Resolution on 'Support for EAL Pupils', the NASUWT raised particular concerns about the expectations on schools to meet the needs of pupils with EAL without access to specialised external advice and sources of expertise.

- 7.78 In July, the NASUWT commented on a report *What the Prevent duty means for schools and colleges* published by Coventry University. The Union stated that the report echoed concerns that it had expressed about the issues and that schools needed support to ensure the duty was implemented in a way which promoted equality and diversity in schools and community cohesion.
- 7.79 In October, the NASUWT published updated advice and guidance for members on the Prevent strand of the UK's counter-terrorism strategy. The Union continued to recognise that the Prevent strategy had continued to raise concerns across the education system about the targeting of so-called Islamist extremism and the lack of emphasis in the Government's strategy on tackling racist and far-right extremism. The Union continued to press the Government to amend the Prevent strategy to address these concerns.
- 7.80 However, the NASUWT remained clear that it was important to ensure that teachers and school leaders were aware of the requirements that Prevent places on them individually and on the settings within which they are employed. The Union's guidance sought to ensure that members could engage with the Prevent duty in an informed and constructive way that advanced equality and diversity, promoted community cohesion and tackled discrimination and prejudice in all educational settings.

Special Educational Needs and Disabilities

- 7.81 The NASUWT continued to emphasise its concerns about the ongoing implications of reforms to the special educational needs and disability (SEND) framework directly with the DfE. The Union monitored the impact on teachers, school leaders, pupils and their families of revisions to the statutory SEND Code of Practice.
- 7.82 The NASUWT was concerned by feedback from members that key aspects of the implementation of reform were impacting negatively on children and young people and increasing workload burdens on teachers and school leaders. These concerns focused specifically on the transfer of pupils from statements to Education, Health and Care (EHC) plans, the assessment and review of these plans, the lack of support for special educational needs co-ordinators (SENCOs) and the training and development made available to staff in schools to support their work with pupils. The Union continued to engage directly with the DfE to produce advice and guidance for schools on the effective management of SEND at school and local level.
- 7.83 The Union raised concerns about the ways in which schools were allocating resources to support the needs of pupils with SEND but without EHC plans and the attempts made by LAs to pass on their statutory responsibilities for SEND in schools. The NASUWT also stressed the need for more effective action by the Government to secure effective co-ordination at local level between education, health and social care services for children, particularly in relation to supporting pupils with mental health issues.
- 7.84 As part of its engagement with the Government on SEND, ITT and CPD, the Union continued to emphasise the importance of ensuring that teachers are able to receive the effective training and support they need during and beyond their teacher training in order to support those pupils with special and additional needs.
- 7.85 At the end of the year, the NASUWT developed a survey to analyse the needs of teachers in relation to SEND, in order to inform the commissioning process for independent research in relation to CPD requirements for teachers of SEN pupils in line with the Annual Conference Resolution on 'Special Needs Training'.
- 7.86 In January, the NASUWT noted the Prime Minister's announcement on improving mental health support for children and young people in schools, welcoming the recognition that she

had given to the fact that more needed to be done on this issue. The Union reminded the Prime Minister that teachers are often the first to see signs of mental distress and schools have an important role in this area but that schools could not address this issue alone and that effective working between schools and other agencies should be a priority and that funding should be introduced to allow this to happen.

- 7.87 In May, the Education and Health Select Committees of the House of Commons published a joint report into the role of education in supporting children's mental health. Many of its findings reflected the NASUWT longstanding concerns about the difficulties schools face in accessing specialist support in this area. The Union continued to campaign for greater Government investment in this critical area.
- 7.88 In June, the NASUWT responded to the Government's announcement on the introduction of 'Youth Mental Health First Aid Champions' by expressing concerns that this might impact on the provision of professional health care for vulnerable young people and impact upon excessive teacher workloads. In addition, the Union raised issues of teacher mental health that were yet to be addressed.
- 7.89 In July, the NASUWT commented on the release of an EPI report into child and adolescent mental health inpatient services which demonstrated the need for further support. The Union called for integrated packages of support to be offered that are fully resourced.

Behaviour and Attendance

- 7.90 The NASUWT continued to take a leading role in emphasising the importance of good behaviour, discipline and attendance in schools. The Union produced materials highlighting good policy and practice in relation to behaviour and used these materials in its engagement with parliamentarians, ministers and other interested bodies working in this field.
- 7.91 In March, the NASUWT responded to the *Behaviour in Schools* Report published by the DfE and written by the Department's behaviour 'tsar', making clear that it offered little support for teachers within the classroom and that more needed to be done by Government to ensure that all teachers were supported and able to raise concerns or report incidents of indiscipline and have them dealt with accordingly.
- 7.92 In March, the NASUWT published the results of a survey it had conducted into the use of social media by pupils and parents and its impact upon teachers. The survey found that many teachers were subject to abuse online. The Union called upon the Government to urgently address the issues.
- 7.93 The survey also found that social media issues were impacting on children's mental health through bullying online and through encouragement to share posts that are of an offensive or sexual nature. The NASUWT used this report in response to an EPI report on *Social Media and Children's Mental Health* published in June, the Union pointed out that teachers needed support from experts, as well as from parents to deal with this issue effectively.
- 7.94 The NASUWT continued to raise issues about the impact of cuts to LA support services for behaviour and attendance and the adverse implications of Government policy for the maintenance of local structures focused on promoting and sustaining effective behaviour and attendance-focused collaborative arrangements between schools.
- 7.95 In November, the NASUWT submitted evidence to the House of Commons Education Select Committee on Alternative Provision. In its evidence, the Union made clear its view that the alternative provision sector is a vital element of a genuinely inclusive education system, able to meet the needs of some of the most vulnerable children and young people in society. The NASUWT emphasised that the commitment, dedication and skill of the alternative provision

workforce were the sector's greatest strength but that the achievements of the workforce were secured despite, not because of, current Government policy.

- 7.96 The Union highlighted the fact that a pervasive culture existed in some settings that was far too accepting of pupil violence and indiscipline and that regarded open-ended tolerance of such conduct as an intrinsic feature of working life in the alternative provision sector.
- 7.97 The NASUWT recognised that LAs retained responsibility for arranging suitable full-time education for pupils permanently excluded from school or who were not able to attend school because of illness or for other reasons. However, the Union noted with concern that policy reforms had meant that LAs had very limited powers to establish and shape provision.
- 7.98 The Union restated its concern that the brevity of the current statutory guidance on alternative provision published by the DfE impeded its usefulness. The NASUWT called on the Committee to recommend that the DfE should establish an explicit requirement in statutory guidance that schools and LAs must check and obtain evidence that alternative provision provides a curriculum offer that addresses the particular needs of individual pupils.
- 7.99 In its evidence, the NASUWT drew attention to the negative implications of the discontinuation of the frameworks of support for collaboration within and between sectors since May 2010 and on the ability of agencies involved in alternative provision to co-operate meaningfully.

Admissions

- 7.100 The NASUWT emphasised the risks to fair and transparent arrangements for school admissions arising from the Government's reforms to relevant statutory frameworks. The Union drew particular attention to the diminution of the role of LAs and that of the Office of the Schools Adjudicator in overseeing the impact of admissions policies on local frameworks and the enforcement of statutory requirements.
- 7.101 The Union highlighted cases where schools were operating admissions arrangements that contravened the letter and the spirit of the statutory School Admissions Code and the School Admissions Appeals Code.

Initial Teacher Training (ITT), Continuing Professional Development (CPD) and the Professional Status of Teaching

- 7.102 In November, the NASUWT submitted oral and written evidence to the House of Commons Public Accounts Committee Inquiry into sustaining and developing the teaching workforce.
- 7.103 In its evidence, the Union stressed that effective policy on the teaching workforce must be founded on the principle that teaching is a complex, multifaceted professional activity and that this understanding of teacher professionalism had been entirely absent from public teacher workforce policy since May 2010.
- 7.104 In its evidence, the Union drew specific attention to the permission granted to state-funded schools to deploy teaching staff without QTS as undermining the professional footing upon which teaching had been previously based. As a result, the attractiveness of teaching as a career for new graduates had been weakened.
- 7.105 The Union noted positively the confirmation by the Secretary of State in February that, in future, policy would be focused on strengthening QTS and stressed that this change in policy provided an opportunity to reinstate concern for teacher quality and professionalism in the development of national teacher workforce policy.

- 7.106 The NASUWT stressed to the Committee that ensuring that teachers had access to high-quality CPD was a critical element in any effective teacher quality strategy. The Union made clear that it remained a matter of profound concern that evidence continues to confirm that teachers in England were less satisfied with their experience of professional development than teachers in other OECD jurisdictions regarded as high performing or fast improving.
- 7.107 The Union pointed out to the Committee that creation of a masters-level teaching workforce remains a key policy aspiration of the NASUWT and that the DfE's assertion that it wanted to strengthen QTS provided an opportunity to develop an inclusive and coherent approach to achieving this aspiration.
- 7.108 The Union's evidence stressed that changes implemented to arrangements for the pay and performance management of teachers had further undermined the attractiveness of teaching as a career and reduced the opportunities available to teachers and school leaders to benefit from high-quality training and development.
- 7.109 Drawing on its most recent submissions to the STRB, the Union made clear to the Committee that evaluation of the state of recruitment and retention on the basis that problems were primarily local in nature, would misrepresent the system-wide character of the teacher supply crisis. The Union did not dispute that school and local-level recruitment and retention difficulties could be significant in some circumstances and pointed to evidence of higher rates of early retirement by teachers in schools serving particularly deprived communities. Nevertheless, the NASUWT stressed that it was critical that consideration of such factors did not detract attention from fundamental system-level contributors to the recruitment and retention crisis. The Union maintained its view that even if school level factors were eliminated or mitigated, total teacher supply would still be inadequate to ensure that every school could benefit from the full complement of qualified staff required to secure high-quality learning experiences for pupils.
- 7.110 The Union's evidence made clear that there were three, clear systemic barriers to improving teacher supply: reduced levels of overall pay; excessive and unsustainable workloads; and the poor quality of many schools' employment practice. The NASUWT stressed that teachers' experience in each of these critical dimensions of their working lives represented a clear impediment to sufficient teacher recruitment and retention.
- 7.111 The Union continued to advocate for retention strategies including sabbatical leave for teachers as outlined in the Annual Conference Resolution on 'Sabbatical Leave for Teachers'.
- 7.112 To support its work in this area and as a consequence of the Annual Conference Resolution 'Defending Qualified Teacher Status (QTS)', the Union produced a policy statement on strengthening QTS. The statement identified challenges related to the professional formation and development of teachers and the principles that should guide policy in this area. The statement also set out a case for moving towards teaching as a masters-level profession. The Union shared this paper with a range of stakeholders, including Parliamentarians, as part of its campaign to promote the value and importance of teacher professionalism.
- 7.113 The NASUWT emphasised that the DfE's strategy for attracting former teachers back into the profession were having limited success and were focused on an inappropriately narrow range of subjects. The Union stressed that poor practice in relation to flexible working across the education system was an obvious barrier to those with significant caring or family commitments who were considering returning to the teaching profession.
- 7.114 The NASUWT drew attention to the negative implications of the Government's policy agenda for ITT and teacher supply, particularly in relation to key aspects of the DfE's School Direct programme. The Union continued to express concern that School Direct was failing

to generate the number of trainees the education system would require to sustain adequate levels of teacher supply in future and that the system would therefore not be able to respond quickly enough in the right way to meet future challenges or trends in teacher supply and demand. The NASUWT further highlighted the risk that the reduced scale of higher education-based ITT provision was undermining the ability of the system to respond to regional supply issues and risked the creation of significant diseconomies of scale.

- 7.115 The NASUWT continued to monitor developments related to the establishment of the College of Teaching. The Union provided an updated briefing to members on matters pertaining to the College and emphasised the ongoing failure by supporters of the current model for its remit and structure to make a clear and credible case for it to the wider teaching profession. However, the Union continued to engage constructively with those responsible for the development of the College, including with its Chief Executive and Chair. The NASUWT continued to advocate a more coherent approach to engaging teachers in supporting their professionalism and ensuring access to high-quality CPD opportunities than current plans for the College of Teaching would be likely to secure.

NORTHERN IRELAND

- 7.116 At the beginning of January, the then Education Minister Peter Weir announced a reduction in the number of courses which post-primary schools are obliged to offer under the Entitlement Framework. Previously schools had to offer 24 subjects at Key Stage 4 and 27 at post-16 but can now offer 21 subjects at both levels.
- 7.117 Academic selection remained a contentious issue in Northern Ireland and in January, the two organisations which run the separate school transfer tests issued a joint statement announcing plans to produce a common test by November 2019.
- 7.118 Academic selection came under attack in February in a report from the DE's Strategic Planning and Policy Development forum who also criticised a number of the Department's policies for promoting inclusion. The report highlighted that academic selection concentrated 'lower-achieving pupils, often from socially deprived areas, into a small group of 11-16 schools'. The report also stated that the education system was 'reflective of a divided society in terms of religious background, social class, ethnicity and disability'.
- 7.119 At the end of April the Public Services Ombudsman received new powers to investigate complaints against schools. Pupils or parents would now be able to complain to the Ombudsman if they felt a school had treated them unfairly. The Ombudsman would only examine complaints after the complainant has exhausted a school's internal complaints procedure without satisfaction.
- 7.120 In November, the NASUWT commented on statistics from the DE which showed a trebling of pupil suspensions for assaults on education staff. The Union called on employers to adopt a zero-tolerance approach where violence occurs.

Integrated Education

- 7.121 Peter Weir's final act as Education Minister came in March when he published the Department's review on Integrated Education. The Report criticised the Executive for failing to 'lead the planning, development and growth of integrated education' and called for the DE and bodies such as the Education Authority to actively promote integrated education in line with the Department's statutory duty to encourage and facilitate integrated schools.
- 7.122 The Report was critical of teacher-training in Northern Ireland, claiming that young teachers are 'trained to be familiar with and teach in approximately one half of the schools across Northern Ireland only'.

7.123 The Report also recommended that teachers should no longer be exempted from fair employment regulations.

Inspection

7.124 The NASUWT escalated its action short of strike action from 1 February to include non-cooperation with any Education and Training Inspectorate (ETI) inspection.

7.125 The vast majority of school inspections were impacted by the action short of strike action.

7.126 By the end of the year, extensive discussions were ongoing, on a without prejudice basis, with the employers, the DE and the ETI on accountability and the teacher workload associated with inspection and how this might be reduced/better managed in a way which was not detrimental to pupils or educational outcomes.

SCOTLAND

Education Governance

7.127 Following the rushed timescale for responses to the Minister in January on the Governance Review, it was six months before anything further was released on the direction the Government would take.

7.128 In June the Government published the *Next Steps* document which outlined the proposals which included:

- a new Scottish Education Council to oversee all governance proposals;
- a Head Teacher Charter to define the enhanced devolution of powers to school level;
- the creation of Regional Improvement Collaboratives (RICs) covering groups of local authorities, with overarching responsibility for attainment, resources and training;
- the creation of an Education Workforce Council (EWC) to replace the General Teaching Council for Scotland (GTCS) and building in the Scottish College for Educational Leadership (SCEL) and the Scottish Social Services Council (SSSC); and
- enhance pupil and parental engagement.

7.129 The NASUWT continued to engage with all stakeholders and provide responses to the proposals. The draft Education Bill was published for consultation in November.

Curriculum for Excellence (CfE)

7.130 Implementation of the new curriculum and national qualifications continued throughout the year.

7.131 The NASUWT continued to represent the interests of teachers on the Curriculum for Excellence (CfE) bodies. The NASUWT was represented by Mike Corbett on the CfE Management Board and the Assessment and National Qualifications (ANQ) Working Group.

7.132 The ANQ Working Group met during the first quarter of the year to examine the implementation of the revised system for National 5 and potential amendments to National 4. The NASUWT provided robust evidence to illustrate member preferences for external assessment of coursework for National 4.

7.133 In March, the NASUWT conducted a member survey on National Qualifications Reforms, the results of which informed the Union's representations at the working groups as well as directly with the Deputy First Minister and the Scottish Qualifications Authority (SQA).

- 7.134 In October, a special meeting to discuss National 4 was convened, with representatives from the Government, Education Scotland and the SQA. At this meeting it was outlined that as part of the Government's Governance Review of Education, the CfE Management Board, CfE Implementation Group and Assessment and National Qualifications Group would be dissolved and be replaced by a new Curriculum and Assessment Board.
- 7.135 The NASUWT outlined the Union's dissatisfaction with the period of time during which no curriculum and assessment meetings had taken place, especially when, rather than reducing teacher workload as intended, the latest changes to National 5 had increased workload for teachers in many subjects. Agreement was reached that this would be explored further under the new meeting group.
- 7.136 The inaugural meeting of the Curriculum and Assessment Board took place in December at which the role, remit and work themes of this new group were discussed as well as consideration of a potential way forward for National 4.
- 7.137 The NASUWT raised the lack of representation on the Strategic Board for Teacher Education and the Joint Chair agreed to progress this matter separately.
- 7.138 During discussions on work themes, it was agreed that pace of change and workload would form a large part of any considerations moving forward. It was further acknowledged that support in CPD and training were key for workforce development and the board agreed that the senior phase would be looked at relatively early on in the work plan.
- 7.139 A proposed new model for National 4 which included the possibility of a final exam was discussed, however, as no agreement was reached the proposal fell. The NASUWT confirmed that the National 4 model was not fit for purpose.

Teacher Professional Judgement

- 7.140 Schools are required to make judgements about the most appropriate National Qualifications pathway for each learner. As the vast majority of pupils now stay on until at least S5, schools are being encouraged to plan progression over at least a two-year period. The Benchmarks across the Broad General Education for each curriculum area were intended to support teacher judgement of CfE levels, and together with judgements made through discussion with pupils and parents would inform the decision on whether a learner should embark on a course leading to National 4, or National 5, or a Higher, and whether the qualification should be undertaken over one or two years.
- 7.141 The benchmarks for the remaining curricular areas were finally released in March. The new Benchmarks replaced any previous assessment of a level model.
- 7.142 The NASUWT expressed concerns that decisions were being taken with no regard or trust in the class teacher's judgement and that the guidance on all of this came too late for the majority of pupils' options decisions moving into 4th year in June. The option of bypassing N5 (for able pupils judged to be certain of a good grade at Higher in favour of studying Higher over S4 and S5) was missed for this year due to the delay in issuing the guidance.
- 7.143 Responding to concerns expressed by the NASUWT about the delay in the release of the Benchmarks and potential workload implications, especially for primary teachers, Education Scotland confirmed that 'at this stage there is no expectation that teachers will report on learners' achievement of a level in curriculum areas beyond literacy and numeracy. The introduction of Benchmarks for all other areas of the curriculum needs to be proportionate and manageable. Teachers and other practitioners should be given time to engage in professional discussion to become familiar with the Benchmarks and start to use them in line with their school improvement plans.'

7.144 The NASUWT continued to monitor the teachers' experiences of working with the new Benchmarks.

The National Improvement Framework (NIF)

7.145 The NASUWT continued to engage over the National Improvement Framework (NIF) throughout the year via the quarterly NIF update meetings with the Scottish Government.

7.146 The main focus of the NIF group was the development of the Scottish National Standardised Assessments (SNSA) which were introduced in August for all pupils in P1, P4, P7 and S3. LAs were required to confirm training arrangements and Education Scotland provided online training tools and advice for teachers in the use of the SNSAs.

7.147 The NASUWT raised concerns around the lack of any additional time for teachers to become familiar with the SNSAs and the lack of consistency in approach being reported across LAs.

7.148 In December, the Government published the National Improvement Framework for Scottish Education 2017 Evidence Report. The report gave an overview of the context in which children and young people learn. The report synthesised the current evidence on achievement, attainment, health and wellbeing, and the wider education system, with a specific focus on differences between children living in the most deprived and least deprived areas. The report aimed to present an objective picture of Scottish education, based on a wide range of sources.

7.149 Also in December, the Government published the 2018 National Improvement Framework and Improvement Plan which built upon the Evidence Report and brought together improvement activity from both the Education Delivery Plan and the Curriculum for Excellence Implementation Plan and also incorporated the activity on parental and family engagement envisaged in the Delivery Plan. The vision, the priorities and the drivers of improvement that were collectively identified last year remained the same.

The Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABiS)

7.150 SAGRABiS continued to provide advice to national and local government on relationships and behaviour in schools or wherever learning took place. The Deputy First Minister John Swinney MSP remained as the Chair and the group met twice, in March and November.

7.151 The NASUWT provided feedback through SAGRABiS on the publication of the Behaviour in Scottish Schools Research and in particular on the summary and response to the findings document which will be issued to schools and teachers in 2018.

7.152 The NASUWT also requested a place on a subgroup which will be examining reporting and recording of bullying in schools.

Named Person

7.153 The Children and Young People (Information Sharing) (Scotland) Bill was introduced to Parliament in June and sought to address the Supreme Court decision on the information sharing provisions on named persons in the Children and Young People (Scotland) Act 2014.

7.154 The Supreme Court highlighted significant difficulties in reading across the 2014 Act and the Data Protection Act (DPA). The NASUWT raised concerns that the Government was underplaying some of the legitimate and significant concerns raised by the Supreme Court. The NASUWT was not in favour of an automatic assumption that schools should be

responsible for the Named Person or for co-ordinating the planning process. A co-ordinating role for schools would place very real time and financial burdens on them and would have implications for the quality of education and support that children receive. These tasks were more appropriately undertaken by support staff specifically employed to undertake the role by the LA.

- 7.155 The NASUWT submitted written evidence to the Education and Skills Committee of the Scottish Parliament in September, which outlined the Union's opposition to the implementation of the Named Person Scheme and the proposed Bill.
- 7.156 The NASUWT met with the Government official supporting the Named Person scheme in October and also spoke to the Green MSP on the Education and Skills Committee, to further register the Union's significant concerns.
- 7.157 In the absence of any clear proposals from the Government as to how it would address the concerns of the Supreme Court, the NASUWT continued to campaign for the reconsideration of this policy and an alternative approach.
- 7.158 In December, the Government announced a halt to the progression of the Named Person Scheme in order that a full review can be undertaken.

Poverty and Inequality

- 7.159 The NASUWT continued to highlight and discuss at all available opportunities, the Union's work on poverty and the cost of education, highlighting the need for this issue to be addressed at a national and school level.
- 7.160 In July 2017, the Government announced the creation of a Poverty and Inequality Commission. The Union welcomed the creation of the Commission, reminding the Government of the NASUWT's work in this area and calling for urgent action to address these issues.

Additional Support Needs (ASN) Pupil Support and the Presumption of Mainstream

- 7.161 The NASUWT responded to two separate surveys early in the New Year, relating to the impact of cuts to support staff, by the TESS and UNISON. The NASUWT highlighted the impact that this would have on teachers' workload and raised the issue with ministers.
- 7.162 In the Autumn term, the NASUWT launched the results of a survey into ASN support in schools. The survey found a marked decline in the support provided to pupils and the consequent impact that this had on them. The Union called upon the Government to take the results of the survey seriously and address the key issues.
- 7.163 In November, the Government introduced a review of the guidance on the presumption of mainstream. The NASUWT responded by stating that this was an issue it had been raising for some time and so the review would be welcome. At the close of the year, the Union was preparing to submit a response in the new year.

WALES

Early Years Education

- 7.164 Following the Cabinet Secretary for Education (CSfE) decision in 2016 that infant class sizes were to be reduced to 25, the NASUWT was disappointed by the announcement in January that schools with infant class sizes of 29 or more could bid for additional funding from a £36 million fund consisting of both revenue and capital funding in order to effect reductions.

- 7.165 The Union issued a press statement to highlight that the promise on reducing infant class sizes to 25 had been broken and condemned the use of a bidding process as failing to uphold the fundamental principle of equal opportunity.
- 7.166 Consequently, in September, the Union noted with a degree of cynicism that ‘Early Years’ was identified as a priority area by the Welsh Government in ‘Prosperity for All: the national strategy by recognising that ‘an individual’s experiences in childhood play a significant part in shaping their future, and are critical to their chances of going on to lead a healthy, prosperous and fulfilling life.’
- 7.167 The NASUWT was equally cynical about the announcement in December of an ambitious new plan to develop a Wales’ childcare workforce. This appeared to be aimed more at the private sector, as reference was made to the provision of affordable, accessible quality early years provision and to supporting those seeking to expand or start up their business.

Curriculum, Assessment and Qualifications

- 7.168 Work on the new curriculum, following Professor Graham Donaldson’s independent review of curriculum and assessment arrangements in Wales, Successful Futures, continued to progress through the Pioneer Schools structure with the Areas of Learning and Experience (AoLE) being developed. However, the NASUWT remained concerned that the vast majority of the teaching profession was being disenfranchised from the development process, which still appeared to rest with members of school senior management teams in the Pioneer Schools, consortia advisors and consultants.
- 7.169 Given the lack of transparency over the new curriculum, the NASUWT was not surprised by the announcement in September, included in ‘Education in Wales: our national mission’, that the new curriculum would be introduced as a phased roll-out rather than a ‘big bang’ approach, with the start being delayed until 2022. The new curriculum would apply in nursery through to Year 7 from 2022, to Year 8 in 2023, Year 9 in 2024, Year 10 in 2025 and Year 11 in 2026.
- 7.170 The CSfE maintained that this approach, with the extra year, would mean all schools would have the time to engage with the development of the curriculum and be fully prepared for the changes. Although the NASUWT had every confidence that teachers would deliver the new curriculum effectively when it finally emerges, it remained to be seen if the target date of 2020 for the availability of the new curriculum would be met. In addition, the Union remained alert to the potential for the phased roll-out to create workload issues for secondary school teachers, as they will be teaching to both the National Curriculum and the new curriculum.
- 7.171 As referenced elsewhere in this Report, the Union noted that the CYPEC’s *Report on Teachers’ Professional Learning and Education Inquiry* recognised that the education workforce was not currently prepared for the implementation of the new curriculum.
- 7.172 An extremely disturbing development related to the new curriculum emerged during the year, as some LAs and schools began using the ‘implementation’ of the new curriculum as a justification for restructuring and school reorganisation, particularly but not exclusively in relation to the growing trend to create all-aged 3-16 and 3-19 schools. In the worst cases, teachers’ jobs were placed at risk of redundancy unless they were successful in securing a post in the newly formed schools and/or within the new staffing structure. The NASUWT opposed such developments through the use of industrial action ballots.
- 7.173 As a result of the sustained campaign by the NASUWT, a system of adaptive testing to conduct and mark the annual literacy and numeracy tests online was announced to start

with the procedural numeracy tests in 2018. The system would be applied to the reading tests in 2019 and the numerical reasoning tests in 2020. The Union maintained that this form of online adaptive testing should not only reduce teacher workload but should also reduce the incidence of malpractice.

- 7.174 The NASUWT continued to be represented by Angela Butler on the Expert Literacy Group.
- 7.175 The adverse effects of the Literacy and Numeracy Framework (LNF), which resulted in pupils being denied access to a broad, balanced and relevant curriculum, continued to manifest themselves in a drop in entries in some of the non-core GCSE subjects.
- 7.176 The NASUWT continued to highlight through press releases its concerns about pupils being denied access to a broad range of GCSE subjects. These issues were also raised at the Union Partners' meetings and directly with both the Welsh Joint Education Committee (WJEC) and Qualifications Wales (QW).
- 7.177 The NASUWT's persistence in highlighting the growing practice of early entries for GCSE examinations contributed to the CSfE announcing changes to the Key Stage 4 performance measures, used in the school categorisation system, in October, following a report on the practice by QW. The change would prevent schools from using the best results from any attempt at a qualification to count towards the performance measure, as only the results of the first entry of a qualification will count, from 2018 onwards.
- 7.178 Although the Union welcomed the decision, it was made clear to the CSfE at the Cymru Annual Conference, that the change would not address the growing practice of schools requiring pupils to make GCSE option choices at the end of Year 8 so that they can start the two-year GCSE courses in Year 9. The NASUWT advised the CSfE that running GCSE courses in Years 9 and 10 had the potential to deny pupils access to a broad and balanced curriculum in Year 9 and could lead to a further reduction in GCSE entries for non-core subjects with the very real prospect of a knock-on effect to post-16 study. The CSfE acknowledge the inappropriateness of the practice on a whole-school basis.
- 7.179 The NASUWT met QW in April and November. Among the topics discussed were updates on the GCSE reforms, work to investigate confidence in marking, the Summer 2017 examination series, early and multiple entries, review of the Welsh Baccalaureate and the design of the Skills Challenge Certificate, vocational qualification sector reviews, regulation of Welsh and bilingual qualifications and Curriculum for Wales.
- 7.180 Neil Butler, together with Mark Cleverly, continued to represent the NASUWT on the WJEC's Wales Advisory Group.
- 7.181 The NASUWT continued to press the Welsh Government, the WJEC, and QW on the need to ensure that the raft of changes being introduced to the education system in Wales were impact assessed in terms of teacher workload and work/life balance, in accordance with the national action short of strike action instructions.
- 7.182 In September, the NASUWT welcomed the Welsh Government's announcement of a pilot to introduce specialist Child and Adolescent Mental Health Services (CAMHS) support into schools. The Union reminded the Government that teachers should not take the pace of qualified healthcare professionals.

School Reorganisation

- 7.183 The decline in the number of LA maintained schools in Wales continued, with the 2017 School Census results revealing that there were 27 fewer schools than in January 2016. There are now just 1,547 LA maintained schools in Wales, 206 fewer than in 2010. However,

pupil numbers had fluctuated throughout the same period resulting in an overall decrease of just 633 pupils. In contrast, 1,377 full-time equivalent (FTE) teaching posts had been lost since 2010 with a loss of 326 FTE teaching posts since January 2016.

- 7.184 The reduction in the number of schools continued to reflect moves by LAs to change the nature of educational provision, including amalgamations of infant and primary provision, school closures, the sacrifice of control of post-16 provision to FE and HE, and the establishment of all-through 3-16 and 3-19 provision.
- 7.185 In part, the drop in the number of FTE teaching posts was linked to the change in school organisation, but it is also coupled to the introduction of the LNF and the squeeze on the curriculum, schools attempting to pre-empt the requirements of the new curriculum, and the continuing failure of the Welsh Government to address the per-pupil funding gap, as referred to elsewhere in this report.
- 7.186 Despite setbacks last year, the NASUWT continued to pursue the Welsh Government over establishing a strategy to avoid compulsory redundancy in schools through the Workforce Partnership Council (WPC) and secured a commitment from the First Minister at the November WPC meeting that a meeting would be arranged with the CSfE to discuss the matter.

Inspection, School Accountability and the Consortia

- 7.187 Despite continued condemnation by the NASUWT over the proposal to change the Estyn judgement of *'adequate'* to *'adequate, needs improvement'* and the descriptor to *'strengths outweigh weaknesses, but important aspects require improvement'*, the Inspectorate enshrined the change in the new inspection framework which was introduced in September. Whilst it may not be of much consolation to schools judged overall as *'adequate, needs improvement'* under the new framework, the Union clarified with the Inspectorate that a school would need to be given at least one *'unsatisfactory'* judgement for it to be placed in a statutory category.
- 7.188 The Union maintained that a school judged as adequate overall could not, therefore, be deemed to be a failing school. Likewise, where Estyn-style gradings were used, contrary to the *NASUWT Action Short of Strike Action Instructions*, to form judgements on lesson observations, a lesson graded as adequate could not be deemed to be an *'unsatisfactory'* lesson for the purposes of performance management or as a justification for placing teachers on a capability procedure.
- 7.189 One of the most positive developments of the year was the launch of a joint initiative on reducing teacher workload which, surprisingly, was brokered primarily with Estyn.
- 7.190 The initiative was based on work which had been undertaken in England in 2016 as a result of the NASUWT's workload campaign and resulted in the production of a poster and concertina card, *Reducing Workload: A guide for Teachers and Headteachers*. The NASUWT took a very hard line on the content of the guidance to ensure that it mirrored what the Union had achieved in England and was the last union to add its logo to the poster and cards by way of endorsement, after successfully securing further amendments to content which had been agreed previously with Estyn by the other teacher trade unions, the four regional consortia, the Welsh Government, the Association of Directors of Education in Wales (ADEW), the EWC and the Dioceses – The Church in Wales.
- 7.191 Over 40,000 concertina cards and 3,000 posters were produced for distribution to schools and teachers by the regional consortia.

- 7.192 The NASUWT issued a press statement around the launch to welcome the guidance, as a first step along the road to providing teachers in Wales with the professional agency to exercise control over their workload and made it clear that the Union expected the posters to be displayed prominently in every school staffroom and for the concertina cards to be distributed to every teacher.
- 7.193 The Union was aware that the first challenge would be to ensure that everyone in education recognised the responsibility they hold over reducing the workload of teachers in compliance with the statements in the guidance, which provide teachers with the ability to say ‘no’ to daily or weekly lesson plans as a matter of routine, providing excessive written feedback when assessing and marking pupils’ work, and collecting data that serves no purpose.
- 7.194 Regrettably, the Union continues to deal with situations where the posters and cards have either not arrived at the schools or have not left the headteacher’s office.
- 7.195 Despite the NASUWT concerns over the Inspectorate’s misguided understanding of the meaning of ‘adequate’, Estyn promoted the new inspection framework as being far more teacher friendly and heralding a return to a more supportive approach where more importance was to be placed on dialogue rather than paperwork.
- 7.196 It became clear, at the NASUWT Cymru Annual Conference, at the end of October, that the aspirations of Estyn over the new inspection process were not being realised, as several speakers reported ‘horror’ stories in relation to their experiences of the new regime. The NASUWT subsequently raised the concerns at an Estyn Primary Forum in November after the inspectorate had suggested that the feedback over the new framework had been very positive.
- 7.197 The Union embarked on a programme of visiting, or at least surveying members in schools which had been through the new inspection process, as the inspection reports were published, to gain a better understanding of the causes of members’ concerns. Early indications pointed towards problems arising with the approach and style of some lead inspectors, rather than the framework itself.
- 7.198 In September, it became clear that the Welsh Government had finally realised that the high-stakes accountability framework, which teachers and schools are subjected to in Wales through the school categorisation model where the emphasis within the regional consortia is on challenge rather than support, was flawed as it has resulted in:
- a narrowing of choice in the curriculum;
 - some qualifications and subjects being downgraded;
 - L2+ creating an arbitrary focus on the C/D GCSE grade border;
 - benchmarking and quartiling driving competition rather than collaboration;
 - indicators not being inclusive and not focusing on the individual pupil; and
 - ‘gaming’ as a result of a system driven by performance indicators.
- 7.199 These were all points on the first slide of a Welsh Government presentation to the school workforce trade unions on Accountability Models for Schools in Wales/What do we need to change in the current system. The slide could have been written by the NASUWT and there was no holding back in saying so at the meeting. However, this new awakening on the part of the Welsh Government was received by the NASUWT as an opportunity to shape a better accountability framework for Wales.
- 7.200 The NASUWT was clear from the outset of the discussions that the Union would measure any new accountability framework against how it would impact on those at the point of

delivery, that is, teachers and learning support staff, and laboured the point about the need for cultural change within the system, with a move back at all levels to collegiality and co-operation rather than command and control management style.

GIBRALTAR

- 7.201 In July, the NASUWT joined Unite the Union, the Unión General de Trabajadores (UGT) and Comisiones Obreras (CC.OO) in forming an historic partnership between unions in Gibraltar and Spain to form the Southern inter-regional trade union (IRTUC). This new initiative would ensure that, following the Brexit vote, the voice of Gibraltar's teachers and other workers would be heard and their interests protected.
- 7.202 The Union was again a key sponsor of the Gibraltar Literary Festival in October and used the opportunity it provided to reaffirm the commitment of the Gibraltar Teachers' Association (GTA) and the Union to a broad and balanced curriculum and to raise its profile across Gibraltar.

GUERNSEY

- 7.203 Throughout the year, there were discussions with the Committee for Education, Sport and Culture regarding the future structure of secondary and post-16 education on Guernsey, following the 2016 decision to remove selection.
- 7.204 The Committee for Education, Sport and Culture published a policy letter detailing their plans which included three 11-16 high schools, a sixth form college offering both academic and vocational courses, and a FE/HE institute delivering work-related courses, apprenticeships and degree programmes.
- 7.205 Many of the comments made by the NASUWT through the year were reflected in the final policy letter.

JERSEY

- 7.206 Through the Education Partnership, the NASUWT continued to monitor the implementation of the revised Jersey Curriculum and mandatory assessment in schools. The key focus for this work was on ensuring that the moderation and administration arrangements did not add to teacher and school leaders workload burdens.
- 7.207 Accountability and school autonomy remained key issues for the Partnership. Partners had agreed that Jersey should seek to avoid the negative outcomes of accountability regimes in place in England and elsewhere in the UK. As a result, the Education Department introduced a system of school review that sought to identify schools' strengths and areas for future development in a challenging and supportive manner. Pilots of the new approach had been carried out throughout 2016, with the Education Partnership involved fully in monitoring progress and addressing issues of concern.
- 7.208 In relation to school autonomy, work continued on the basis that key areas of responsibility, particularly those related to pay, contractual terms and conditions of employment, admissions, support for pupils with additional needs and term dates would continue to be determined centrally. During the year, discussions continued to identify those areas where the quality of provision for pupils might be enhanced through greater autonomy for schools. These discussions were guided by agreed principles on the need to respect and further enhance teacher professionalism and agency, to avoid increases in teacher and school leader workload and to improve the quality of educational provision.

ISLE OF MAN

- 7.209 The NASUWT continued to challenge the Isle of Man Government's reluctance to engage meaningfully with the NASUWT on the development of education policy. The Union continued to draw attention to members' concerns, demonstrated through a survey published in March, in respect of the curriculum, pupil indiscipline and the transition of pupils between different phases of education as key policy priorities.
- 7.210 In October, the DEC issued a preliminary consultation on a new Education Bill, due to be published in 2018. Although this preliminary document contained many clauses the NASUWT supported, it still fell short of the NASUWT's expectations in many areas, such as provisions around pupil behaviour. In response, the NASUWT made a detailed submission to the consultation.
- 7.211 At the close of the year, these matters were still ongoing.

PARLIAMENTARY

General Election

- 8.1 The announcement of a General Election on 8 June by the Government in April was a surprise to almost all in the political sphere, given that the Prime Minister had previously suggested that a General Election would not happen.
- 8.2 For the NASUWT, this meant the immediate development of an election campaign within a very short time period.
- 8.3 Despite the short timescale, the Union was able to produce a very effective campaign around the theme 'Vote For Your Rights'. This enabled the NASUWT to introduce some key campaigning themes that had been articulated during the 2015 Vote for Education campaign, such as the need for qualified teachers, but it also created the space for the Union to articulate concerns as expressed in the 2(b) motion which had been adopted at Annual Conference.
- 8.4 Materials were produced, including webpages, social media posts, booklets and posters. The booklets on 'Your Rights as a Teacher' and 'Your Rights as a Worker' focused on the key campaigning points for members when considering voting choices. In addition, the booklets included key questions to ask political parties canvassing for votes.
- 8.5 The materials were very well received and very influential in the election campaign. The key questions, in particular, were used across the country and resulted in many MPs and candidates referring to questions being asked post-election, for example on public sector pay, that only appeared in NASUWT materials.

Brexit

- 8.6 Following the Referendum decision for the UK to leave the EU, and following the change of Prime Minister, the NASUWT continued to make representations to the Government on the importance of workers' rights.
- 8.7 In line with the 2(b) motion adopted at Annual Conference, the NASUWT sought to engage on matters relating to Brexit and the implications for teachers with the DfE and with the HSE with regard to the potential impact upon health and safety.
- 8.8 The NASUWT expressed considerable concern about the treatment of teachers from overseas, as well as many members of the BME community, following the Referendum. Members were supported with the publication of information and advice leaflets on the implications of the Brexit vote for other EU citizens working in the UK, and for UK citizens working in other EU countries.

WESTMINSTER

- 8.9 The NASUWT continued to maintain and enhance its political and parliamentary profile throughout the year.
- 8.10 The NASUWT met regularly with the Secretary of State for Education and with Ministers in the DfE ministerial team.
- 8.11 The Union monitored legislation being considered by both Houses of Parliament and, in particular, the following Bills and Acts:
- Children and Social Work Act 2017;
 - Digital Economy Act 2017;
 - European Union (Notification of Withdrawal) Act 2017;
 - Wales Act 2017;
 - National Citizen Service Act 2017;
 - Technical and Further Education Act 2017;
 - Policing and Crime Act 2017;
 - Data Protection Bill;
 - European Union (Withdrawal) Bill; and
 - Trade Bill.
- 8.12 The Union provided regular briefings for MPs and peers and submitted evidence to Bill Committees, undertaking line-by-line scrutiny of legislation. Improvements were made to these Bills, in part due to the influence of the NASUWT.
- 8.13 The NASUWT worked closely with backbench MPs to raise written and oral questions on a range of issues of interest and concern to the Union and its members.
- 8.14 The Union continued to monitor private members' bills and, where proposed bills reflected the policy of the Union, worked in support of the proposing MP.
- 8.15 The Government remained substantially reliant on the use of regulation to pursue its policy agenda and the Union monitored all relevant regulations placed before Parliament for consideration and to seek to amend or oppose those which were detrimental to the interests of public services, education, the workforce and trade unions.

Wales Act 2017

- 8.16 The Wales Act 2017 amended the Government of Wales Act 2006 and devolved further powers to Wales based on the proposals of the St David's Day Agreement, which were not included in the Wales Act 2014.
- 8.17 As originally drafted, the Bill did not propose the devolution of teachers' terms of pay and conditions to the Welsh Assembly Government. However, despite vigorous lobbying by the NASUWT, the Act was amended in the House of Lords to devolve these powers.

Digital Economy Act 2017

- 8.18 The Digital Economy Act 2017 addressed policy issues related to electronic communications infrastructure and services, and updates the conditions for and sentencing of criminal copyright infringement.
- 8.19 The NASUWT supported attempts to amend the Bill to tackle the increasing incidence of the use of the internet, social media and mobile phone technology to bully, harass, intimidate and humiliate individuals.

Technical and Further Education Act 2017

- 8.20 The Technical and Further Education Act 2017 was primary legislation required to take forward elements of the White Paper, Education Excellence Everywhere, including:
- the establishment of the Institute for Apprenticeships and Technical Education; and
 - the introduction of an insolvency regime for FE and sixth-form colleges.
- 8.21 Of key concern to the NASUWT was the extent to which the Institute for Apprenticeships and Technical Education would engage meaningfully with trade unions, and the workforce more generally, and the criteria it would use to assess the quality of apprenticeships.
- 8.22 The insolvency regime for FE colleges related directly to the ongoing area-based reviews. As FE colleges and sixth-form colleges are incorporated institutions, the Government proposed that they should be subject to a legal and regulatory framework in respect of their insolvency.
- 8.23 The NASUWT continued to make representations on these issues at the implementation stage.

European Union (Withdrawal) Bill

- 8.24 The NASUWT worked with the TUC and sister unions throughout the year to seek guarantees that, after Brexit, that workers' rights in the UK do not fall behind their counterparts in Europe. Whilst the UK Government will retain the ability to improve rights in the future, it is also important that any future deal with the EU guarantees that all workers will continue to enjoy the existing safety net of minimum standards into the future.

Select Committees

- 8.25 The NASUWT responded during the year to a call for written evidence to an inquiry launched by the House of Commons Education Select Committee on Alternative Provision. The Union also submitted evidence to the House of Commons Public Accounts Committee on Retaining and Developing the Teaching Workforce and gave oral evidence to the Committee. The Union also responded to a call for written evidence to an inquiry into Fathers and the Workplace conducted by the Women's and Equalities Committee.
- 8.26 The Union continued to monitor the work of a range of other select committees whose work was of interest to the NASUWT and its members.

All-Party Parliamentary Groups (APPGs)

- 8.27 The Union continued to engage with the important, informal, cross-party interest groups, using them as a means to both progress the policy objectives of the NASUWT and also to develop improved relations with individuals and groups of parliamentarians.
- 8.28 In particular, the NASUWT continued to be involved in:
- the School Food APPG;
 - the Global Education APPG;
 - the Asbestos Sub-committee of the APPG on Occupational Safety and Health; and
 - the Burma APPG.
- 8.29 The Union continued to monitor and engage with a much wider range of groups covering subjects including social mobility, religious education and personal-finance education.

Member Communications with Parliamentarians

- 8.30 The Union continued to prioritise facilitating members, contacting and influencing legislators both in Westminster and in the devolved nations/administrations, including via its online advocacy facility.

Meetings with Backbench MPs

- 8.31 The NASUWT continued to build relationships with backbench MPs as well as those holding ministerial or shadow ministerial office.
- 8.32 Meetings with parliamentarians from all main political parties were held throughout the course of the year.

Party Conferences

- 8.33 The NASUWT was represented and had a high profile at the Liberal Democrat, Labour and Conservative Party Conferences.
- 8.34 At the Liberal Democrat Party Conference in Bournemouth in September, the NASUWT hosted a fringe meeting entitled 'How can schools support the needs and aspirations of individuals and communities?'. The event sought to address the importance of high-quality education and the need to combat selection by wealth. Chaired by Helen Flynn, Chair of the Social Liberal Forum, the meeting was addressed by Layla Moran MP, Frontbench Education Spokesperson; Lord Mike Storey, Education Spokesperson in the House of Lords; Professor John Howson, Visiting Professor, Oxford Brookes University; and NASUWT President Fred Brown.
- 8.35 At the Labour Party Conference in Brighton in September, the NASUWT hosted two fringe meetings.
- 8.36 The first fringe event was entitled 'Are schools fit to lead the equalities agenda?' and sought to address the issue whether schools are ready and able to challenge prejudice and discrimination for pupils and teachers. Chaired by Ann Mroz, Editor of the *Times Education Supplement*, the meeting was addressed by Angela Rayner MP, Shadow Secretary of State for Education; Dr. Zubaida Haque of the Runnymede Trust; and Chris Keates, NASUWT General Secretary.
- 8.37 The second fringe event was entitled 'How can schools support the needs and aspirations of individuals and communities?'. The event sought to address the importance of high-quality education and the need to combat selection by wealth. Chaired by Stephen Bush, Special Correspondent, *New Statesman*, the meeting was addressed by Dawn Butler MP, Shadow Minister for Diverse Communities, Chris Keates, NASUWT General Secretary and Hugh Murdoch, North London Community Organiser for Citizens UK.
- 8.38 The Union also took the opportunity presented by the Conference to meet with a number of Labour parliamentarians.
- 8.39 At the Conservative Party Conference in Manchester in October, the NASUWT hosted a fringe meeting entitled 'How can schools support the needs and aspirations of individuals and communities?'. The event sought to address the importance of high-quality education and the need to combat selection by wealth. Chaired by NASUWT Junior Vice-President Dave Kitchen, the meeting was addressed by Cllr. Natasha Airey, Lead Member for Children's Services for Windsor and Maidenhead Council and members of the LGA Children and Young People Board; Leigh Middleton, Managing Director of the National Youth Agency; and NASUWT Deputy General Secretary, Patrick Roach.

8.40 The Union also took the opportunity to meet with Conservative parliamentarians and other politicians.

NORTHERN IRELAND ASSEMBLY

Vote for Education

8.41 Northern Ireland was faced with a snap Assembly election on 2 March. The NASUWT was able to quickly produce materials for the election.

8.42 A range of innovative campaign resources were used in order to put across the key messages for the campaign, articulating the entitlements for children that need to be restored, maintained or developed.

8.43 A *Vote for Education* booklet was distributed to all members. The booklet contained information about the impact of education policies on teachers' pay and workload and ultimately the consequences that this will have on the education of children and young people.

8.44 The booklet was widely distributed to, and used in meetings with, policy-makers, politicians and prospective politicians, and was used when meeting with members of the public.

8.45 During the campaign, the Union's in-house magazine, *Teaching Today*, marshalled the key arguments for members to respond to the latest policy statements.

8.46 The NASUWT ensured that the arguments as laid out in the Northern Ireland 2(c) resolution adopted at Annual Conference were marshalled within the campaign.

8.47 Since the election took place, no government has been formed.

8.48 With no Assembly or Executive, there has been no new legislation or consultations on proposed legislation.

Party Conferences

8.49 The Union hosted exhibition stands at the Alliance Party, Democratic Unionist Party (DUP), Sinn Féin, Social Democratic and Labour Party (SDLP), and Ulster Unionist Party (UUP) conferences.

8.50 At each conference, the Union engaged with delegates, distributed materials and promoted the policy of the NASUWT.

8.51 These events were used to lobby MLAs, MPs, MEPs, local councillors and party members on both local and national issues.

SCOTTISH GOVERNMENT

Meetings with MSPs

8.52 The NASUWT met on a number of occasions with the Cabinet Secretary to discuss the national trade dispute and other issues of concern.

8.53 Meetings of the Trades Union/SNP Liaison Group and the Trades Union/Labour Group also took place throughout the year.

Parliament Education Committee

8.54 The NASUWT had positive engagement with the Committee throughout the year.

- 8.55 In February, a group of four recently retired supply members were invited to an informal round table with the committee to discuss any issues they had experienced in relation to the changes to the National Qualifications in particular but more widely CfE. They were not directly identified as NASUWT representatives but were the only teachers involved.
- 8.56 In March, the NASUWT identified a member from East Dunbartonshire to attend a committee meeting on the delivery of PSHE. She was the only teacher on the panel and made excellent contributions to the meeting.
- 8.57 The NASUWT was involved in discussions around workforce planning and issues of recruitment/retention with the Parliament Education & Skills Committee. The Union submitted written evidence on recruitment/retention to the Committee and attended Parliament in May to take part in a committee session on this issue.
- 8.58 The Depute Convenor, Johann Lamont MSP, spoke at the NASUWT's fringe at the Scottish Labour Conference and attended the Scotland Conference in May. She remains keen to continue engagement with the NASUWT into the new year.

Party Conferences

- 8.59 In February and March the NASUWT had an exhibition stand at the Scottish Labour Party Spring Conference, the Scottish Conservative Spring Conference and the SNP Spring Conference. These conferences provided the opportunity to engage with politicians and members of the public to promote NASUWT policy, raise the Union's profile and discuss the issues facing teachers and education. The Union promoted its Standing up for Standards campaign detailing the impact of cuts to teachers' pay and pensions.
- 8.60 The NASUWT held a fringe meeting at both SNP and Labour Spring Conferences entitled 'Future of Inclusion' which explored the cuts to ASN provision and what was being done to support teachers to enable them to support the children and young people they teach. Speakers at the fringe were the NASUWT, Johann Lamont MSP and Enable Scotland.
- 8.61 The NASUWT also exhibited at the SNP Party Conference in October. The theme for the stand was the Union's Promise the Profession campaign, with details of the cuts to teachers' pay and pensions evidenced.
- 8.62 The NASUWT held a fringe meeting at the conference entitled 'Freedom or free for All', which had speakers from the NASUWT and John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills. The fringe explored whether increased freedom and powers for schools would result in more or less freedom for class teachers, was very successful and well-attended.

NATIONAL ASSEMBLY FOR WALES

The Wales Act 2017

- 8.63 The Wales Act which, amongst other things, transfers the powers over teacher' pay and conditions to the National Assembly for Wales (NAfW) received Royal assent in January. The final process of transfer took place throughout the year in preparation for the provisions of the Act to come into force in 2018.

Devolution of Pay and Conditions of Service

- 8.64 Following the volte-face of the Welsh Government to actively pursue the devolution of teachers' pay and conditions (TP&C) under the Wales Bill during 2012, the NASUWT raised concerns at the turn of the year about the matter being discussed at the Education Group of the Workforce Partnership Council (WPC).

- 8.65 The Union reminded the Welsh Government and others WPC representatives that one of the overarching principles of the WPC's *Partnership and Managing Change 2016* agreement stated that '*Social Partners are committed to a set of principles directly relevant to managing change. At the same time nothing in this Agreement will formally substitute for, replace, or otherwise take precedence over established collective bargaining arrangements between Trade Unions and employers*' and argued that the devolution of TP&C was a matter for the teacher trade unions not the WPC.
- 8.66 Four meetings, which involved the teacher trade unions, the Welsh Government and the WLGA, Governors Wales and the Diocesan Authority, with GMB, Unison, and Unite having observer status, were held over the year.
- 8.67 Throughout the four meetings, the NASUWT held to its policy position of a review body structure that would report to the CSfE who, thereafter, would enter into negotiation and discussions with the recognised teacher trade unions before reaching a final decision. The only concession made by the Union was over a Wales-specific review body rather than the existing STRB for England and Wales but it was made clear that the body would have to consider the pay and conditions of teachers in the context of England and Wales.
- 8.68 At the final meeting in November, a paper was presented, '*Teachers' Pay and Conditions of Service – Amalgamated Model Structure for Determination*' which held the promise of a review body approach through the establishment of an Independent Expert Board (IEB), and a stakeholder forum to discuss matters such as the remit and possibly the IEB recommendations after they had gone to the CSfE. In many respects, the model could be viewed as reflecting the NASUWT's policy position.
- 8.69 However, at the end of the meeting each trade union was asked to state their preferred option. The NASUWT stood firm on its policy position. NAHT favoured a review body structure but stressed the need for the IEB to be independent. ASCL wanted to retain the STRB but saw merit in the stakeholder forum. Voice was similarly minded but preferred the IEB. UCAC leaned towards a collective bargaining model as in Scotland which was the preferred option of the NEU (NUT section), whereas the NEU (ATL) section committed to a review body structure.
- 8.70 The Civil Servants indicated that a paper would be prepared for the CSfE following the meeting but it was made clear that it would not be shared with the trade unions.
- 8.71 In late December the CSfE announced the establishment of an Independent Task and Finish Group (ITFG) to review teachers' pay and conditions in Wales. The NASUWT immediately questioned the purpose of the Group and the timeframe for the move to a Wales-specific School Teachers' Pay and Conditions Document (STPCD).
- 8.72 The NASUWT was informed that:
- the purpose of the ITFG would be to look at the current STPCD in order to inform the Welsh Ministers about the remit for the Wales-specific STPCD;
 - the CSfE would announce the mechanism for the determination of TP&C in Wales during April 2018;
 - the devolution of teachers' pay and conditions was expected to come into force on 1 September 2018;
 - the ITFG would report on the remit to the Welsh Ministers in September 2018;
 - the mechanism for the determination of TP&C in Wales would be implemented from October 2018;
 - the current STPCD provisions would apply until 31 August 2019;
 - the Wales-specific STPCD provisions would be announced in Spring 2019; and
 - the Wales-specific STPCD would apply from 1 September 2019.

8.73 The NASUWT secured an assurance that the Union would be able to meet directly with the ITFG to make its position crystal clear.

Trade Union (Wales) Act 2017

8.74 The trade unions were kept informed about the progress of the Trade Union (Wales) Bill (Wales TU Bill) through the Wales TUC and the WPC following its introduction to the NAFW in January.

8.75 The NASUWT supported the WTUC approach at General Council to submit evidence on the Wales TU Bill in two parts. The first part addressed the legal competence issues and the second provided details of the benefits of union membership, union recognition and the social partnership in Welsh public services.

8.76 Royal Assent for the Trade Union (Wales) Act 2017 was received in September. The Act repeals the provisions of the Trade Union Act 2016 in terms of:

- 40% overall threshold for ‘important’ public services;
- facility time publication/reporting requirements;
- reserve powers to limit public sector facility time; and
- conditions for the use of check-off in public services.

8.77 Disappointingly, other provisions such as the 50% threshold and timescales for notification of action and the duration of action were retained.

Additional Learning Needs and Education Tribunal (Wales) Bill

8.78 The NASUWT contributed to the consultation on options for the implementation of the Additional Learning Needs and Education Tribunal (Wales) Bill (the ALN Bill) through the submission of written and oral evidence to the NAFW Children, Young People and Education Committee. The consultation ran from February through to June.

8.79 The ALN Bill made provision for a mandatory phased introduction of Individual Development Plans (IDPs) to provide tailored support to pupils, with those with the most severe learning needs prioritised. The IDP replaced statutory and non-statutory plans, including the SEN statements. The new system should commence from September 2020, following the development of supporting measures, an Additional Learning Needs Code (the Code) to sit alongside the ALN Bill and a comprehensive programme of multi-agency training and development during the three year implementation period which is expected to end in 2023.

8.80 The NASUWT has, in general, been supportive of the aims and objectives of the ALN Bill but advised caution over the strategy for multi-agency working, highlighted potential workload issues for teachers and Additional Learning Needs Co-ordinators (ALNCOs), requested further consultation on the Code and questioned the adequacy of the funding available to facilitate its introduction, particularly but not exclusively, in relation to the sufficiency of the future workforce.

Supply Teacher Project

8.81 The NASUWT acknowledged the importance of the announcement, in October, by the CSfE of a Supply Teacher Project, as it demonstrated that the Welsh Government could break the stranglehold of supply agencies on the provision of supply teachers in Wales.

8.82 The project was aimed at around 50 recently qualified teachers who would be taken on as supply teachers and would receive the pay, pensions and contractual provisions to which

teachers on permanent contracts are entitled. However, the Union noted that the project would not address the ongoing exploitation of all other agency supply teachers across Wales and was clear with the Welsh Government that it would be wholly inappropriate for schools who had recently dismissed staff by way of redundancy to be involved in the project, as it would be an injustice to those who had lost their livelihoods. The NASUWT determined to scrutinise the list of schools involved closely when they become available.

Lobbying

8.83 The NASUWT lobbied AMs and Welsh MPs throughout the year on a range of issues including:

- the Wales Act;
- the Trade Union (Wales) Act;
- asbestos in schools;
- school closures and reorganisation;
- protection of the public sector workforce;
- increasing teacher workload;
- no devolution detriment to TP&C;
- the exploitation of supply teachers;
- the continuing misuse of international data;
- the ALN Bill;
- the politicisation of the Welsh inspectorate, Estyn;
- school and post-16 funding;
- the role of the regional consortia; and
- the continuing incidences of compulsory redundancies and job loss in the school sector.

8.84 The Union attended and contributed to meetings of the NafW's cross-party group on asbestos in schools and, as referred to elsewhere in this report, was pleased to note the advanced notice of a review of the guidance for asbestos management in school as part of the 21st Century Schools and Education Programme.

Party Conferences

8.85 The NASUWT exhibited at the annual conferences of Welsh Liberal Democrats, Welsh Labour and Welsh Conservatives as well as Plaid Cymru's Spring conference and annual conference.

8.86 The theme for the conferences used the slogan 'Teachers Fighting Back' and covered fair funding, job loss, safe workplaces, excessive workload and fair pay with the stand at the Labour Party Conference focusing additionally on the First Minister's commitment that teachers in Wales would not be worse off, as a result of the devolution of teachers' pay and conditions, than their counterparts working in England and listing the Unions non-negotiable non-pay conditions.

8.87 These events were used to lobby AMs, MPs, local councillors and party members on both local and national issues.

JERSEY

8.88 The NASUWT had regular meetings with the Minister for Education as part of the Education Partnership. The NASUWT also engaged with the States Employment Board (SEB), comprised of States Members including the Chief Minister, on the subject of teachers' pay and workforce modernisation.

GUERNSEY

- 8.89 Throughout the year, the NASUWT had extensive meetings with the President of the Education Sport and Culture Committee regarding reforms to the structure of Secondary Education in Guernsey, which the Union largely supported. The proposals put forward were defeated in the subsequent States debate.
- 8.90 The NASUWT engaged with the States Policy and Resources Committee on the subject of teachers' pay, towards the end of the year.

ISLE OF MAN

- 8.91 The NASUWT met on a semi-regular basis with the Minister for Education and Children. The Union sought to develop relationships with other prominent Members of the House of Keys, and also key members of the Legislative Council, including the Chair of the Manx Labour Party, on a number of issues, including pay.
- 8.92 The NASUWT engaged with Tynwald members on the subject of teachers' pensions.

GIBRALTAR

- 8.93 The Gibraltar Association of the NASUWT met with the Government of Gibraltar and the DfE under social partnership to discuss ways of developing educational provision in Gibraltar.
- 8.94 The Union worked with the Cross Frontier Group, with trade unions and business organisations from Gibraltar and Spain to improve working conditions for cross-border workers and successfully negotiated improvements in maternity leave and pensions agreements for NASUWT members.

WORK WITH THE WIDER TRADE UNION MOVEMENT

TUC

- 9.1 The NASUWT General Secretary, Chris Keates, continued to represent the NASUWT on the General Council, together with Brian Cookson until September and with Patrick Roach, Deputy General Secretary, thereafter. The General Secretary also continued to serve on the TUC Executive Committee. Brian Cookson served on the Unionlearn Board.

TUC Congress, Brighton

- 9.2 The NASUWT continued to play an active role in, and had a high profile at, the TUC Congress in September. The Union was represented by the National Officers and delegates elected from the National Executive (see Appendix 2).
- 9.3 The NASUWT General Secretary, Chris Keates, moved a motion on 'Child poverty' (see Appendix 3). The NASUWT President, Fred Brown, moved a motion on 'Valued workers' (see Appendix 3). NASUWT delegates also spoke in support of a number of motions: 'Building a new housing consensus', 'The free movement of labour and EU workers', 'Public sector pay', 'Free movement of workers and EU workers', 'NHS breast screening programme: moving forward', 'An economic and social audit of the city', 'School buildings (safety)', 'Rebuilding the finance sector', 'Excessive and unnecessary education workload; setting pupils a better example', 'Post-16 education', 'Organising against racism in the workplace', 'Ending the gender pay gap', 'A better deal for black workers in the labour market', 'Northern Ireland same-sex marriage and the DUP', 'Solidarity with all progressive forces and the Kurdish population of Turkey' and 'Academies in crisis'.

- 9.4 Congress remembered trade union colleagues who had died in the past year, both in the UK around the world, including Tracey Twist, Assistant General Secretary of the NASUWT. Brian Cookson was presented with the Gold Badge of Congress on his retirement from the TUC General Council having represented the NASUWT on the General Council since 2010.
- 9.5 NASUWT delegates also attended and contributed to a number of the fringe meetings and events.

TUC Awards

- 9.6 The NASUWT received a number of accolades in the TUC Annual Communications Awards held in July. The Union won the category of Best Recruitment/New Member Publication for its Induction Planner publication. The judges stated, *'Wow! Everything a new teacher would want to know. Well written and laid out and a stand-out publication. A big investment from NASUWT but it brings great results in terms of building a supportive relationship with new members right from the start'*.

TUC Women's Conference, London

- 9.7 The NASUWT continued to play an active role in the TUC Women's Conference in March. Twenty-six NASUWT delegates attended the Conference and participated in the debates and activities. Also in attendance were a number of NASUWT Visitors from various Local Associations who attended to observe the Conference. The delegates are listed in Appendix 2.
- 9.8 The NASUWT proposed two motions (Appendix 3). The motion entitled 'Widening Gender Inequality' was moved by Helen O'Neil and seconded by the University and College Union (UCU). The motion was unanimously carried by Conference. The second motion on 'Mental Health and Wellbeing of Women Teachers' was moved by Kathy Duggan and seconded by the University and College Union (UCU). Both motions were unanimously carried by Conference.
- 9.9 The NASUWT delegation actively participated in the Conference with ten speakers making speeches to ten motions. NASUWT delegates spoke in favour of motions on: organising migrant women; the Housing and Planning Act; a fair deal for women in the new world of work; ending pregnancy discrimination; ending the gender pay gap; and sexual harassment in the workplace. NASUWT delegates voted in support of a range of motions in accordance with NASUWT policy.
- 9.10 A total of 16 nominations were received for the 14 places on Section A of the TUC Women's Committee. An election was held and Kathy Duggan (National Executive) was re-elected to the Committee.

TUC Young Members' Conference, London

- 9.11 The NASUWT continued to play an active role in the TUC Young Members' Conference in March. The NASUWT had four delegates attending the Conference and participated in the debates and activities. The delegates are listed in Appendix 2.
- 9.12 The NASUWT submitted a motion on 'Job Security and Young Workers' (see Appendix 3), which was moved by Javay Welter. The motion was carried unanimously by Conference.
- 9.13 The NASUWT delegation actively participated in the Conference. NASUWT delegates voted in support of a range of motions in accordance with NASUWT policy.

TUC Black Workers' Conference, London

- 9.14 NASUWT delegates continued to play an active role in the TUC Black Workers' Conference in April and contributed to discussions on a large number of topics including on issues such as the glass ceiling facing black workers when trying to gain promotion within their respective organisations and the decreasing number of black workers in senior leadership positions. NASUWT delegates took the opportunity to raise the profile of the NASUWT Act for Racial Justice campaign during various debates at the Conference.
- 9.15 Twenty-three NASUWT delegates and three NASUWT visitors attended the Conference, which is an increase on previous years. The NASUWT delegates are listed in Appendix 2.
- 9.16 The NASUWT motion on 'Hate crime and Education' (see Appendix 3) was proposed by Michelle Codrington-Rogers. The motion was seconded by UNISON and unanimously carried by the Conference. It was a popular topic and several unions contributed to the motion.
- 9.17 There was no ballot required for the TUC Race Relations Committee. Michelle Codrington-Rogers was therefore successfully re-elected to the Committee for the 2017-18 year. The Conference elected to prioritise a motion on 'a better deal for black workers in the labour market' for submission to the TUC Congress 2017.
- 9.18 The NASUWT once again provided financial support to the TUC Black Workers' Committee charity. For the 2017 Conference, the chosen beneficiary for financial support was the Sarah Reed campaign – A woman who died in custody in a prison cell in 2016. The funds will be used to provide support for Sarah's family in their quest for an inquest into her death.

TUC Disabled Teachers' Conference, London

- 9.19 The NASUWT continued to play an active role in the TUC Disabled Members' Conference in May. Thirteen NASUWT delegates attended the Conference and participated in the debates and activities. The delegates are listed in Appendix 2.
- 9.20 The NASUWT proposed one motion (Appendix 3), 'Hidden Disability Rights'. The motion was moved by Lara Morris and seconded and amended by Unison. The motion was unanimously carried by Conference.
- 9.21 The NASUWT delegation participated actively in the Conference and made speeches on six motions. The delegation spoke in favour of motions on: improving mental health services; disabled people and the effects of Brexit; supporting disabled members' access to apprenticeships; and excluding tax for working dogs.
- 9.22 Fourteen nominations were received for the 14 places on Section A, for the general seat, on the TUC Disabled Workers' Committee, therefore no election was required. Lara Morris was re-elected to the Committee for a third year.

TUC LGBT+ Members' Conference, London

- 9.23 The NASUWT continued to play an active role in the TUC LGBT+ Members' Conference in June. The NASUWT had 18 delegates attending the Conference and participating in the debates and activities, as well as two visitors. The delegates are listed in Appendix 2.
- 9.24 The NASUWT submitted one motion, 'LGBTI Hate Crime'. The motion was moved by Deborah Hayton. It was a popular topic and several unions spoke on the motion, which was carried.

- 9.25 The NASUWT delegation actively participated in the Conference and made nine speeches on nine motions. Peter Taylor seconded the Aslef motion on 'Social Care for the LGBT+ Elderly'. The delegation spoke in favour of motions on: 'LGBT+ citizens' rights in the Commonwealth'; 'Infringement of LGBT+ rights'; 'Put an end to hate crimes'; 'Rights, respect and sex and relationships education'; 'LGBT+ mental health inequality'; 'London Pride, reclaiming our heritage'; 'Supporting trans members'; and Emergency Motion 1 – 'Engagement with the TUC Youth Forum'.
- 9.26 All nominees to the TUC LGBT+ Workers' Committee were elected unopposed, with Debbie Hayton duly re-elected and Peter Taylor and Craig Warne elected to the TUC LGBT+ Committee for the first time.

TUC Conferences and Seminars

- 9.27 The NASUWT played an active role in the TUC throughout the year and was represented at a number of conferences and seminars organised by the TUC (see Appendix 2).

Durham Miners' Gala

- 9.28 In July, the NASUWT was represented at the Durham Miners' Gala.
- 9.29 The biggest trade union event in Europe saw an estimated 150,000 people parade through the city.
- 9.30 The NASUWT march participants included hundreds of members from across the UK, led by the NASUWT Riverside Band.

Burston Strike School Rally

- 9.31 The NASUWT supported the Burston Strike School Rally.
- 9.32 The rally, which took place in September, was attended by 3,000 trade unionists and was well supported by the NASUWT local activists. NASUWT Local Associations contributed towards the financial appeal for the upkeep of the Strike School and their names are on the plaque now in the Strike School.

Tolpuddle Martyrs Festival, Dorset

- 9.33 In July, the NASUWT had a significant presence at the TUC festival and rally at Tolpuddle, Dorset. The NASUWT maintained a large stall at the festival. Throughout the three-day event, the stall was supported by many activists both from the Dorset Association and from other parts of the UK. The NASUWT was the sole sponsor of the children's area.
- 9.34 The NASUWT had one of the largest trade union presences at the Festival and the Riverside Band led the march on the Sunday.

Women Chainmakers' Festival

- 9.35 The NASUWT once again supported the Women Chainmakers' Festival in July in Cradley Heath, in the Black Country. The Festival was supported by NASUWT members from across the West Midlands and attracted over a thousand trade unionists and members of the local community.

IRISH CONGRESS OF TRADE UNIONS (ICTU)

- 9.36 The NASUWT was represented at the ICTU Biennial Delegate Conference in Belfast in July.
- 9.37 The theme of the 2017 Conference was 'Organise, Bargain, Progress'.
- 9.38 Over the course of the three days, almost 250 delegates, observers and visitors from across Ireland debated 51 motions covering a comprehensive agenda of issues relevant to all workers and their families across Ireland. The Conference was addressed by President of Ireland Michael D Higgins.
- 9.39 The Conference adopted a motion from the NASUWT on 'Support for Workers in Relation to Mental Health and Wellbeing'. The motion was proposed by Northern Ireland Ex-President Louise O'Prey and seconded by National President Fred Brown.
- 9.40 Justin McCamphill, National Official (Northern Ireland), was elected unopposed to the Executive Council of Congress.

ICTU Education Trade Union Group

- 9.41 The NASUWT continued to play a major role in the Education Trade Union Group (ETUG) within the ICTU. Issues addressed during the year included:
- the education budget and the impact of the failure to form an Executive;
 - rationalisation of the school estate and closure of outdoor education centres;
 - staff protections during reorganisations;
 - assaults on staff in schools; and
 - industrial action.

ICTU Joint Women's Committee Seminar

- 9.42 The NASUWT was represented at the ICTU Joint Women's Committee Seminar in Port Laoise by two delegates. The theme was 'Inclusive Growth – a route for achieving gender equality'
- 9.43 The key note address examined the Scottish experience and delegates attended workshops on Gender Budgeting, Reform of Abortion Legislation North and South, and Seeking Asylum issues for Women.

ICTU Global Solidarity Summer School

- 9.44 Three NASUWT delegates attended the Global Solidarity Summer School in Wexford at the end of August. The theme was 'Building Global Solidarity in challenging times'.
- 9.45 NASUWT delegates attended sessions on Ireland's treatment of Asylum Seekers' Speakers, The Trade Union Friends of Palestine Workshop, Freedom of Expression, and Sustainable Development.

SCOTTISH TUC

- 9.46 The NASUWT submitted a nomination to the General Council and was successful in gaining a seat. This was the first time the NASUWT had been represented on the STUC General Council. Jane Peckham, NASUWT National Official, was elected.
- 9.47 The NASUWT submitted a nomination to the STUC Women's Committee. Fifteen nominations were received for 14 seats. Jane Peckham, National Official, was re-elected.

9.48 In October, the NASUWT submitted a nomination for a woman member to be co-opted onto the STUC Black Workers' Committee. Melina Valdelievre was appointed.

STUC Congress

9.49 The NASUWT sent eleven delegates to the STUC Congress in Aviemore (see Appendix 2).

9.50 Shaun Cooper and Helen Auld proposed motions on 'Cuts in Education Funding' and 'Education for All' respectively, and Jane Peckham, NASUWT National Official, proposed the amended motion on 'Hate Crime and Education' (see Appendix 3). All of these were carried.

STUC LGBT Conference, Clydebank

9.51 The NASUWT was represented by four delegates at the STUC LGBT Conference (see Appendix 2).

9.52 David Donaldson proposed the motion 'Tackling Homophobia' (see Appendix 3), which was carried by the Conference.

STUC Women's Conference

9.53 The NASUWT was represented by five delegates at the STUC Women's Conference in Glenrothes (see Appendix 2).

9.54 Moira Corrigan and Helen Auld proposed motions on 'Managing the Menopause in the Workplace' and 'Mental Health and Wellbeing of Women Teachers' respectively (see Appendix 3), which were carried.

STUC Black Workers' Conference, Clydebank

9.55 The NASUWT was represented by four delegates at the STUC Black Workers' Conference (see Appendix 2).

9.56 Justina Oguguo and Melina Valdelièvre proposed motions on behalf of the NASUWT on 'BME Teachers and Headteachers' and 'Equalities Training for Schools' (see Appendix 3), which were carried by the Conference.

STUC Disabled Workers' Conference, Clydebank

9.57 The NASUWT was represented by five delegates at the STUC Disabled Workers' Conference (see Appendix 2).

9.58 Claire Stewart and Helen Auld proposed motions on 'Hidden Disability Rights' and 'Absence Management and Health & Wellbeing' (see Appendix 3), which were carried by the Conference.

WALES TUC

9.59 The NASUWT was represented throughout the year on the General Council (GC) of the WTUC by the NASUWT National Official for Wales, Rex Phillips, and the National Executive Member and Cardiff Association Secretary, Jane Setchfield. Jane also served on the WTUC Equalities Committee.

9.60 With WTUC Conference convened on a biannual basis, the Presidency transferred at the May (Special) GC meeting.

- 9.61 Rex Phillips continued to serve on the WPC, as an elected representative from the Education Group within the WPC.
- 9.62 Jane Setchfield, and Angela Butler, NASUWT Cymru Treasurer, represented the NASUWT on the All Wales Equality Network.

INTERNATIONAL

- 10.1 The NASUWT maintained its commitment to building the capacity of teacher trade unions in other countries, defending the human and trade union rights of teachers around the world and campaigning to secure the inclusion of education with the post-2015 Sustainable Development Goals (SDGs).
- 10.2 The NASUWT continued to ensure that all areas of its work contributed to:
- securing improvements to the pay and working conditions of teachers in the UK;
 - building human and trade union rights and securing the goal of education for all;
 - supporting teachers and trade unionists in the Union's target countries, i.e. Bahrain, Burma, Colombia, Iraq and Zimbabwe;
 - supporting disaster-relief campaigns through the TUC and EI;
 - promoting the work and commitment of the NASUWT to members and to key external bodies;
 - advancing the Union's key campaigns, including through representation on major bodies, campaigns and public protests; and
 - supporting the work of appropriate non-governmental organisations (NGOs), particularly those working principally in the area of trade union and workers' rights and educational equality.
- 10.3 The NASUWT continued to pursue its international objectives through engagement in and support for the work of a wide range of UK and international bodies, including:
- Action for Southern Africa (ACTSA);
 - Amnesty International;
 - Bahrain Institute for Rights and Democracy (BIRD);
 - Burma Campaign;
 - Commonwealth Teachers' Group (CTG);
 - General Federation of Iraqi Trade Unions (GFITU);
 - Global Campaign for Education (GCE);
 - Justice for Colombia (JFC);
 - Progressive Teachers' Union of Zimbabwe (PTUZ);
 - the Robin Hood Tax (RHT) Campaign;
 - Think Global – Development Education Association (DEA);
 - Trade Union Advisory Committee (TUAC);
 - TUC; and
 - Voluntary Service Overseas (VSO).
- 10.4 The NASUWT's activity also included work with government departments across the UK and the European Parliament.
- 10.5 The NASUWT continued to support efforts to secure the Education For All objectives, including the achievement of access to primary education for all children and equality of access to education for women and girls.
- 10.6 The Union contributed to international efforts to build and support the development of independent, democratic and non-sectarian teacher trade unions around the world and to

aid the reconstruction of education in the wake of wars, conflict and natural disasters in countries including Burma, Colombia, Iraq and Zimbabwe, as well as in the wider Middle East and North Africa (MENA) region.

Bahrain

- 10.7 The NASUWT continued to work with Mahdi Abu Dheeb, President of the Bahraini Teachers' Association (BTA), and Jalila al-Salman, Vice-President of the BTA, both of whom had been imprisoned by the authorities and subsequently released but remained subject to harassment and travel restrictions. As stated elsewhere, Mahdi Abu Dheeb was the recipient of the NASUWT 2017 International Solidarity Award.
- 10.8 The Union continued to support the work of the BTA, including continuing to make representations to the UK Government regarding human rights abuses in Bahrain.
- 10.9 Other work on Bahrain included support for the BTA's involvement in EI.

Burma

- 10.10 The NASUWT continued to highlight the worsening situation in Burma. The Union supported the Burma Campaign UK in the printing and distribution of a postcard campaign calling for an UN-mandated arms embargo to help tackle the human rights abuses by the Burmese military against the Rohingya people, a minority group in Burma, persecuted because of their Muslim religion.
- 10.11 The NASUWT also worked with the Burma Campaign UK to support the development of community-based organisations across Burma. In addition to helping the Women's League of Burma promote advocacy on the issues of rape and sexual violence, support was given to help develop groups representing the different ethnic groups in different parts of Myanmar.
- 10.12 The NASUWT also participated in the All Party Parliamentary Group on Burma.

Colombia

- 10.13 The NASUWT continued to work closely with the Justice for Colombia campaign and to draw national and international attention to the denial of fundamental human and trade union rights to the people of that country.
- 10.14 The NASUWT continued to monitor developments related to the peace accord reached between the Government of Colombia and the FARC-EP insurgency group. The Union continued to support its colleagues in the Colombian Teachers' Union (FECODE) during this period of significant political transition.
- 10.15 While the NASUWT stressed that the peace agreement represented an important positive step, it noted with concern that incidents of violence by paramilitary groups towards trade unionists and human rights defenders had increased following the signing of the accord. The Union offered its full support to those in Colombia placed at risk by the unacceptable actions of armed paramilitary groups and elements of the security forces in this respect.

Iraq

- 10.16 The NASUWT continued to maintain a focus on Iraq and its trade union movement, particularly through its relationship with the Iraqi Teachers' Union (ITU) and Kurdistan Teachers' Union (KTU). The continuing impact of Isis terror gangs, sectarian violence and corruption in the country continued to impact significantly on teachers, trade unionists and the communities they serve, although Isis had been defeated as a military force.

- 10.17 The NASUWT provided practical support to the ITU and KTU, to assist their internal democratic development and capacity building. To this end, the NASUWT hosted training programmes and conferences.
- 10.18 The NASUWT continued to support calls for Iraq to adopt International Labour Organization (ILO)-compliant Social Security and Labour Laws. In November, the Iraqi Government responded to this pressure and ratified the ILO Core Article 87 that allowed public sector workers to form and join unions.
- 10.19 In addition, following an NASUWT-supported seminar on environmental pollution in Iraq and its impact on education and children's life chances in June 2016, the Union published the seminar proceedings in a hard-copy volume entitled *Environmental Pollution in Iraq: Causes, Effects and Solutions* in November 2017.

Turkey

- 10.20 The NASUWT continued to work closely with trade union colleagues in Turkey to monitor the human and trade union rights situation, especially in the wake of the failed coup in July 2016. The Union attended court hearings of Egitim Sen colleagues in December who were falsely implicated.
- 10.21 The NASUWT continued to provide financial support for Egitim Sen in efforts to assist the union in supporting its members to pay legal costs.
- 10.22 In addition, the NASUWT joined the ETUCE fact-finding mission in January, was invited to be a guest speaker at the Egitim Sen National Conference in May and represented the TUC at the Turkish trade union confederation (KESK) conference in July.
- 10.23 The NASUWT made a number of representations to the Turkish Government and called upon the UK Foreign and Commonwealth Office (FCO) to intervene to secure justices for members of Egitim Sen and for the Turkish Government to respect freedom of expression and freedom of association.
- 10.24 The NASUWT supported the 2017 Emergency Motion at TUC Congress on Turkey calling for a solidarity fact-finding mission to Ankara and the South East of Turkey in 2018.

Iran

- 10.25 During the year, in accordance with the Union's emergency motion adopted by the World Congress of EI in 2015, the Union continued to monitor the trade unions and human rights situation in Iran and sought to provide practical assistance to Esmail Abdi, the General Secretary of the Tehran Branch of the Iranian teachers' trade union, CITTA, in association with Amnesty International. In addition, the Union assisted Ramin Zandnia, one of CITTA's leaders, and his family to seek refuge first in Iraqi Kurdistan, before finally settling in Germany.
- 10.26 The NASUWT also worked with Iranian human and trade union rights organisations, including the International Alliance in Support of Workers in Iran (IASWI) and Iran Today to demand freedom for imprisoned teacher trade unionists.
- 10.27 The NASUWT worked closely with Amnesty International to campaign for the release of Esmail Abdi in the 2017/18 Write for Rights campaign.

UN Commission on the Status of Women (CSW)

- 10.28 During March, the then National President, Kathy Wallis, and Jennifer Moses (National Official for Equality and Training) were selected by EI to form part of their delegation to the United Nations CSW 61 Conference in New York, following a successful application process.
- 10.29 The NASUWT representatives lobbied governments on their commitments to women's and girls' equality, as well as supporting the work of the UK NGO Liaison Group.
- 10.30 The NASUWT representatives played a full and active part in ensuring that the agreed conclusions are cognisant of the fact that women should have the autonomy to exercise real power and control over their own lives, so that they can organise themselves collectively for change in the world of work through their trade union.

International Solidarity Award

- 10.31 The NASUWT's Annual International Solidarity Award recognised the bravery and commitment of individuals and organisations who work to promote human rights and to defend the rights of teachers.
- 10.32 In March, the NASUWT awarded the sixth annual International Solidarity Award to Mahdi Abu Dheeb in recognition of his commitment to fighting for the rights of teachers and for quality education in Bahrain.
- 10.33 Mahdi Abu Dheeb was released last year after being imprisoned in 2011 by the Bahraini authorities for simply exercising his right to freedom of assembly and demanding reforms to Bahrain's educational system.
- 10.34 While in prison, Mahdi Abu Dheeb was subjected to repeated abuse and torture.
- 10.35 The NASUWT worked closely with the BTA and other partners, including Amnesty International and EI, to press for his release and to call on the Bahraini authorities to respect human and trade union rights.
- 10.36 On accepting the award, Mahdi Abu Dheeb said:

'The way the NASUWT supported me made the concepts of solidarity, of democracy, of freedom, something tangible that we could touch and feel'.

Education and Training 2020 (ET2020) Working Group on Transversal Skills

- 10.37 The National Treasurer, Brian Cookson, represented the Union on the European Commission Working Group on Transversal Skills. The recommendations of the Working Group continues to inform EU policy.

Education International (EI)

- 10.38 The NASUWT remained committed to and engaged with EI, with Dr Patrick Roach, NASUWT Deputy General Secretary, continuing as a member of the Executive Board of EI.
- 10.39 The Sixth International Summit on the Teaching Profession was held in Edinburgh in March and was hosted by EI, the OECD, the UK Government and the British teaching trade unions. The summit brought together education ministers, union leaders and other education experts from the world's highest-performing and rapidly improving education systems, to consider how best to improve the quality of teaching and learning. The UK was invited on the basis that it is in the top 20 highest-performing education nations in the world.

10.40 The UK Ministerial Delegation was led by Nick Gibb, Minister of State for Schools Standards in the Department for Education, John Swinney, Deputy First Minister and Cabinet Secretary for Education and Lifelong Learning in the Scottish Government, and Kirsty Williams, Cabinet Secretary for Education in the Welsh Government. Gareth Young, National Official, represented the NASUWT, as part of the Minister's delegation.

European Trade Union Committee for Education (ETUCE)

10.41 Following the successful and hard-won nomination for a country seat on the ETUCE Committee, the NASUWT continued to play an active role within the ETUCE throughout the year. This included assisting in the development of key policy resolutions adopted by EI and ETUCE such as:

- reinforcing equalities within education;
- tackling the growing privatisation and commercialisation of education; and
- advocating and campaigning for the human rights and security of refugees, particularly refugee children.

10.42 The NASUWT played an active role in the production of an ETUCE position statement on Brexit calling on all negotiating parties to ensure that the Article 50 negotiations would lead to a social and economic agreement that protects employment, free movement of people, living standards and teachers' trade union rights.

ETUCE Standing Committee for Equality

10.43 The ETUCE Standing Committee for Equality is a consultative body meeting annually in Brussels to discuss ETUCE equality issues and to advise on priorities for action to be considered by the ETUCE Bureau. The NASUWT was represented at the meeting which included delegates from unions throughout the European region.

10.44 The 2017 committee focused on an ETUCE Plan for supporting migrant and refugee people, including strategies for ensuring refugee children have access to quality education in their host countries.

Robin Hood Tax (RHT) Campaign

10.45 The NASUWT continued to support the RHT campaign, promoting a Financial Transactions Tax (FTT) that, if implemented, would raise billions of pounds of revenue which could be spent on public services.

10.46 The NASUWT promoted campaign literature and videos at exhibitions and stands, as well as financially supporting the campaign.

Trade Union Advisory Committee (TUAC) to the Organisation for Economic Co-operation and Development (OECD)

10.47 The NASUWT continued to engage actively in the work of the TUAC to the OECD.

10.48 The Union used its participation in the activities of the TUAC to develop its understanding of the implications of the OECD's PISA study for policy development in the education systems of the UK and to explore the extent to which its policies might best be informed by practices in other education systems. This was of particular importance in Scotland and Wales where the OECD's work continued to exert a strong influence on the development of policy.

10.49 The Union also engaged actively in TUAC's work related to the OECD's Teaching and Learning International Survey (TALIS). The NASUWT worked particularly actively in relation to the development by the OCED of its TALIS video studies on mathematics and represented TUAC in the OECD working group on social and emotional learning in cities, as well as on its Strength Through Diversity Policy Forum.

EI Research Network

10.50 The NASUWT continued to be an active member of the EI research network. Meetings of the network provide opportunities for the NASUWT to hear about EI research projects, comment on and seek to influence the direction of the EI research programme, and promote the findings of NASUWT studies and research to EI members.

Education Solidarity Network (ESN)

10.51 The NASUWT continued to play an active part in the Education Solidarity Network (ESN), an international organisation of unions and mutual organisations developed with the express purpose of connecting education and health, including both the promotion of health education and highlighting the impact of poor health upon education outcomes, as well as examining issues of teacher and pupil stress and wellbeing.

10.52 The NASUWT attended board meetings of the organisation to discuss the Union's work on mental health and stress and to organise the development of further comparative studies on this issue on an international level. Activities planned included a study visit in Scotland in January 2018.

10.53 At the end of the year, the NASUWT was invited to join the ESN Strategic Committee, to further enhance the structures and output of the ESN.

NASUWT Communications

10.54 The NASUWT continued to publish its *International Solidarity* magazine and update relevant stories on the website. In addition, the NASUWT sent out *In Solidarity* bulletins with calls for action to members on important issues throughout the year.

Representations to Governments Oppressing Teachers and Trade Unionists

10.55 The NASUWT continued to play an active role in highlighting and campaigning against unacceptable, oppressive and violent treatment of teachers and trade unionists around the world. Representations made by correspondence from the NASUWT General Secretary, throughout the year, included:

- **Anguilla:** Letter to Ms Wenonah Hughes, General Secretary, Anguilla Teachers' Union, sending our solidarity and to offer support in the aftermath of Hurricane Irma.
- **Antigua and Barbuda:** Letter to Azille Ashworth, General Secretary, Antigua and Barbuda Union of Teachers, sending our solidarity and to offer support in the aftermath of Hurricane Irma.
- **Bahamas:** Letter to Stephen McPhee, General Secretary, Bahamas Union of Teachers, sending our solidarity and to offer support in the aftermath of Hurricane Irma.
- **Bahrain:** Letter to Fred van Leeuwen, General Secretary, Education International, expressing our serious concerns regarding the continued repressive treatment of the Bahraini Teachers' Association (BTA) and its leaders, Mahdi Abu Dheeb and Jalila al Salman.
- **Bahrain:** Letter to Neil Bush, Head of Arabian Peninsula and Iran Department Gulf Team, Foreign and Commonwealth Office, reporting our very serious concerns about the continuing unacceptable and abusive treatment of trade union and human rights activists in Bahrain including Jalila al Salman, Vice-President of the BTA.

- **Bahrain:** Letter to Neil Bush, Head of the Arabian Peninsula and Iran Department Gulf Team, Foreign and Commonwealth Office, asking to meet to discuss our concerns regarding the rights of teachers and trade unionists in Bahrain, including the right of teachers to be members of the BTA.
- **Bahrain:** Letter to Rt Hon Boris Johnson, Secretary of State for Foreign and Commonwealth Affairs, voicing our very serious concerns regarding the unjust treatment of Mahdi Abu Dheeb and Jalila al Salman, BTA by the Bahrain authorities.
- **British Virgin Islands:** Letter to Ms Tammy Henery, General Secretary, British Virgin Islands Teachers' Union, sending our solidarity and to offer support in the aftermath of Hurricane Irma.
- **Canada:** Letter to Heather Smith, President, Canadian Teachers' Federation, congratulating them for securing the repeal of anti-labour rights legislation.
- **Colombia:** Letter to Carlos Rivas, President, La Federacion Colombiana de Educadores (FECODE), expressing our concern regarding the recent attack on FECODE's offices in Bogota.
- **Cyprus:** Letter to Sener Elcil, General Secretary, Cyprus Turkish Teachers' Trade Union (KTOS), expressing solidarity with KTOS as it endeavours with other progressive Cypriot unions and parties to secure the rights of all Cypriot people to social justice and democracy and to fight against all forms of sectarianism and extremism.
- **Dominican Republic:** Letter to Ms Primitiva Medina, Secretaria General, Asociación Dominicana de Profesores, sending our solidarity and to offer support in the aftermath of the Hurricane Irma.
- **Haiti:** Letter to Rene Jolibois, Secretaire Generale, Confédération Nationale des Educatrices et Educateurs d'Haiti, sending our solidarity and to offer support in the aftermath of Hurricane Irma.
- **Iran:** Letter to Fred Van Leeuwen, General Secretary, EI, Belgium, expressing our concern over the plight of Esmail Abdi of CITTA.
- **Iran:** Letter to His Excellency Hassan Rouhani, President of the Islamic Republic of Iran, to register a formal protest against the six-year jail sentence imposed on Esmail Abdi, leader of the Tehran Teacher Trade Association.
- **Iran:** Letter to His Excellency Mr Hamid Baeidinejad, Ambassador Extraordinary and Plenipotentiary of the Islamic Republic of Iran, conveying our call for the immediate and unconditional release from prison of Reza Shahabi, trade union leader and prisoner of conscience.
- **Iran:** Letter to Rt Hon Boris Johnson, Secretary of State for Foreign and Commonwealth Affairs, condemning the six-year jail sentence imposed on Esmail Abdi, leader of the Tehran Teacher Trade Association.
- **Mexico:** Letter to Prof. Juan Diaz de la Torre, General Secretary, Sindicato Nacional de Trabajadores de la Educacion (SNTE), sending our solidarity and support to members in Puebla, Morelos and Mexico City after the earthquakes in Mexico.
- **Philippines:** Letter to H.E. Rodrigo Duterte, President of the Republic of the Philippines, expressing our concerns regarding the continuous attacks against students, teachers and human rights activists of the Lumad indigenous communities in Mindanao.
- **Portugal:** Letter to Manuela Mendonca, FENPROF, conveying our solidarity for their fight for better working conditions, pay, pensions and job security.
- **Saudi Arabia:** Letter to Rt Hon Alistair Burt MP, Minister of State for the Middle East, Foreign and Commonwealth Office, to request the UK Government to call on the government of Saudi Arabia to stop the executions of 14 individuals who participated in pro-democracy protests in 2012.
- **St Lucia:** Letter to Julian Monrose, President, Caribbean Union of Teachers, sending our solidarity and to offer support in the aftermath of Hurricane Irma.
- **Turkey:** Letter to Kamuran Karaca, General Secretary, Egitim Sen, expressing our continuing solidarity regarding the continuing attacks on their members.
- **Turkey:** Letter to Mr Recep Tayyip Erdogan, President of the Republic of Turkey, voicing our deep concerns regarding the ongoing 'witch-hunt' targeting education employees in Turkey.

- **Turkey:** Letter to Rt Hon Sir Alan Duncan MP, Minister of State for Europe, urging the UK Government to place pressure on the government of Turkey to end its attacks on teachers' trade unionists and public sector workers.
- **Turkey:** Letter to Rt Hon Sir Alan Duncan MP, Minister of State for Europe, expressing our deep concerns regarding the ongoing targeting of education employees in Turkey.
- **Turkey:** Letter to Sakine Esen Yilmaz, Egitim Sen, congratulating her on her recognition as a refugee in Germany and wishing her every success in her new life.
- **USA:** Letter to Robert Wood Johnson IV, United States Ambassador to the United Kingdom, expressing our concerns and solidarity with teachers and educators in the USA regarding the Executive Order on Deferred Action for Childhood Arrivals (DACA).
- **Zimbabwe:** Letter to Takavafira Zhou, President, Progressive Teachers' Union of Zimbabwe (PTUZ), expressing our solidarity and support in the light of the political developments in Zimbabwe.

Representation at International Events

10.56 International events at which the Union was represented are listed in Appendix 2.

ORGANISING

INDUSTRIAL ACTION

INDUSTRIAL ACTION UK

11.1 The Union authorised 240 days of strike action by members during the year.

Pupil Indiscipline

11.2 A number of collective issues relating to pupil indiscipline were dealt with during the year. 'Refusal to teach' ballots authorised during this year included disruptive behaviour, as well as verbal and physical abuse. These disputes stemmed from the failure of the employer to protect the health, safety and welfare of members.

Ballots for Action

11.3 Industrial action ballots were organised in schools, academies and colleges in respect of trade disputes over:

- refusal to teach a certain pupil;
- refusal to teach certain pupils;
- refusal to teach certain pupils and the failure of the employer to protect the health, safety and welfare of staff;
- refusal to teach certain pupils and the failure of the employer to exercise its duty of care for staff;
- potential restructuring, redundancies and job loss;
- redundancies, potential job loss and the impact on working conditions;
- redundancies and potential job loss;
- the proposal to convert a number of schools to academies with the potential adverse impact on job security, pay and conditions of service and union recognition;
- unacceptable management practices and a failure to consult;
- unacceptable management and working practices;
- unacceptable management practices, including bullying and intimidation of members;
- school closure and restructuring with potential dismissal of staff and job loss;
- adverse working practices and pay and other conditions of service;
- unacceptable management practices and failure to ensure the health, safety and wellbeing of members; and
- adverse management practices, including bullying and intimidatory behaviour, and failure to address pupil indiscipline, impacting adversely on the morale, health, welfare and working conditions of members.

Schools Balloted

11.4 The ballots that led to strike action and/or action short of strike action are listed below:

- Ark Elvin Academy (Middlesex);
- Aylward Academy (Edmonton);
- Barry Comprehensive School (South Glamorgan);
- Blessed Edward Jones Catholic High School (Denbighshire);
- Craigavon Senior High School (County Armagh);
- Dunston Primary School (Derbyshire);
- Enniskillen Royal Grammar School (County Fermanagh);
- Great Yarmouth VA High School (Norfolk);
- Hassenbrook Academy (Essex);

- Highfield Community Primary School (Sunderland);
- Holy Cross College (County Tyrone);
- Les Beaucamps High School (Guernsey);
- Newtown High School (Powys);
- North Walsham High School (Norfolk);
- Pencoed Comprehensive School (Bridgend);
- Radyr Comprehensive School (Cardiff);
- Southlands School (Tyne and Wear);
- St Mary's College (Lancashire);
- The Baverstock Academy (Birmingham);
- Tonyrefail School (Mid Glamorgan);
- Whitehaven Academy (Cumbria);
- Willenhall E-Act Academy (West Midlands); and
- Ysgol Bro Hyddgen (Powys).

11.5 Ballots were conducted in a significant number of other schools but matters were resolved before action was taken.

Action under the National Trade Dispute

11.6 The NASUWT continued to pursue national trade disputes against adverse changes to pay, pensions, working conditions and job security in accordance with the mandate for industrial action adopted in 2011.

11.7 Escalated strike action and/or action short of strike action in furtherance of the national trade dispute were taken in the following schools:

- Ark Helenswood Academy (East Sussex);
- Aylward Academy (Edmonton);
- Badocks Wood Primary School (Bristol);
- Blessed Sacrament Catholic Primary School (Liverpool);
- Buile Hill Visual Arts College (Salford);
- Calday Grange Grammar School (Merseyside);
- Catholic High School Specialist Science College (Cheshire);
- Challney High School for Girls (Luton);
- Colchester Academy (Essex);
- Coppice Performing Arts School (Wolverhampton);
- Corelli College (London);
- Forest Hill School (London);
- Fowey River Academy (Cornwall);
- Highfield Community Primary School (Sunderland);
- High School for Girls (Gloucestershire);
- New Charter Academy (Lancashire);
- Newman Catholic School (Cumbria);
- Outwood Academy Bishopsgarth (Cleveland);
- Pleckgate High School (Lancashire) (2 separate ballots);
- Rainhill High School (Merseyside);
- Whitehaven Academy (Cumbria);
- Woodlands Juvenile Justice Centre (County Down).

11.8 Further escalation action under the national trade dispute was notified in a significant number of other schools where matters were able to be resolved before the commencement of the notified action.

ENGLAND AND WALES

- 11.9 The industrial action continued to be embedded with an ever-growing number of examples of members using the action to defend their terms and conditions, tackle excessive workload and empower them professionally.
- 11.10 Members participating in the national action were supported by dedicated sections of the Union's website, which were populated with a range of action-related materials and a bank of regularly updated frequently asked questions and answers for each nation/administration.
- 11.11 In October, the Union embarked on a programme of ten-minute briefings in schools to highlight the Union's work on pay, workload, job loss and working conditions and to embed the industrial action further.
- 11.12 In order to continue with the central aim of the campaign of building a wider coalition of support and to explain the purpose of the action, particularly the aim for it to be pupil, parent and public-friendly, the Union continued to brief parent groups and lobby politicians and employers, and produced further materials and briefings to support this activity.
- 11.13 As a consequence of the campaign, more NASUWT Workplace Representatives and contacts were recruited, as the action encouraged an active role within the Union.
- 11.14 The NASUWT continued to use the range of evidence available to, and largely commissioned by, the Union in relation to pay, pensions, workload and job loss in order to monitor and assess the appropriate action to take. This process was in fulfilment of Annual Conference Resolutions including 'Your Children's Teachers Need A Pay Rise' and 'Escalating Action on Teachers Workload'.

ENGLAND

- 11.15 The Union engaged in regular bilateral meetings with the DfE on its trade dispute. These discussions were organised into four distinct strands: workload; equalities issues; pensions; and supply teaching. Key issues addressed in these talks were:
- 11.16 Workload:
- publishing agreed guidance on pay and non-pay matters, including further agreed guidance on good HR practice in maintained schools, academies and free schools;
 - publishing guidance, tools and resources for all schools on the importance of securing downward pressure on workload and working time of teachers and headteachers;
 - addressing the growing impact on teachers' workload of administrative and clerical tasks that do not make effective use of the skills, talents and expertise of qualified teachers;
 - monitoring and ensuring school-level compliance with non-pay conditions of service as set out in the STPCD;
 - maintaining robust, national-level time-series annual data collection on teachers' workloads and working time;
 - augmenting advice and guidance for schools on transitioning to the new National Curriculum, assessment without levels and revised qualification specifications to ensure that it sets out approaches that are manageable, recognises workload risks and provides guidance on how these risks can be addressed;
 - ensuring that new arrangements for statutory teacher assessment, including those related to moderation, do not add to teacher and school-leader workload burdens;
 - ensuring that National Leaders of Education (NLE), Local Leaders of Education (LLE) and Regional Schools Commissioners (RSCs) prioritise workload reduction in the advice and guidance they give to schools and challenge practice that is workload intensive;

- reviewing the support and advice given to schools participating in the School Direct programme to ensure consistent operational effectiveness across all schools; and
- ensuring that the introduction of the new Special Educational Needs and Disabilities (SEND) Code of Practice is not resulting in additional workload burdens for classroom teachers, special educational needs co-ordinators (SENCOs) and school leaders.

11.17 Equalities issues:

- producing further agreed guidance on good HR practice in maintained schools, academies and free schools, to address the misuse of ‘support programmes’ and capability procedures;
- establishing appropriate levers for compliance with good HR practice in schools;
- working with the NASUWT to develop a school workforce data strategy which is capable of examining the nature and extent of teacher redundancies and vacant posts across the school system, including examining data on the impact of redundancies on teachers with protected characteristics;
- producing agreed guidance for employers on good HR practice in relation to restructuring, redundancy and redeployment; and
- publishing guidance with the NASUWT on part-time and flexible working, and promoting and monitoring the effectiveness of the guidance, using the levers of change which it has at its disposal.

11.18 Pensions:

- the teachers’ pension age;
- ensuring that all teachers have access to the TPS;
- the teachers’ pension contribution structure;
- ensuring effective governance of the TPS;
- achieving equality for women and LGBTI teachers; and
- the implementation of Fair Deal in sixth-form colleges and FE.

11.19 Supply teaching:

- the pay and terms and conditions for supply teachers;
- the inability of supply teachers employed through employment businesses to access the TPS;
- issues relating to the regulation of supply teacher agencies;
- evidence base and gaps that provide a better understanding of the situation and experiences of supply teachers;
- concerns surrounding the totality of supply agency fees (including the level of commission and finder’s fees);
- concerns regarding the development of the Crown Commercial Services (CCS) supply teacher framework; and
- the development of guidance to address inappropriate practice with relation to the procurement and induction of supply teachers.

WALES

11.20 The NASUWT recognised that the initiation by the Welsh Government of the National Education Workforce Survey (NEWS), under the aegis of the Education Workforce Council (EWC), which covered the issue of teacher workload and the subsequent joint guidance for teachers and headteachers on reducing workload, represented an important step forward towards the potential resolution of the ongoing trade dispute with the Welsh Government on the issue of workload.

- 11.21 However, on the other aspects of the dispute, compliance with the provisions of the STPCD, appraisal/observation and job loss, the position was far less positive.
- 11.22 Progress on compliance with the provisions of the STPCD regressed largely due to the evidence submitted by the Welsh Government to the STRB. For the first time, the Welsh Government failed to acknowledge the importance of teachers being recognised and rewarded as highly skilled professionals and argued, in effect, for the continuation of the Westminster Treasury pay restrictions. In addition, the growing lack of confidence in the Welsh Government's capacity and ability to take on the devolution of teachers' pay and conditions contributed to the NASUWT concerns.
- 11.23 On job loss, some progress was made through the Union's persistence at the Workforce Partnership Council (WPC) to the extent that the need to address the perennial redundancy situation in schools was recognised by the Cabinet Secretary for Finance and Local and Local Government (CSfF&LG) and the Minister for Skills and Science (MfS&S) with staff employed in schools being included in the Workforce Planning and Mobility Model. However, more livelihoods were lost through compulsory redundancy during the year. In addition, moves in schools to pre-empt the new Curriculum was impacting adversely on jobs and the NASUWT had to ballot over moves to create all-through schools.
- 11.24 The issues surrounding the premature implementation of the new Curriculum and the growing on-average per-pupil funding gap when compared to maintained schools in England, which was also impacting adversely on jobs, is covered elsewhere in this report. The First Minister's intervention following representations from the NASUWT at the November meeting of the WPC over teacher redundancies, which again, is covered elsewhere in this report, had the potential to lead to further progress towards resolution of this aspect of the dispute.
- 11.25 The Union became increasingly concerned during the year that early success over Appraisal/Observation could start to unravel with the implementation of the new Curriculum and the new Professional Standards for Teaching and Leadership being used as an excuse to increase lesson observations. In addition, the situation was exacerbated by the redefinition of 'adequate' in Estyn's new Inspection Framework, which is covered elsewhere in this report, as it could herald an increase in the number of teachers placed on capability procedures.
- 11.26 The General Secretary wrote to the Cabinet Secretary for Education (CSfE) in August seeking a meeting to review progress on the national trade dispute that the Union believed had already been made and the issues which remained unresolved. The CSfE responded by suggesting that it may be more appropriate to meet with her officials to discuss the issues raised in the letter.

NORTHERN IRELAND

- 11.27 The NASUWT continued to pursue its national trade dispute with the Department of Education (DE).
- 11.28 Northern Ireland has not had a Minister of Education since 2 March. However, the NASUWT met with Department Officials during the year to discuss wider matters of concern to members, and education in general. The Department continued to follow previous Ministers in refusing to engage directly with the NASUWT on the trade dispute, arguing that it was a matter for the negotiating machinery.
- 11.29 The Union continued its rolling programme of strike action across Northern Ireland in furtherance of the Northern Ireland trade dispute and as a result of the denial of a pay award for teachers in 2015/16.

- 11.30 In January, the NASUWT held the second rolling strike in the West of Northern Ireland (Fermanagh and Omagh, Mid-Ulster and Derry City and Strabane Council Districts).
- 11.31 In February, the NASUWT escalated its action short of strike action to include non-cooperation with the Education and Training Inspectorate (ETI).
- 11.32 When the Northern Ireland Assembly collapsed in February over the Renewable Heat Incentive (RHI) scandal and new elections were called for 2 March, the NASUWT decided to postpone the third part of the rolling strike until a new government was formed and an education minister appointed.
- 11.33 In November, the Westminster Government imposed a budget on Northern Ireland to enable government departments to function.
- 11.34 Despite not being able to negotiate without a Minister, the employer and the DE entered into an extensive exploration of issues relating to pay and workload with the NASUWT and other unions.

SCOTLAND

- 11.35 The NASUWT continued with an extensive programme of work to embed and spread the action short of strike action instructions. The action short of strike action continued to gather momentum.
- 11.36 In October, the Union commenced a programme of ten-minute briefings in schools – highlighting the issues on pay, workload and job loss and the action the Union was taking.
- 11.37 In November, the NASUWT escalated to a rolling programme of strike action in furtherance of the dispute, beginning with the announcement of one day of strike action in three schools in Glasgow and three schools in East Dunbartonshire.
- 11.38 The strike action in Glasgow was withdrawn following the threat of legal action by Glasgow Council, as the grounds for the challenge were unspecified and required specialist legal advice which could not have been obtained in the very short timescale available due to the Council's eleventh-hour challenge.
- 11.39 The strike action in East Dunbartonshire was withdrawn when the Employer offered talks to seek to try to resolve the issues of concern. The Union liaised with Council Officers on a date for a meeting to take place early in the New Year.
- 11.40 Despite the fact that two days of strike action were not taken in East Dunbartonshire, members' willingness to escalate the action caused the Employer to sit up and take notice of the deep concerns of teachers and resulted in excellent public coverage of the year-on-year attacks on pay and conditions of service teachers have been enduring.
- 11.41 The NASUWT remained the only teachers' union to have maintained industrial action for over six years in furtherance of a national trade dispute.
- 11.42 The NASUWT met with the Cabinet Secretary during the year to discuss the dispute.
- 11.43 Regular information and updates were distributed to members.

EQUAL OPPORTUNITIES

- 12.1 The NASUWT continued to advance its agenda of equalities work throughout the year, embedding this within the Union's policies, processes, campaigns, training and structures.
- 12.2 This work was supported and informed by the Union's five equalities advisory committees which continued to advise the National Equal Opportunities Committee on matters relevant to the needs and experiences of BME, disabled, LGBTI, young and women members.
- 12.3 The advisory committees played an important role in the Union's annual Equalities Consultation Conferences. The Union's equality, organising and collective bargaining priorities were also reflected in the continuing development of training courses targeted at under-represented groups within the NASUWT's membership.
- 12.4 The Union continued to focus much of its campaigning on the ongoing, merciless attacks on equalities provisions by governments and administrations throughout the UK. Consultation conference feedback demonstrated that schools and colleges continued to fail to take seriously their responsibility to comply with equalities legislation. This resulted in an increase in cases of discrimination and unfair practices within employment, in addition to impacting on the education and wellbeing of children and young people.
- 12.5 The NASUWT continued to lobby and challenge the Government on policy reforms, such as changes to welfare benefits, the gender pay gap, inequalities in pension provisions, racial discrimination and the continued failure to equalise survivor benefits for same-sex partners.
- 12.6 The Union continued its condemnation of the ongoing attacks on the lives and living standards of disabled people and the related propaganda that reinforces prejudices and discrimination against disabled people. Welfare and benefit reforms, alongside cuts to disability provisions, remain key campaigning and bargaining priorities for the NASUWT.
- 12.7 The Union secured a high profile for its equalities work in Northern Ireland, including hosting a second annual equalities conference for members, as well as continuing to train Union Equality Officers. The NASUWT continued to lobby the Northern Ireland Assembly over the lack of equality data monitoring and the failure to hold employers and schools to account on equalities policy and practice.
- 12.8 The Union highlighted the presence of institutional racism within schools in Scotland and once again organised a high-profile equalities conference for members. In July, the NASUWT responded to a Government publication *It's not cool to be cruel*, on prejudice-related bullying. The Union highlighted the lack of training and support for teachers and called for mandatory equalities training to be introduced for all staff in schools and an equalities curriculum.
- 12.9 The Union continued to express concern at the dramatic increase in hate-crime incidents since the EU Referendum. The Union lobbied governments and administrations on the need to monitor hate-related incidents and to provide measures to protect teachers and pupils from hate crimes.
- 12.10 The NASUWT promoted information and advice as part of Anti-Bullying Week in November, as well as promoting Safer Internet Day in February.
- 12.11 The Union continued to be represented on the advisory board of the Safer Internet Centre and training on the various aspects of its work has been given to Equality Officers.

12.12 The NASUWT was represented on the Expert Advisory Board of Project deSHAME, a collaboration between Childnet, Save the Children (Denmark) and UCLan (UK), co-financed by the EU, which aimed to tackle peer-based online sexual harassment.

Consultation Conferences

12.13 The NASUWT's annual programme of Equalities Consultation Conferences targeting disabled, LGBTI, women and young teachers was once again highly successful, with attendance at all of these at record levels.

12.14 The conferences continued to provide an opportunity for the Union to engage with the concerns of teachers from groups under-represented in the Union's structures. The issues raised provided vital feedback to the NASUWT to inform its strategies for policy development and campaigning and proved invaluable in informing the ongoing representations to Ministers across the UK.

12.15 The consultation conferences continued to support the work of the Union at the TUCs in England, Wales and Scotland and the ICTU in Northern Ireland.

Scotland Equalities Conference

12.16 In June, the NASUWT organised its third annual equalities conference in Scotland. This prestigious event was held at the Grand Central Hotel, Glasgow and chaired by Mike Corbett, National Executive Member. The theme of the Conference was 'Championing Equality in Scotland'.

12.17 A record number of attendees participated in workshops on the following subjects: 'Women's Health'; 'Tackling hate crime and intolerance' and 'LGBT+ inclusive education'.

Northern Ireland Equalities Conference

12.18 The NASUWT held its second annual Northern Ireland Equalities Conference in Belfast. The event was well attended by teachers from several under-represented groups. The Conference was opened and chaired by NASUWT Northern Ireland President Susan Parlour.

12.19 Workshops on the following topics were held: improving emotional wellbeing by working assertively; invisible disability; and trans-awareness in education.

12.20 Attendees also heard a speaker from the Northern Ireland Council for Inclusive Education on Anti-bias Education.

LGBTI Equality

12.21 The NASUWT continued to promote LGBTI rights in the workplace as well as in the international arena.

12.22 The Union continued its work on raising the importance of trans equality and supporting gender identity. This was supported by Gendered Intelligence, through workshops at the Union's consultation conferences and the delivery of trans awareness courses, both half and full day, open to all members. The Union also published the highly acclaimed document, *Trans Equality in Schools and Colleges – Advice and Guidance for Teachers and Leaders*.

12.23 The Union continued its close working relationship with other LGBTI campaigning organisations such as Stonewall, Schools Out and LGBT History Month.

- 12.24 The Union continued to gather statistical evidence and feedback from members about LGBTI equality in the workplace.
- 12.25 The NASUWT continued to campaign to achieve full equalisation of partner survivor benefits in the TPS.
- 12.26 In February, the Union promoted LGBT History Month by supporting events organised by the LGBT History Month campaigning group and raising awareness of its ongoing work on trans equality.
- 12.27 In February, the NASUWT responded to the Scottish Labour leader's call for action to support LGBTI young people in schools and tackle homophobic bullying by pointing out the need for a whole school approach to create an inclusive learning environment and work to tackle inequality and discrimination against pupils and staff.
- 12.28 In July, the NASUWT responded to a TUC survey of LGBT+ workers by highlighting that the findings, whilst disturbing, were not surprising, given the Union's own research into this area, detailing the treatment of LGBTI teachers in schools.
- 12.29 The NASUWT continued to have a large presence at a number of Pride marches and parades, celebrating LGBTI equality throughout the UK. The Union had a large presence and very successful stall at the London Pride event in June and co-sponsored the National Black Pride event.
- 12.30 The NASUWT's international work fighting homophobia and transphobia worldwide continued. The Union contributed to and supported international campaigns against LGBTI abuses in several countries where lesbian, gay, bisexual and trans people continued to be criminalised as a result of anti-gay legislations.

Treatment of Older Teachers

- 12.31 Following the Annual Conference resolution on older teachers, the NASUWT continued to campaign against the growing nature of discrimination against older teachers and lobbied governments and administrations with evidence of this practice.
- 12.32 The NASUWT successfully ensured that a focus on potentially discriminatory treatment of older teachers was included in the final draft Report of the DfE Teachers Working Longer Review. The Union's evidence of age discrimination is heavily featured in the published Interim Report of the Review.
- 12.33 The Union submitted detailed and comprehensive evidence on discrimination towards older teachers to the Cridland Review of the future pension age. The Cridland Review Final Report included a series of measures to improve the treatment of older workers and reduce discrimination.
- 12.34 The NASUWT published guidance on the Interim Report of the DfE Teachers Working Longer Review and the Cridland Review Final Report, specifically addressing age discrimination.
- 12.35 In response to the Conference motion on discrimination against older teachers, the NASUWT continued to press the DfE to carry out a meaningful equalities assessment of the impact of its model capability policy. The Union continued to bring to the attention of the UK Governments and administrations that discrimination towards older teachers was driving teachers out of the profession and exacerbating the teacher-shortage crisis.

12.36 The Union's case management procedures for performance management appeals ensured a prompt focus on whether a member was a victim of discrimination, including in respect of age discrimination. The Discrimination Course continued to be a mandatory requirement for all NASUWT caseworkers, again putting a focus onto the early identification of incidents of discrimination.

Mental Health and Wellbeing of Teachers

12.37 In response to the Annual Conference resolution on 'Mental Health and Wellbeing of Teachers', there was a strong focus on support for members for managing mental ill-health and wellbeing at all Consultation and Equalities Conferences throughout the year. The Conferences provided an opportunity for the Union to consider how mental ill-health problems intersect between specific disadvantaged groups and determine solutions for addressing these issues.

Race Equality

12.38 The NASUWT key campaigning priority 'Act for Racial Justice' continued to frame the Union's programme of work on racial equality throughout the year. During the year, the Union commissioned the Runnymede Trust to examine the evidence regarding the experiences of BME teachers with regards to pay, working conditions and wellbeing. The Report, *Visible Minorities, Invisible Teachers*, found racial discrimination to be deep-rooted, endemic and institutionalised within the school system and called for urgent action from the Government to address this serious problem.

12.39 Throughout the year, a number of publications and guidance materials were produced by the Union on race-related equality. This included guidance on tackling hate crime, an update of the prejudice-related bullying advice, information for promoting equality, tolerance and respect, and *Mind your language – advice for teachers on the new Code of Practice on the English Language requirement for public sector workers*.

12.40 The NASUWT continued to work with other major organisations including the Birmingham-based equalities organisation, BRAP, and Race on the Agenda (ROTA), collectively campaigning and lobbying the Government and identifying strategies for tackling racism.

12.41 The Union commemorated Holocaust Memorial Day on 27 January and Gypsy, Roma and Traveller History Month.

12.42 Black History Month continued to be a key feature in the Union's programme of activities throughout the year.

12.43 In October, the Union celebrated its annual Arts & Minds schools competition. Winners were invited to a prestigious awards ceremony during Black History Month in October, along with their parents and school representative. Given the high quality of entries received this year, there were a number of final winners as opposed to one overall winner. Over 1,000 entries were received from schools across the UK.

12.44 The Union was pleased that, once again, TV celebrity Gok Wan supported the NASUWT Arts & Minds competition, judging the final winners. The competition also saw an increase in the number of entries for the special Anne Frank Poetry Prize, which is a key feature.

12.45 The NASUWT continued its longstanding campaigning work against the racist and fascist activities of far-right parties, working alongside organisations such as Unite Against Fascism (UAF), Searchlight, Hope Not Hate, Stand up to Racism and the Anne Frank Trust.

Equality for Women

- 12.46 Throughout the year, the NASUWT continued to champion its programme of work on women's equality by challenging all forms of sex discrimination and disadvantage experienced by women teachers through casework and its ongoing campaigns on gender disparities within pay and pension provisions.
- 12.47 The Gender Equality Challenge Campaign continued to be a key priority area of work for the NASUWT. The guiding principles established within the campaign call for governments and administrations to commit to advancing equality for women and girls in education, employment and economic participation. This includes active participation within bodies such as the TUC Women's Committees in England, Wales and Scotland.
- 12.48 The Union continued to work with organisations including the National Alliance of Women's Organisations (NAWO), Fawcett and the TUC to challenge the 'triple jeopardy' women workers face as a result of wage freezes and job cuts in the public sector, as well as the impact on frontline users of public services.
- 12.49 The NASUWT's campaign for securing global equality for women and girls as global citizens continued, particularly through the Union's affiliated work with EI and the UN Commission on the Status of Women on the Sustainable Development Goals.

Gender Pay Gap

- 12.50 Comprehensive research undertaken by the NASUWT showed that the widening gender pay gap continued to blight the lives of many women. This also demonstrated that the introduction of greater flexibilities into the teachers' pay system had contributed to widening inequality.
- 12.51 The NASUWT pressed the DfE to rectify its failure to carry out a meaningful assessment of the equality impact of its teachers' pay reforms, despite the Public Sector Equality Duty (PSED) and recommendations made on several occasions by the STRB that the impact of teachers' pay reforms from 2013 onwards should be researched and assessed. The Union raised concerns with the Government on the new gender pay gap reporting duties, which would exclude a large number of schools from compliance.
- 12.52 The Union continued to campaign and organise around women's pensions inequality and the widening gender pensions gap in the UK, stressing that this is unacceptable. In addition to opposing the increase in the SPA, the NASUWT made clear to the Government the potentially discriminatory impact of these policies and employment practices.
- 12.53 The Union also provided substantial financial support to the campaigning group Women Against State Pension Inequality (WASPI).
- 12.54 The NASUWT took the opportunity to raise awareness of the stark pay and pension disparities between women and men at the various party conferences at fringe events organised by the Union. The NASUWT called upon the Government to address these issues of inequality.

Violence Against Women

- 12.55 Sexual harassment and violence against women became matters of high profile within national and international spheres throughout the year. The Union was able to contribute to the narrative of growing misogyny, the sexual objectification of women and girls and increased incidents of sexual harassment in the workplace by its evidence gathered through casework and member feedback.

- 12.56 The Union received high-profile media attention following its work on highlighting the growing incidents of ‘down-blousing’ and ‘upskirting’ in schools and called for provisions within the Scotland Sexual Offences Act to be mirrored across other governments and administrations in the UK.
- 12.57 The Union continued to be at the forefront of national campaigns against violence against women and sexual bullying, working closely with a range of organisations, including the End Violence Against Women (EVAW) campaign, the White Ribbon Campaign and the Fawcett Society.
- 12.58 The Union participated in the EVAW Prevention Network which campaigns on violence against women and girls. The NASUWT supported initiatives opposing the growing sexualisation of girls and women in schools and highlighted the impact of this on increased acts of violence and sexual harassment against women and girls.
- 12.59 The Union continued to promote the International Day for the Elimination of Violence Against Women held on 25 November and the accompanying 16 Days of Activism to stop violence against women, through a widespread social-media campaign highlighting national and international issues.

Flexible Working

- 12.60 Following the publication of the DfE guidance on flexible working published in February, the NASUWT added further publications for school representatives, school leaders and members on flexible working to complement the existing resources, including the Union’s flexible-working checklist.
- 12.61 The NASUWT’s submission to the Women and Equalities Committee Inquiry into Fathers and the Workplace called for the Government to review flexible working, specifically the failure of schools/colleges to agree to flexible-working requests. The Union’s submission also made a number of recommendations regarding paternity leave, maternity leave and shared parental leave.
- 12.62 In October, the NASUWT attended the DfE summit on flexible working and continued to press the DfE on challenging the view that flexible working is too difficult for schools and colleges to manage. The Union pushed for the DfE to promote the DfE advice and guidance and change the status from optional to mandatory, coupled with regulation which would hold schools to account on matters pertaining to the workforce.
- 12.63 The NASUWT submitted a response to the Government Equalities Office open consultation on returning to work after caring, in which the Union expressed concerns that the Government’s commitment to make employment practices more flexible and family friendly failed to deliver, especially for teachers who reported significant concerns over excessive workload and a poor work-life balance.

Disability Equality

- 12.64 Challenging hidden conditions and disability equality in schools and colleges was a key theme of the various events and activities throughout the year, championing the positive contributions of disabled students and staff in schools.
- 12.65 In November, the NASUWT promoted Disability History Month and was represented on the Disability History Month Steering Committee.

- 12.66 The Union continued its work around the pay inequality of disabled teachers and submitted evidence to the Government and produced materials for NASUWT members on securing their rights and entitlements in pay and capability procedures.
- 12.67 The Union continued to promote, through policies and procedures, the social model of disability.

Young Teachers

- 12.68 The NASUWT continued to organise a range of activities supporting members aged 30 and under within the Union and the workplace.
- 12.69 The Union campaigned on issues affecting young members, including access to professional development, workload, lack of professional autonomy, and pay and employment rights.
- 12.70 The Union made representations to governments and employers on the growing concerns expressed by young teachers, including access to employment, excessive workload contributing to stress and ill-health, the abuse of temporary contracts for NQTs, and the adverse impact of the continuing pay cuts.

Equality Officers

- 12.71 The Union continued to support the work of Local Association equality officers in promoting equal opportunities issues at local level by providing training and termly briefings.
- 12.72 The briefing sessions included topics such as tackling online sexual harassment, eradicating pay inequalities, trans equality and updates on discrimination law.

RECRUITMENT

Overall Membership

- 13.1 The National Executive is extremely pleased to report continued success in recruitment during the year.
- 13.2 The total membership of the NASUWT for 2016 was 286,541 and this was registered with the Certification Officer in May 2017, as required by the Trade Union and Labour Relations Act.
- 13.3 The NASUWT remained the largest teachers' union in the UK. The Union remained the largest teachers' union in England, Wales, Northern Ireland, Jersey, Guernsey, Isle of Man and Gibraltar and the fastest growing in Scotland. The Union also represented members in Service Children's Education (SCE) of the Ministry of Defence.

Student Membership

- 13.4 The NASUWT continued a targeted student recruitment and organising strategy, continuing to raise the Union's profile in all teacher training institutions across the UK and with student teachers undertaking a variety of entry routes to reach QTS (and the Standard for Full Registration in Scotland).
- 13.5 The Union continued to use every opportunity to encourage student teachers to join the NASUWT and become involved in union activity. The Union continued to recruit students undertaking school-based routes into teaching, such as the School Direct and Teach First programmes.

- 13.6 The NASUWT was represented at a wide range of enrolment days, freshers' fairs, graduation balls and specifically organised presentations to talk about teacher trade union membership within teacher training institutions throughout the UK. Increasingly, teacher training institutions were seeing the benefit of engaging with the NASUWT with regard to the support the Union could provide to teacher trainees.
- 13.7 The updated student recruitment pack included a newly designed and highly popular Student Diary and other resources.
- 13.8 The Union's First Appointments Lecture Tour continued to be a huge success and was delivered in ITT institutions throughout the UK.
- 13.9 The National Executive places on record its thanks to everybody whose work has led to the NASUWT maintaining its position as the preferred union for student teachers in the UK. Local Associations and federations are to be commended for their continued commitment to student recruitment.

Newly Qualified Teacher Membership

- 13.10 The successful recruitment of newly qualified teachers continued throughout the year, despite the challenges posed by changes to teacher training and challenges in teacher supply.
- 13.11 Thousands of new teachers continued to join the NASUWT and conversions of qualifying student teachers to full members were increasingly successful.
- 13.12 Newly qualified teachers received regular mailings and publications from the NASUWT throughout their final year of study and early years of teaching, including the award-winning Starting Out guide and the Induction Planner resource. A series of new-teacher seminars was held across the UK both prior to and throughout their first year of teaching, with attendance at the seminars increasing.
- 13.13 The Union's ongoing support for newly qualified teachers during their induction year continued to be well received.

Recruit a Friend Reward Scheme

- 13.14 The highly successful NASUWT Recruit a Friend Scheme entered its fifth year. Members once again were able to gain generous Love2shop vouchers for encouraging colleagues to join the Union.
- 13.15 Thousands of members took part in the initiative and the free membership offer continued.

Publications

- 13.16 The NASUWT produced materials for students and newly qualified teachers in a variety of formats.
- 13.17 The NASUWT continued to develop its online guidance aimed at assisting new teachers to obtain a teaching position.
- 13.18 The NASUWT's Induction Planner continued to prove a popular resource with feedback from members continuing to be very positive.
- 13.19 The NASUWT Starting Out guide for newly qualified teachers continued to be extremely popular with members.

Recruitment Awards

13.20 The Recruitment Awards were presented at Annual Conference in April. The award for Best Campaign was given to Nottingham City Association. Best Communication was awarded to Northamptonshire Federation. For the Recruiter of the Year, a special commendation was given to Julian Moody of the Oxfordshire Federation and the overall winner of the Recruiter of the Year award was Siddhartha Purkayastha of the Luton Association.

Formation, Dissolution and Amalgamation of Local Associations

13.21 There were no changes made to Local Association or Federation structures.

13.22 The National Executive approved the formation of a new Retired Members Association (RMA) in Dudley.

Review of Lay Structures

13.23 The National Executive undertook a programme of work looking at any potential changes that should be made to the existing lay structure in order to meet the challenges affecting members working in today's education system in all nations of the UK. The review identified three areas for consideration: an effective democratic structure; an effective bargaining structure; and effective participation and stakeholder structures.

13.24 Further work is being undertaken to review the democratic structures for the English regions.

TRADE UNION EDUCATION AND TRAINING

14.1 The NASUWT continued to deliver a full range of trade union education and training, taking into account developments across the UK's various and diverging education systems in the planning, organisation and delivery of union training courses.

14.2 The Union focused on supporting representatives in developing effective skills in negotiation, pay appeals and representing and organising NASUWT members. Training materials were developed for members in MATs.

14.3 Regular information and support was provided to members and tutors via the dedicated training pages of the NASUWT website. Online booking of courses via the NASUWT website continued.

14.4 Throughout the year, many courses were reviewed and updated including the Behaviour Management course.

14.5 In response to the changing training needs of members, and to link with new technologies which allow greater training flexibility, the NASUWT continued to develop its online learning programme in association with the TUC. The Health and Safety Representatives Stage 1 course was successfully piloted. The online elements gave added value to the training courses for both tutors and learners, and complements the established NASUWT suite of successful training courses and CPD delivered to members.

14.6 National/Regional Training Committees continued to evaluate their future needs and plan effectively for the year. The increase in demand for 'non-standard' courses demonstrated that the Union's national training programme remained relevant. The Mental Health First Aid (England) course proved very successful and more tutors were trained by MHFA(E) to become accredited trainers for the full course, as well as the shortened 'light' course. These courses are in high demand.

- 14.7 The successful CPD programme for supply teachers continued. Hundreds of supply teachers benefited from the training in topics such as 'Safeguarding for Supply Teachers', 'Pay and Pensions for Supply Teachers', 'Curriculum and Assessment' and 'Body Language, Interviewing Tips and Techniques'.
- 14.8 The National Executive Trade Union and Education Training Committee met with the Chairs of National/Regional Training Committees in March and November. Throughout the year, work was undertaken on widening the tutor bases and engaging with non-active lay tutors.
- 14.9 Processes for National Open College Network (NOCN) accreditation were enhanced and embedded, for both internal and external quality assurance, and accreditation good practice was shared with tutors. The NOCN awarded the NASUWT 'Direct Claim Status' in recognition of its outstanding internal accreditation and quality assurance processes.

Course Programme

- 14.10 The NASUWT aimed to ensure that Workplace Representatives had the relevant knowledge and necessary skills to carry out their important role effectively.
- 14.11 A full range and programme of courses was offered.
- 14.12 The Union continued to adapt learning opportunities to meet the challenges of release for training and continued to ensure members accessed their entitlement to time off for training.
- 14.13 Regular caseworker briefings took place to ensure that representatives were up to date with the most relevant and recent legislative changes. Caseworker support sessions were added to the range of activities to assist members in this important role.
- 14.14 A new course to empower members in academies and MATs was launched during the year. The 'Working Successfully in an Academy' course equipped members with the tools for securing effective working conditions in an Academy Trust, providing practical skills and training on issues such as negotiation, bargaining and organising.
- 14.15 During the year, the Union continued the one-day Discrimination Casework course for NASUWT caseworkers. This course is a requirement for caseworkers' accreditation.
- 14.16 In November, a successful Training Officers' Training and Development Day was held at Headquarters. Sessions were held on the NOCN accreditation, women's maternity rights, using training to organise members, and the inclusion of online learning for the Health and Safety Stage 1 course, as well as a discussion on the strategic direction of training and an update from the legal department on discrimination case law.
- 14.17 The Union's Stage 3 Casework Course continued to be a mandatory requirement for NASUWT caseworkers and throughout the year the number of activists trained as caseworkers increased.
- 14.18 Organising activity in many areas generated increased numbers of caseworkers and a demand for fast-track casework training.
- 14.19 New Benevolence Caseworkers were also trained during the year.
- 14.20 Course modules were updated regularly to take account of the rapidly changing education and employment landscape.

- 14.21 The women-to-men percentage ratio of participants on trade union courses continued to empower women representatives, with a majority of newly trained representatives being women.
- 14.22 Women members were again in the majority of those attending the Working Together Stage 1 courses, the most popular and well-attended course run by the Union. Women were also the vast majority of members attending the Behaviour Management and Working Assertively courses, as well as Dignity at Work, Neurodiversity Awareness and the Academy Representatives Stage 1 course.

National Open College Network (NOCN) Accreditation

- 14.23 The NASUWT National Course Programme for Representatives is accredited through the TUC and the NOCN, enabling course participants to obtain credits through the NOCN which can be included as part of their CPD record.
- 14.24 The NASUWT actively promoted and engaged with the NOCN, both with the internal and external quality assurance processes, as well as with the TUC, who provided course-outcome statements. The NASUWT has a Level 4 TAQA qualified internal quality assurer, which allows for all internal quality assurance processes to be carried out in-house.
- 14.25 Regular standardisation meetings were held with active tutors to standardise samples, and outcomes and good practice were shared with all tutors. Regular tutor bulletins outlining NOCN practices and updates were regularly disseminated to tutors.
- 14.26 The NASUWT was applauded by the NOCN External Moderator for the high quality and consistency of internal quality assurance systems and processes, which has led to Direct Claim Status being awarded by the NOCN.
- 14.27 Research undertaken with members last year showed that they valued the accreditation system and found it useful as a record of CPD.
- 14.28 Training courses run at Headquarters and in the nations/regions during the year:
- Academy Representatives Stage 1;
 - Advocacy;
 - Behaviour Management;
 - Benevolence Casework;
 - Casework Briefing;
 - Caseworker Twilight Sessions;
 - Development Course for BME Members;
 - Development Course for Disabled Members;
 - Development Course for LGBTI Members;
 - Development Course for Women;
 - Dignity at Work: Your Rights, Their Responsibility;
 - Discrimination Course;
 - Equality Officers;
 - Health and Safety (Stage 1);
 - Health and Safety (Stage 1) online;
 - Health and Safety (Stage 2);
 - Health and Safety (Stage 3): Organising;
 - Health and Safety Management;
 - Mental Health Awareness;
 - Mental Health First Aid;
 - Mental Health First Aid Lite;

- NASUWT Governors;
- Neurodiversity Awareness;
- NOCN Standardisation Meeting;
- Organising: In the Local Association;
- Promoting Safe Workplaces for LGBTI Teachers;
- Redundancy;
- Regional Briefings;
- Representatives (Stage 1): Working Together;
- Representatives (Stage 2): Working Together;
- Representatives (Stage 3): Casework;
- Representatives (Stage 3): Negotiation;
- Representatives (Stage 4): Casework;
- Representatives (Stage 1): Working Together (Independent School);
- Stress Management;
- Supply Teachers' Network Seminar;
- Supply Teachers' Safeguarding Course;
- Trade Union Seminar;
- Tutoring and Accrediting NASUWT Courses;
- Union Learning Representatives (Stage 1);
- Workers on the Autistic Spectrum and TU Support;
- Working Assertively;
- Working Successfully in an Academy; and
- Young Members' Development Course.

IT Courses:

- Excel (Stage 2);
- PowerPoint;
- Using the Internet and Social Media for Organising; and
- Word.

Externally Run Courses – School and College Leaders and Aspiring Leaders:

- Acas – Conflict Management to Positive Relationships;
- Acas – Conducting Investigations; and
- Acas – Managing Stress.

Eamonn O’Kane Young Activist of the Year

14.29 Tara Mountford of the Chester and Chester West Association was chosen as the Young Activist of the Year.

LEGAL AID, BENEVOLENCE AND SERVICES

Legal and Casework

- 15.1 During the year, the Union achieved compensation on behalf of members in the sum of £16,536,990.55. This figure is a combination of compensation won through the Union's legal services and casework undertaken by Regional Officials.
- 15.2 The NASUWT also achieved a landmark victory in the Supreme Court against the Sixth Form Colleges Association when the Court ruled that the formula used to make pay deductions from teachers' annual salary following industrial action was wrong. As a result of the Ruling, the Union secured repayment of the unlawful deduction from the teachers' wages.
- 15.3 Subsequent to the Supreme Court Ruling in May, a small number of teachers who had deductions from their salary made at the rate of 1/260th, rather than the usual 1/365th for

taking part in industrial action, had still not being reimbursed by their employers. The Union continued to actively pursue the employers for the deduction by compelling them to comply with the Supreme Court's Ruling or face civil action in the County Court for non-payment.

- 15.4 The NASUWT made a successful application to the Court of Session in Scotland for an interim interdict against the local authority in order to prevent the authority from forcing three members of the NASUWT out of their school by deploying them to other schools in the last academic year, following an inspection Report by Education Scotland.

Employment Tribunals (ETs)

- 15.5 The NASUWT continued to support members with a variety of claims pursued on their behalf. There was a significant increase in queries relating to unlawful discrimination because of a protected characteristic. These included cases where members had been subjected to discriminatory practices leading to claims under the Equality Act 2010 for: sex discrimination – including pregnancy-related and flexible-working requests; disability discrimination – including failure to make reasonable adjustments; race discrimination; and discrimination based on age and sexual orientation.
- 15.6 The NASUWT continued to pursue cases of unfair dismissal contrary to the Employment Rights Act 1996. Claims pursuant to the Trade Union and Labour Relations (Consolidation) Act 1992 for failure to inform and consult over collective redundancies, in addition to an equal pay claim, were also supported by the Union.
- 15.7 The majority of cases are resolved at an early stage via negotiated settlements.
- 15.8 During the year, the Union authorised 226 cases for Early Conciliation (EC) with Acas. Settlements prior to entering EC amounted to £176,704.13. Of the 226 cases authorised for EC, 191 cases were lodged with Acas. The Union obtained £421,534.00 in settlement for its members during the EC process.
- 15.9 Fifty-one cases were lodged at the Employment Tribunal (ET). The Union obtained £683,449.71 in settlement of Tribunal claims, with a further £22,169.04 awarded by the Tribunal.
- 15.10 In total, the Union obtained compensation to the value of £1,283,856.80.

Exemplar Case Studies

- 15.11 *Case One:*
A member was dismissed on the grounds of redundancy, which he believed was on account of his trade union membership and activities. The member was employed as the Head of Humanities; there was a similar post in the employer's new structure with a lower rate of pay. The employer was challenged for not adhering to the agreed terms and conditions of employment that provided for the member to be assimilated to the role with payment protection.
- 15.12 The new structure contained a further three roles at a similar level. The member was placed in a pool ring-fenced for selection into those roles. The employer adopted selection criteria, which were contrary to the agreement with the Union, which the employer denied. The member was not selected for the role. Tribunal proceedings were lodged for unfair dismissal. Following successful negotiations, a settlement was agreed at a value of £32,000.
- 15.13 *Case Two:*
An unqualified teacher employed as part of the Schools Direct Programme, was performing well. The member had absences as a result of experiencing serious difficulties during pregnancy. The member provided the relevant sick notes to the employer. The headteacher claimed not to have received the sick notes. The headteacher informed the member that she

was not successful with the Schools Direct Programme and offered her a role as a Teaching Assistant or Learning Support Assistant. The alternative was dismissal. The course provider did not share the headteacher's assessment of the member's capabilities.

- 15.14 The relationship with the headteacher deteriorated upon the member's return to work as it was insisted upon that she choose one of the three options put to her. Claims of pregnancy-related dismissal/discrimination and notice pay were submitted to the Tribunal. It was upon attending the Tribunal hearing that the employer settled the member's case at a value of £35,000 with an agreed reference.
- 15.15 *Case Three:*
Members in the West Midlands Regional Centre were made redundant without the appropriate consultation or notice requirements. Following successful negotiations with the employer during the EC process, the employer paid £1,985.63 to each member for unfair dismissal and the failure to provide the appropriate notice. A further payment of £3,977.27 was made for the failure to consult to avoid the Union lodging a protective award claim at the ET.
- 15.16 *Case Four:*
In 2015, the NASUWT reported that: *'Tribunal proceedings were lodged for a member who was dismissed from her employment for refusing to divorce her husband due to her deeply held Christian beliefs and the importance that her marriage vows, given before God, had to her. The member was dismissed for gross misconduct. The legal reason relied on by the school was never made clear and varied between the member's refusal to divorce him (conduct) and 'some other substantial reason' (breakdown in trust and confidence and/or damage to the school's reputation). The Union commenced Employment Tribunal claims on the member's behalf for unfair dismissal, wrongful dismissal and indirect discrimination on the grounds of religious beliefs.*
- 15.17 *'The Union was successful with the unfair dismissal and wrongful dismissal claims. The Employment Tribunal Judge, in his judgement, was clearly unimpressed by the school's hazy reasons for dismissal, failure to consider the member's case with an open mind and the lack of any kind of process. As to the indirect discrimination claim, the Union failed with its arguments that the school's approach to treat an employee's decision not to end a relationship with her husband due to her religious beliefs bore more heavily on people with religious beliefs (such as the member) than people without such beliefs. Following Counsel's opinion on the prospects of appealing the indirect discrimination claim, the Union lodged an appeal against the ET's decision on this part of the judgement. The appeal is due to be heard in January 2016.'*
- 15.18 At the Employment Appeal Tribunal (EAT) the Union argued that the ET failed to recognise the difficulty our member faced by being asked to choose between her marriage (and her vows to God) and her career. The appeal was successful. The EAT was persuaded that being asked to act contrary to her religious belief was sufficient to amount to a disadvantage and that the ET had erred in its analysis.
- 15.19 The school and council appealed the finding of discrimination to the Court of Appeal. A hearing was listed. In August, the Union secured a substantial settlement for the member, which is subject to a confidentiality clause.

Judicial Review

- 15.20 *Case One:*
Every teacher in Scotland has a mobility clause in his or her contract. Until 2016, this has only been invoked by employers as a result of disciplinary procedure, to transfer teachers' surplus to a school's requirement and with the teacher's consent, or as a disciplinary

sanction for established misconduct. In 2016, without any formal procedure being invoked and without consent, a local authority employer identified three teachers and directed them permanently to be deployed to other schools. The reason given by the local authority was that an inspection Report from Education Scotland had identified issues with the year groups which they taught. However, the Report focused only on progress and achievement across the school. The NASUWT challenged the injustice by applying for an interim interdict. The Union was successful with this application.

15.21 The Union is currently pursuing a number of judicial review cases, but for legal reasons is unable to report these.

Civil Claims

15.22 Two civil claims were recorded during 2017. One related to non-payment of teachers' allowances and was successfully settled out of court for the sum of £8,900.75.

15.23 The second claim related to non-payment of notice pay and was settled for the sum of £6,519.47.

15.24 Total compensation amounted to £15,420.22.

Employment Law Reforms and Consultation Responses

15.25 The main provisions of the Trade Union Act 2016 came into force on 1 March. This Act placed additional restrictions on the right to take industrial action.

15.26 During the year, the Union responded to the 'Electronic balloting for industrial action: Knight Review – Call for evidence' and 'The Trade Union Act 2016: consultation on the Certification Officer's levy' and engaged with the TUC in formulating its responses.

15.27 The Union challenged the Department for Education in the Isle of Man on the application of the Education Act 2001, which it claimed prevented them from taking disciplinary steps in regard to pupils' conduct outside school premises. The Department's position was that it was not able, in law, to use a school's sanctions on students for incidents that occurred outside of the school. The school and the Department remained adamant that they were unable to take disciplinary steps in regard to pupils' conduct outside school premises given the provisions of the Isle of Man's Education Act 2001. The NASUWT continued to put pressure on the Government of the Isle of Man to amend the legislation.

Settlement Agreements

15.28 During the year, the Union was involved in negotiating settlement agreements for 1,395 members.

15.29 The sum of £14,524,853.77 had been secured for 1,276 members through settlement agreements completed during the year.

Personal Injury

15.30 In respect of employment-related personal injury claims pursued through the Union's solicitors, a total sum of £647,859.76 was secured on behalf of members during the year. This figure was comprised of £512,920.23 in respect of accidents or injuries sustained by members at work (£87,666.00 in respect of assaults) and £47,273.53 in respect of health issues. A total of 173 new potential personal-injury claims for members were referred to the Union's solicitors (including assault and stress cases).

Exemplar Case Studies

15.31 *Case One:*

A member was walking from a science lab holding her teacher planner, when she slipped on a food and liquid spillage on the floor. The member fell into a door and landed face down and was unable to move for 15 minutes. She suffered concussion and an injury to her right shoulder. A court claim was filed in 2015. An interim payment of damages of £3,000 was obtained in early 2016. A further interim payment of £10,000 was obtained in mid-2016. In January, a global settlement (inclusive of the interim payments) of £60,000 was achieved.

15.32 *Case Two:*

A member entered a temporary classroom when she slipped on the platform at the classroom door's entrance due to the presence of untreated black ice. Her main injuries suffered were exacerbation/acceleration of lower-back-pain symptoms and sciatica. The school's insurers refused to negotiate a settlement and the NASUWT commenced court proceedings. Satisfactory settlement terms were subsequently agreed and the member was awarded £84,988.91.

15.33 *Case Three:*

A member was injured preparing for a music lesson. He noted that a piano was out of place, meaning that he would be unable to adequately conduct his lessons. He had previously placed a sign on the piano stating 'do not move the piano, wheels are broken'. He tried to pull the piano backwards; however, the top of the piano fell towards him, trapping him underneath. He had previously complained to the caretaker about the piano and had asked for a replacement.

15.34 The matter was referred to the Union's solicitors who secured a settlement. The member was awarded £30,000.

Employment-related Criminal Assault

15.35 There was an increase in the number of employment-related criminal assault cases during the year. Forty-one new files were opened for members requesting legal assistance. The majority of these are ongoing.

15.36 The Union's solicitors were able to obtain an out-of-court settlement in two cases, which involved pupil assaults against teachers. Compensation of £45,000 was achieved.

Exemplar Case Study

15.37 A Vice-Principal member who was assaulted by a pupil sustained an injury. There was a prima facie case against the employer on the basis of (i) their decision to place the same pupil in the school, and (ii) their failure to provide the school with a safe room in which to house this pupil, despite previous assurances. There was an out-of-court settlement of the case at a value of £40,000.

Claims for Stress-related Illness

15.38 The Union dealt with a number of refusals for claims for compensation arising from stress-related illnesses.

15.39 A significant number of stress-related illnesses were referred to the Union's solicitors for assessment and advice. These claims mainly related to stress caused by workload issues and allegations of bullying and harassment against employers.

Criminal Law Casework

15.40 The number of members who have been required to attend a police interview because of a criminal allegation arising out of their employment and for whom solicitors have been instructed during the year was 119. These included allegations of verbal, physical and sexual assaults against pupils. The Police/Crown Prosecution Service investigations have so far found that in 83 cases there is 'no case to answer' or no further action required. No members were convicted at court, two members were acquitted at court and no members accepted a caution. The remainder of the cases were ongoing at the end of the year.

General Teaching Council (GTC)/Teaching Agency/National College for Teaching and Leadership (NCTL)

15.41 In November, the National College for Teaching and Leadership (NCTL) was absorbed into the DfE, but its role in regulating the profession, including misconduct hearings, would continue in a separate agency known as the Teaching Regulation Agency (TRA). This will begin in April 2018.

15.42 The General Teaching Councils (GTCs) continued their regulatory and registration duties in Northern Ireland and Scotland. The Education Workforce Council (EWC) continued its duties in Wales.

15.43 The NCTL continued to be responsible for investigating allegations of serious misconduct against teachers and headteachers in schools in England, and determining whether prohibition was appropriate.

15.44 During the year, the Union opened 87 case files for members in England who were referred to the NCTL on grounds of professional misconduct.

15.45 In 2016, it was reported in the Annual Report that the Union was supporting two members of the NASUWT from the West Midlands who were alleged to be involved in the so-called 'Trojan Horse' affair. This was a long-running matter and the NASUWT members were among other teachers facing similar charges. The NASUWT and other unions were involved in the case. In May, the NCTL panel threw out the case against all the teachers. The outcome resulted in changes to the whole NCTL process, and the transfer of NCTL legal representation to another legal services provider.

15.46 The Union successfully challenged the NCTL's application for a member from the Eastern Region to be prohibited from teaching following allegations that she was guilty of unprofessional conduct or conduct that may bring the profession into disrepute by making contact with pupils/former pupils on social media.

15.47 The Union successfully defended a member, from North West, against allegations that she was guilty of exam malpractice. From the outset, the member admitted the allegations. The member submitted detailed medical evidence to demonstrate that her actions were out of character. The member was able to show that she had accessed the appropriate medical support and was progressing through her treatment.

15.48 The member's previous employer who valued her teaching skills and experience supported her. They understood that her actions were out of character and offered to re-engage her. The panel felt that the remorse shown by the member was a genuine insight into her own misconduct, which was unlikely to reoccur. Ultimately, the panel determined not to prohibit the member from teaching.

15.49 During the year, the Union opened 11 case files for members in Wales who were referred to the EWC on grounds of professional misconduct.

15.50 During the year, the Union opened four case files for members in Scotland who were referred to the GTC on grounds of professional misconduct.

Disclosure and Barring Service (DBS)

15.51 The Union opened 85 files regarding issues relating to the Disclosure and Barring Service (DBS).

15.52 New Identity Checking Guidelines were introduced in October. The changes were introduced to ensure the DBS identity-checking process was aligned with Right to Work checks. Right to Work checks state that employers must prevent illegal working in the UK by carrying out document checks on individuals before employing them, to ensure they have the right to work in the UK.

Miscellaneous

15.53 In July, the Supreme Court handed down a landmark judgement that Employment Tribunal (ET) fees are unlawful. The Court unanimously ruled what the NASUWT had long asserted that the fees prevent access to justice in so far that only those who can afford to pay can have their case heard by a Tribunal. The Supreme Court also held that fees were indirectly discriminatory against women because they are more likely to bring a claim of discrimination, which attracted a higher fee. The Government has stated that it will refund fees paid by claimants in the past, totalling approximately £27 million.

Equality Legislation

15.54 The NASUWT continued to monitor developments in employment equality legislation. Support and information was provided for NASUWT Equality Officers' Briefings, and individual Legal and Casework Surgeries were held at all of the Union's Annual Consultation Conferences. In addition, discrimination casework training sessions for accredited caseworkers were held in the Regional Centres and in Scotland, Wales and Northern Ireland throughout the year.

15.55 In October, the NASUWT welcomed the Government's Race Disparity Audit, which was aimed at highlighting racial and socioeconomic disparities in our society. It revealed that nine out of ten headteachers in the UK are white British and just one in 20 teachers are BME. The NASUWT has invited the Government to work with the Union to eradicate racism and discrimination in education.

Benevolence

15.56 Three hundred and seventy four new applications were dealt with during the year. This is an increase of 61 applications when compared to the previous year. Many applicants continued to face escalating financial difficulties, mortgage and rent arrears and unmanageable credit card debts due to a number of circumstances, reflecting the ongoing difficulties teachers are facing.

15.57 A total of £311,137.00 was paid out from the Central Benevolent Fund in the form of grants to applicants. Of this total:

- £155,354.00 was for single-payment grants to applicants who were facing financial hardship for a whole variety of reasons;
- £71,100.00 was for convalescence grants to aid applicants during a time of physical or emotional illness;
- £25,350.00 was for holiday grants;

- £13,588.00 was for monthly grants;
- £10,800.00 was for education grants; and
- £16,985.00 was for grants for rent and mortgage payments.

- 15.58 In total, the Benevolent Federations received £16,550.00 into their imprest accounts to provide grant aid at a local level.
- 15.59 The Central Benevolent Committee recovered £12,963.00 from recipients repaying loans awarded to them from the Fund. In addition, loans in the sum of £1,410.00 were converted to grants, whilst nil loans were written off as bad debts. The loan book for the Fund stands at £82,194.00 at the end of the year.
- 15.60 A total of £1,650.00 was donated to the Fund from members and non-members.
- 15.61 Applicants continued to be regularly referred to Payplan for money and debt advice, at no cost to the member or the Union. Applicants found the Payplan service very beneficial when helping them with their future budgeting and credit debt management.
- 15.62 Three training courses for Benevolence Visitors were held in the Greater London, North East and Yorkshire and Humberside Regional Centres during the year, which were well attended and provided an invaluable resource of visitors willing to assist applicants to the Fund during times of financial hardship.
- 15.63 The Annual Meeting for Benevolence Representatives was well attended. A guest speaker from Education Support Partnership provided a useful insight into the services and support they offer to teachers, including an exercise on dealing with stress and learning to relax.

Services

- 15.64 Wesleyan provided briefings for members attending NASUWT conferences and seminars at national, regional and local level.
- 15.65 In addition, briefings on planning for retirement were held in a number of NASUWT centres throughout the year and this programme was expanded over a greater timeframe to acknowledge the popularity of the events.
- 15.66 These briefings were highly successful and the programme was shortlisted for a Masters of Marketing Award for the financial services sector for the way they educate teachers about retirement planning.
- 15.67 UIA (Insurance) Ltd provided members of the NASUWT with access to home, motor and travel insurance. During the year, UIA ran successful campaigns, with discounts of up to 40% for NASUWT members on home-insurance policies. UIA also sponsored the Eamonn O’Kane Young Activist of the Year Award.
- 15.68 Endsleigh continued to support NASUWT members with a range of insurance products and services designed to meet members’ motor, home and travel needs. In addition, Endsleigh continued to support the NASUWT Recruitment Awards.
- 15.69 The Union developed further the suite of NASUWT Benefits and Services. At the end of the year, the NASUWT Benefits and Services website contained offers, discounts, benefits and services from over 250 different companies.
- 15.70 The Benefits e-zine, with offers linked to the dedicated NASUWT Benefits and Services website, continued to be distributed with two updates per month.

PERSONAL

- 16.1 Anne Brimacombe, Neil Butler, Dave Kitchen, Ngaire McCann and David Whitworth left the National Executive during the year.
- 16.2 Angela Butler, Rachel Knight, Susan Parlour and Kathryn Salt joined the National Executive during the year.

APPENDIX 1

NASUWT CONFERENCES AND SEMINARS (OTHER THAN TRAINING)

NASUWT Young Teachers' Consultation Conference, January

The Young Teachers' Consultation Conference was chaired by NASUWT Ex-President Graham Dawson. The theme of the Conference was 'Protecting the Profession – Defending Teachers' Rights!'

The voting session centred around career progression, pay and the support young members were receiving in school.

Attendees participated in workshops on the following:

- Pay Equality – Rights and Entitlements for Young Teachers;
- Developing the Habits of Successful School Leaders;
- Sexting in Schools and Colleges;
- Keeping Creativity in the Primary Classroom;
- Unconscious Bias in the Classroom; and
- The NASUWT/Citizens UK Refugee Campaign.

A Conference Declaration setting out the concerns of the Young Teachers' Conference and identifying issues for action by the Government and other agencies across the UK was published and disseminated following the event.

NASUWT Lesbian, Gay, Bisexual, Trans and Intersex Teachers' Consultation Conference, February

The Lesbian, Gay, Bisexual, Trans and Intersex (LGBTI) Teachers' Consultation Conference was chaired by NASUWT Vice-President Fred Brown. The theme of the Conference was 'Broadening the Educational Rainbow: Intersectionality and LGBTI Equality'. Keynote speakers included Phyll Opoku-Gyimah, co-founder, trustee and executive director of UK Black Pride. The Conference saw the formal launch of the Union's publication *Trans Equality in Schools and Colleges*, which has received high acclaim.

Attendees participated in workshops on the following subjects: 'Trans and Gender Fluidity – Considering the Intersections'; 'Faith, Culture and LGBTI Communities – Empowerment over Isolation'; 'Ageing, Ageism and the LGBTI Community'; 'Intersex Awareness'; 'Tackling Bullying and Harassment – Cyber Abuse'; and 'Pay Equality – Rights and Entitlements for LGBTI Teachers'.

A Conference Declaration setting out the concerns of the LGBTI Teachers' Conference and identifying issues for action by the Government and other agencies across the UK was published and disseminated following the event.

A real-time poll at the Conference found that:

- more than half said they did not feel 'safe' at work;
- four in ten felt they had to keep their LGBTI status private at work;
- one in four said they had experienced unfair treatment at work that was due to their LGBTI status;
- 90% said they were exposed to homophobic, biphobic and transphobic 'banter' in their schools and workplaces;
- almost eight in ten said that LGBTI awareness training should be a priority for their school; and
- 65% said they felt encouraged to become more involved in the Union following attendance at the Conference.

Equality Officers' Training and Development Days – March and October

Briefings for Equality Officers were held during the year in March and October.

Topics covered during the briefings included: equality case law updates; 'refugee welcome' schools; an introduction to, and issues around, intersex; tackling peer-based sexual harassment amongst teenagers; patterns of inequality associated with teachers' pay; and a project offering different female role models to girls.

The briefings were addressed by a number of external speakers including: Dr J Hayes-Light (Director, UK Intersex Association); Maithreyi Rajeshkumar (Lead, Project deShame and Childnet International); and Nell Merlino (The Female Lead).

NASUWT Disabled Teachers' Consultation Conference, June

The Disabled Teachers' Consultation Conference was chaired by Dan McCarthy, NASUWT Senior Vice-President.

The theme of the Conference was 'Championing the Rights of Disabled Teachers through Changing Times'. Keynote speakers included Janine Booth, who provided the after-dinner entertainment on the Friday evening, and also a workshop on 'The Social Model of Disability' on Saturday.

Attendees participated in workshops covering:

- Your Rights and Responsibilities as a Disabled Teacher;
- Mental Health First Aid – MHFA;
- Serious about SEND;
- Disability Hate Crime including Online Abuse; and
- The TUC Social Model of Disability.

Information was gathered from the disabled members on their experiences accessing reasonable adjustments in the workplace along with colleagues', parents' and pupils' attitudes towards their disability. The voting session also concentrated on the social model of disability and public awareness.

A Conference Declaration, setting out the concerns of the Disabled Teachers' Conference and identifying issues for action by Government and other agencies across the UK, was published and disseminated following the event.

Women Teachers' Consultation Conference, October

The Women Teachers' Consultation Conference was chaired by the NASUWT Ex-President, Kathy Wallis. The Conference theme was 'Challenging for gender equality'. This event has grown in popularity and is now the largest gathering of women teachers across the UK.

Attendees participated in workshops on the following subjects: 'Does the online environment impact on women teachers' lives?'; 'Ending the gender pay gap in the teaching profession'; 'Project deSHAME – tackling peer-based online sexual harassment amongst teenagers'; 'Introduction to mental health first aid'; 'First impressions and job interviews: a body-language approach'; 'Developing your personal brand as a leader'; 'Pathways to leadership – where have all the women gone?' and 'Equality: making it happen'.

Members were able to vote and share their thoughts and experiences on a number of issues during a new interactive panel session:

- more than 40% of women teachers did not work full time;
- almost 30% said they felt that pregnancy and maternity leave had the most detrimental impact on women's career development;
- one in five said they felt that requesting flexible working had the most detrimental impact; and
- over three quarters were concerned about the impact of Brexit on the UK, their career or profession and on family and friends.

Concerns were raised over workload, work/life balance, barriers to local participation and mental health.

A Conference Declaration document setting out the concerns of the Women Teachers' Conference and identifying issues for action by the Government and other agencies across the UK was published and disseminated following the event.

NASUWT Young Teachers' Consultation Conference, December

The Young Teachers' Consultation Conference was chaired by NASUWT President Fred Brown. The theme of the Conference was 'Educating for a better, healthier future'.

The interactive session and discussion focused on recruitment and retention, barriers to staying in the profession, work/life balance and involvement in the Union.

Attendees participated in workshops on the following subjects: 'Introduction to Mental Health First Aid'; 'Equality: Making it Happen – resource for schools'; 'Ending Low Pay for Young Teachers'; 'Refugee Welcome Schools Campaign'; and 'Preventing Young Suicide – Everybody's Business?'

A Conference Declaration setting out the concerns of the Young Teachers' Conference and identifying issues for action by the Government and other agencies across the UK was published and disseminated following the event.

Health, Safety and Welfare Seminar Day, July

The Annual Health, Safety and Welfare Seminar Day for NASUWT Health and Safety Representatives was chaired by Dan McCarthy, NASUWT Junior Vice-President.

External speakers were Kate Lea from Thompson's Solicitors, Dr Helena Nixon from the University Hospital Birmingham, and Caroline Short from the Suzy Lamplugh Trust.

Workshops were held on: 'Ill-health Retirement'; 'Leadership of Health and Safety in Schools; Lone Working'; and 'Occupational Health and Reasonable Adjustments'.

Other activities included sessions on flexible working, fire safety and teacher suicides.

Northern Ireland Health and Safety Seminar, November

A pilot Northern Ireland Health, Safety and Welfare Seminar Day for NASUWT Health and Safety Representatives was held in November.

Paul Upson, Thompson's Solicitors, Northern Ireland, participated in the programme.

Workshops were held on asbestos, mental health awareness, and health and safety in specialist subjects.

Other activities included sessions on fire safety and flexible working.

Black and Minority Ethnic (BME) Teachers' Consultation Conference, December

Due to a rescheduling of the consultation conference programme towards the end of year, there was no BME Teachers' Conference held during 2017. The date of this was moved to January 2018.

Newly Qualified Teacher Seminars

As part of the NASUWT's commitment to supporting and developing new teachers, the programme of preparatory seminars ran from late July to late August across the UK. Overall attendance continues to increase and it was the highest it has been since 2012. The most significant increases were in the North East, Yorkshire and Humberside and North West regions.

The seminars included a range of advisory and interactive sessions containing information on topics such as rights during induction, the issues facing teachers in education, e-safety and teacher wellbeing. Workshops on behaviour management and voice care were also provided.

Further seminars were held for new teachers in June and November. Both events were highly successful. Topics included in the seminars were how to manage work-related stress, dealing with challenging pupil behaviour, motivating children and young people, time management and prioritising workload, and workload and Ofsted guidance. Group work and interactive sessions provided the new teachers with the opportunity to share their early experiences of teaching and induction.

School Leaders' Seminars, June and September

The NASUWT hosted three seminars for school and college-leader members, held in March, June, September and November.

Anne Brimacombe, Chair of the Leadership Group Advisory Committee, chaired the event at Birmingham BCEC in March.

Participants received up-to-date information on Government reforms and policies and engaged in professional development training on a variety of topics. The seminar addressed the latest developments in Marking and Assessment and the implications of the National Funding Formula for schools. Workshops included:

- raising outcomes for disadvantaged pupils through the use of Pupil Premium;
- assessment without levels and demystifying assessment data;
- legal update;
- managing stress and workload; and
- pension advice and financial management.

The September leadership seminar was held at Rednal and chaired by Anne Brimacombe, Chair of the Leadership Advisory Committee. Participants received up-to-date information on Government reforms and policies and engaged in professional development training on a variety of topics. The seminar addressed the latest developments and updates in the Qualifications Review, Legal policies and Phase 5, 'Action Short of Strike Action Instructions'.

The November Consultation Conference was held at Warwick University in November. The Conference theme was 'Shaping the Future'. Members were able to discuss and share their thoughts and experiences on a number of issues during the round-table discussion sessions.

Attendees participated in round-table discussions and shared their thoughts on subjects including:

- ‘What will Education look like in 2022?’;
- ‘Accountability in 2022’;
- ‘Recruitment and Retention’;
- ‘Unconscious Bias and Gender Identification’; and
- ‘School Inspection Update’.

Information was gathered from the leadership members on their experiences, challenges they faced and strategies to shape education in 2022.

A publication *Shaping the Future*, setting out the concerns of leadership members and identifying issues for action by the Government and other agencies across the UK, was published and disseminated following the event.

The NASUWT hosted three Acas leadership courses which provided training on: Conflict Management, Mental Health, and Managing Stress.

At the LGBTI, Young Members, Disabled, Women and BME consultation conferences, the NASUWT held specifically tailored leadership workshops for current and aspiring leaders.

Supply Teachers’ Seminars, March and September

The NASUWT continued to provide national seminars and CPD for supply teacher members.

Professional development activities provided supply teachers with the opportunity to select from a range of sessions devoted to the needs of supply teachers, including behaviour management, qualification and curriculum updates, the role of umbrella companies and contract rights, including pay and pensions.

The NASUWT supply teachers forum met twice throughout the year, providing the opportunity for supply teacher members to discuss the actions the Union was taking on behalf of members and to identify priority issues of concern to supply teacher members to inform the Union’s policy development.

APPENDIX 2

EXTERNAL CONFERENCES, SEMINARS AND EVENTS AT WHICH THE NASUWT WAS REPRESENTED

January

Assessment and Qualifications Alliance (AQA): Building Examiner Capacity, London
Coventry University: What the Prevent duty means for schools and further education colleges in England; Centre for Trust, Peace and Social Relations, Coventry
Equality and Human Rights Commission (EHRC): Consultation on measurement framework, Manchester
Westminster Education Forum Keynote Seminar: Modern Foreign Languages Teaching at Secondary Schools in England, London

February

Department for Education (DfE)/National College for Teaching and Leadership (NCTL): Reformed National Professional Qualifications (NPQs) – provider information events, London
GovNet: Tackling Radicalisation in the UK, London
Safer Internet Day, London
Westminster Forum: Women in the Workplace; Careers Advice, Gender Pay Gap and Women, London
Women's Trust APPG Meeting on Young Women NEET or Economically Active 'Young Female and Forgotten', London

March

Cambridge Assessment Network Seminar: 'Nice arms, shame that the law's in a mess...', Cambridge
Chair of the Inside Government: Implementing Progress and Attainment 8 in Schools Forum, London
ETUCE Standing Committee for Equality, Brussels
IEUA Women and Leadership Conference, Australia
Koreo Good Women, International Women's Day Event, London
Organisation for Economic Co-operation and Development (OECD) study event: An invitation to cities to better understand our youth's social and emotional development, Paris
Scottish Labour Party Conference, Perth
Scottish National Party (SNP) Conference, Aberdeen

April

ASTI Conference, Killarney
ETUCE Committee, Brussels
Institute for Apprenticeships Launch, London
Ofqual: Intersubject comparability launch, Coventry
STUC Congress, Aviemore
Taylor Modern Employment Review, Cardiff
Westminster Education Forum: Conference on reforms to Mathematics qualifications: new A-levels and the future of Mathematics provisions post-16 – with Professor Sir Adrian Smith and the DfE, London

May

EHRC: Is Britain Fairer Stakeholder Event,
ETUCE Conference, Brussels

OECD Education 2030, Portugal
Project deShame Advisory Board, London
TUC Conference on Insecure Work, London
Westminster Briefing: Implementing the Prevent Duty and Teaching British Values – Key issues for schools, London

June

Westminster Education Forum Keynote Seminar: Raising educational attainment in the North of England – school improvement, opportunity areas and social mobility, Manchester
Conference on the future of citizenship and human rights in Europe, Strasbourg

July

Durham Miners' Gala
Hazards Conference, Keele
Institute of Equality and Diversity Professionals, London
Joint Union Asbestos Committee (JUAC) Conference, Birmingham
LGBT+ TUC Conference, London
London Pride
Tolpuddle Martyrs Festival, Dorset
UK Black Pride, London
Westminster Education Forum: Music Education in England, London
Women Chainmakers Festival, West Midlands

August

Glasgow Pride

September

Burston Strike Rally, Norfolk
Cooperative Party Conference, London
Jersey Pride, Jersey
Ministerial, Union and Third Sector Roundtable to discuss the Taylor View, London
OECD: Education at a Glance 2017 report launch, London
Scottish Learning Festival, Glasgow
Westminster Education Forum: Conference on Mental Health, London

October

Department for Education (DfE) Flexible Working in Schools Summit, London
DLF Congress, Copenhagen
EI/PSI LGBT Forum, Geneva
ETUCE Committee, Brussels
International NGO Stakeholder Meeting for 16 Days Campaign
IRTUC Conference, Brussels
Labour Market Advisory Panel, BEIS, London
Ofqual Event – Review of teacher involvement in developing exam papers, London
Policy Reform in Wales Conference – Next steps for curriculum reform in Wales, Cardiff
Safer Internet Day Planning Meeting, London
SNP Party Conference, Glasgow

TUAC – Education 2030, London

UK Safer Internet Centre Advisory Board Meeting, London

Westminster Education Forum – Priorities for Children’s Mental Health – Integrating Services and Improving Provision in Schools, London

November

Justice for Colombia Event – Peace and political violence in Colombia, London

LGBT History Month Launch, Liverpool

Online Safety Conference

Project deShame Advisory Board Meeting, London

Unpaid Britain Project Report Launch, London

Westminster Education Forum Keynote Seminar – Next steps for sport in primary and secondary schools, London

December

HMCI Report Launch, London

Safer Internet Day Planning, London

EXHIBITIONS/CONFERENCES AT WHICH THE NASUWT WAS AN EXHIBITOR

March

Education Show, National Exhibition Centre, Birmingham

Plaid Cymru Spring Conference, Newport

Scottish Labour Conference, Perth

Scottish National Party (SNP), Aberdeen

Social Democratic and Labour Party (SDLP), Derry

Welsh Conservatives, Cardiff

Welsh Labour Conference, Llandudno

Welsh Liberal Democrats, Swansea

May

Urdd National Eisteddfod, Bridgend

July

Eisteddfod Genediaethoi, Anglesey

Hazards Conference, Stoke on Trent

International Eisteddfod, Llangollen

London Pride

September

Scottish Learning Festival, Glasgow

October

Plaid Cymru Annual Conference, Caernarfon

Scottish National Party, Glasgow

Ulster Unionists, Armagh

November

LGBT History Month Launch

Democratic Unionists, Belfast

EXTERNAL BODIES ON WHICH THE NASUWT WAS REPRESENTED

ADEW Liaison Group
Anti-Bullying Alliance
AQA Curriculum and Assessment Quality Committee
Assessment and National Qualifications Working Group (Scotland)
Behaviour in Scottish Schools Research Sub-Group (Scotland)
Chartered Institute of Educational Assessors (CIEA) Stakeholder Group
Curriculum and Assessment Board
Curriculum for Excellence (CfE) Management Board (Scotland)
Curriculum Reform Stakeholder Group (Wales)
Department for Education Asbestos in Schools Steering Group
Education Scotland Future of Inspection and Review External Reference Group
English Speaking Union Professional Scholarship Award
ESTYN Stakeholder Forums
EWC Caseworkers Discussion Forum
EWC Trade Union Liaison Group
Expert Literacy and Numeracy Group (Wales)
GTCS Professional Update Follow On Working Group (Scotland)
Hazards Campaign
Headteacher Recruitment Working Group (Scotland)
Joint Council for Qualifications and Teacher Association Liaison Group
League for the Exchange of Commonwealth Teachers
National Literacy Association
Northern Ireland Teacher's Council
Northern Ireland Teachers' Pension Scheme Advisory Board
Ofqual/Teacher Association Meetings
Oxford Cambridge and RSA (OCR) Qualifications Committee
Primary Umbrella Group (PUG)
Project DeShame
Qualifications Wales
SAGRABIS Included, Engaged and Involved 2 Sub-Group (Scotland)
SCEL Stakeholder Group (Scotland)
Scottish Advisory Group for Relationships and Behaviour in Schools (SAGRABIS)
Scottish Negotiating Committee for Teachers (SNCT)
Secondary Umbrella Group (SUG)
SNCT Support Group (Scotland)
Sport and Recreation Alliance (previously Central Council of Physical Recreation)
Standing Committee for the Education and Training of Teachers (SCETT)
Standing Conference on Schools Science and Technology (SCSST)
Teachers' Salaries and Conditions of Service Committee (Schools)
UK Safer Internet Centre
WJEC Wales Advisory Group
WLGA Trade Union Liaison Group

TRADE UNION CONFERENCES AND SEMINARS AT WHICH THE NASUWT WAS REPRESENTED

TUC

TUC Congress, Brighton
TUC Disabled Workers' Conference
TUC Women's Conference
TUC Black Workers' Conference
TUC Young Members' Conference
TUC LGBT Conference

STUC

STUC Black Workers' Conference
STUC Disabled Workers' Conference
STUC LGBT Workers' Conference
Public Service Affiliates meetings
STUC Congress
STUC Women's Committee
ULR Conference
STUC Women's Conference

WTUC

WTUC Conference
Workforce Partnership Council
Workforce Partnership Council Education Sector Group
WTUC Equalities Committee
WTUC Women's Forum
All Wales Equality Representatives Network

ICTU

ICTU Conference
ICTU Women's Conference
ICTU Global Solidarity Conference
ICTU Disability Conference

REPRESENTATIVES TO TUC AND ICTU CONGRESSES AND EQUALITIES CONFERENCES

TUC Congress

Wayne Broom, Neil Butler, Kathy Duggan, Ruth Duncan, Claudia Glasgow, Harold Gurden, Alan Hackett, John Hall, Dave Kitchen, Ngaire McCann, Paul Nesbitt, Neil Richards, Jane Setchfield, Nick Trier and Russ Walters.

TUC Disabled Workers' Conference

Lynda Allison, Kim De La Mare, Christel Grandemange, Pamela Gregory, Susan King, Annette Lynall, Lara Morris, Helen O'Neill, Aruna Patel, Mick Robinson, Patrick Ryan, Craig Warne and Michael Watt.

TUC Women's Conference

Beverley Alderson, Lynda Allison, Nadjette Boutaghane, Carol Brathwaite, Dora David, Kathy Duggan, Ruth Duncan, Paulette Ennever, Celia Foote, Julia Harris, Jackie Hucklebridge, Susan King, Deborah Long, Sobhia Mahmood, Carol O'Connor, Helen O'Neill, Cheryl Richardson, Kathryn Salt MBE, Marita Sanders, Jackie Scannell, Jane Setchfield, Valerie Thomas, Christine Townsend and Deborah White.

TUC Black Workers' Conference

Monica Aghedo, Jacqueline Anderson, Ajaz Aslam, Abderrezak Bougara, Michelle Codrington-Rogers, Ruth Duncan, Mojisola Johnson, Omolo Johnson, Florence Kondowe, Harjinder Nahal, Bernadetta Omondi, Maxine Palmer-Hunter, Patience Sena, Andrea Stephens, Melina Valdelievre, Ava Verrier, Deborah White and Karen Williams-Kassaei.

TUC Young Members' Conference

Sobhia Mahmood, Dale Minto, Bradley Wall and Javay Welter.

TUC LGBT Conference

Dora David, Melvin Harris, Simon Haskew, Debbie Hayton, Patrick Pope, Kevin Ryan, Karen Shaw, Warren Speed, Peter Taylor, Rebecca Tebbett, David Thomas, Shaun Topen-Cooper, Bradley Wall and Craig Warne.

ICTU Conference

David Baxter, Raymond Beggs, Fred Brown, John Devlin, Paul Fitzpatrick, Justin McCamphill, Ngaire McCann, Arthur McGarrigle, Thomas McLaughlin, Jennifer O'Doherty, Louise O'Prey, Tom Pendleton, Angela Wallace.

ICTU Retired Workers' Conference

Arthur McGarrigle.

ICTU Joint Women's Committee Seminar

Delma Boggs, Teresa Graham.

ICTU Global Solidarity Conference

Delma Boggs, Arthur McGarrigle, Danny McKendry.

ICTU Disability Conference

Susan Parlour.

STUC Congress

Helen Auld, Wayne Bates, Stephen Brown, Bill Cook, Shaun Cooper, Moira Corrigan, Lena Davies, Seán McElhinney, Jane Peckham, Darren Waplington and Kirsty Wells.

STUC LGBT Workers' Conference

Dougie Allison, Shaun Cooper, David Donaldson and Darren Waplington.

STUC Women's Conference

Helen Auld, Moira Corrigan, Jane Peckham, Bernadette Pompilis and Kirsty Wells.

STUC Black Workers' Conference

Muzzafar Hassain, Justina Oguguo, Jane Peckham and Melina Valdelievre.

STUC Disabled Workers' Conference

Helen Auld, Stephen Brown, Walter McCunnie, Claire Stewart and William Stott.

APPENDIX 3

NASUWT MOTIONS TO THE TUC, STUC, WTUC, ICTU TUC EQUALITIES CONFERENCES AND INTERNATIONAL MOTIONS

TUC

The motions submitted to the TUC Congress were as follows:

Child Poverty

‘Congress deplores the Government’s shameful record of increasing the number of children living in households in poverty.

Congress condemns Government policies which have resulted in the lives of many more children being blighted by debt and financial hardship.

Congress further condemns the Government’s failure to prevent schools from adding to the misery of children and families by:

- a. stockpiling billions of pounds in unspent reserves whilst cutting curriculum provision and axing teacher and support staff jobs;
- b. exploiting parents by charging for children’s education;
- c. asking parents to make voluntary financial contributions to school funds.

Congress welcomes the actions of affiliates in exposing the abuse by some schools of financial freedoms and flexibilities and undermining the right of every child to free, state education.

Congress commits the General Council to press the Government to:

- i. end the misery of poverty and financial hardship on children and families;
- ii. protect the right of every child to a broad, balanced and free state education;
- iii. take action to prevent schools from contributing to increasing the stigma, hardship and misery on children and families.’

Valued Workers

‘Congress deplores the attacks on the rights of working people, including the rights of workers who belong to a trade union.

Congress is deeply concerned that anti trade union legislation introduced by successive Conservative Governments has created the conditions where:

- a. employers routinely deny the rights of workers with relative impunity;
- b. workers are increasingly exposed to poor quality, low paid and precarious employment;
- c. workers’ fears of victimisation are a major barrier to trade union membership and participation in trade union activities;
- d. hostile employment practices are flourishing within non-unionised workplaces.

Congress commends the partnership between GMB, NASUWT, UNISON and Unite in campaigning to incentivise school and college employers to value teachers and support staff and their respective unions.

Congress reasserts its commitment to extending the reach of trade unions within workplaces and to support affiliates to prioritise:

- i. recruiting into membership those workers who are not members of any union;
- ii. dissuading unions from seeking to recruit workers who already are members of trade unions;
- iii. encouraging unions to work co-operatively in the interests of building the future of the trade union movement and countering Government attacks on workers' rights.'

TUC WOMEN'S CONFERENCE

Mental Health and Wellbeing of Women Teachers

'Conference is extremely concerned at the escalating numbers of teachers leaving the profession which is impacting on the crisis of teacher shortage and the education of our children and young people.

Conference is further concerned at the mountain of evidence showing that teachers in England work longer hours than most other developed countries with a fifth of teachers now working more than 60 hours per week.

Conference asserts that this growing problem is continuing to have a profoundly damaging impact on the mental health and wellbeing of teachers, particularly women who make up the three quarters of the profession.

Conference is further alarmed at findings of a major poll of women teachers showing that their mental and physical health is being destroyed as a result of increasing workloads with many reporting that the pressures of the job is exacerbating problems of ill health, stress and poor mental health conditions.

Conference call on the TUC to work with affiliates on:

- i. raising awareness on the impact of workload pressures on the mental health and wellbeing of women workers;
- ii. developing resources for addressing the specific symptoms of poor mental health, stress and wellbeing conditions of women teachers.'

Widening Gender Inequality

'Conference is appalled to note the findings of the Glassdoor Economic research that shows Britain has one of the worst records on women's equality when compared to other countries such as the United States, France and Sweden.

Conference notes the Prime Minister's assertions that she wants a country that 'works for everyone'.

Conference further notes the scale of the challenge she faces to achieve that ambition as a result of Government policies which have led to discrimination and disadvantage for women in relation to pay, pensions, the right to work and access to justice.

Conference calls on the TUC to put the Government to the test and challenge the Prime Minister to reform the policies which have driven gender inequality.'

TUC YOUNG MEMBERS' CONFERENCE

Job Security for Young Workers

'Conference is deeply concerned that, despite the urgent need to recruit and retain young workers in education, health and other parts of the public sector, they continue to experience low pay and job insecurity as a result of government reforms.

Conference is appalled that many young workers in the public sector are unable to secure basic needs, such as affordable and good quality housing.

Conference is further concerned that many key workers remain 'locked' into casualised work and zero hours contracts, which prevents them from living independent lives.

Conference asserts that the failure of government to provide decent pay levels for public sector workers is unfair, unjust and a waste of the talent of young public service workers.

Conference calls on the TUC to:

- i. work with affiliates to expose and challenge unfair and discriminatory employment practices faced by young public sector workers; and;
- ii. lobby the government to provide dedicated, good quality and affordable housing for key workers.'

TUC BLACK WORKERS' CONFERENCE

Hate Crime and Education

'Conference deplores the dramatic rise in all forms of hate crime, particularly those incidents motivated by racial and religious prejudice and hatred incited during and following the UK's 2016 Referendum on membership of the EU.

Conference further deplores the failure of governments and administrations to monitor all hate-related incidents in schools and colleges or to offer any effective advice and guidance to protect teachers, lecturers and support staff and pupils/students.

Conference welcomes the work of affiliates in campaigning against racism and religious intolerance and to secure racial justice in schools, colleges and in wider society.

Conference calls upon the TUC to:

- i. challenge racial and religious prejudice and hatred in schools, colleges and in society at large;
- ii. press governments and administrations to introduce appropriate measures to record and monitor hate-related incidents in schools and colleges;
- iii. lobby governments and administrations to ensure that schools and colleges comply fully with the Public Sector Equality Duties under the Equality Act 2010.'

TUC DISABLED WORKERS' CONFERENCE

'Hidden' Disability Rights

'Conference condemns the on-going attacks on disabled people and the impact of this on securing disability rights for the millions of people with limiting long-term illness and impairments living and working in the UK.

Conference deplores the divisive and disgraceful rhetoric around welfare reform that is fuelling hostility towards disabled people.

Conference notes that of the millions of disabled workers in Britain today, many are confronted by the phrase 'You don't look disabled' when seeking reasonable adjustments from employers.

Conference further deplores the culture of intolerance against disabled workers.

Conference calls upon the TUC to work with affiliates to:

- i. prioritise campaigning and bargaining policies that defend disabled workers' rights and
- ii. campaign to raise awareness and remove the stigma associated with 'hidden' disabilities.'

TUC LESBIAN, GAY, BISEXUAL AND TRANS + TEACHERS' CONFERENCE

Hate Crime

'Conference deplores the dramatic rise in all forms of hate crime, particularly those incidents motivated by homophobic, biphobic and transphobic prejudice and hatred during and following the UK's 2016 Referendum on membership of the EU.

Conference further deplores the failure of government and administrations to monitor all hate-related incidents in schools and colleges or to offer any effective training, advice or guidance to protect teachers, lecturers and support staff and pupils/students.

Conference welcomes the work of affiliates in campaigning against homophobia, biphobia and transphobia and to secure equality in schools, colleges and wider society.

Conference calls upon the TUC to:

- i. challenge homophobic, biphobic and transphobic prejudice and hatred in schools, colleges and in society at large;
- ii. press governments and administrations to introduce appropriate measures to record and monitor hate-related incidents in schools and colleges;
- iii. lobby governments and administrations to ensure that schools, colleges and all public sector employers comply fully with the Public Sector Equality Duties under the Equality Act 2010.'

SCOTTISH TRADES UNION CONGRESS

Cuts in Education Funding

'Congress supports the stated ambition of the Scottish Government to raise standards and reduce educational disadvantage.

Congress believes that qualified teachers together and support staff are vital to delivering high educational standards.

Congress is deeply concerned that educational standards are being put at risk by cuts to staffing levels in local authorities and schools.

Congress is further concerned that planned cuts to education spending in 2017/18 will further jeopardise children and young people's educational entitlements.

Conference asserts that it is unacceptable for teachers to be expected to plug the gap in schools caused by the reduction of support staff roles.

Congress calls on the General Council to:

- i. lobby the Scottish Government to increase investment in the schools and the education workforce;
- ii. campaign against cuts in education provision and
- iii. highlight and expose the impact of education cuts on progress in tackling child poverty and inequality.'

Education for All

'Congress asserts that free public education is a right for every child and young person as defined under the United Nations Sustainable Development Goals.

Congress is concerned about the hidden costs of education which penalise certain children and restrict access to educational opportunities on the basis of parents' ability to pay.

Congress applauds the NASUWT campaign to investigate the cost of education and the impact of financial pressures on children and families.

Congress calls on the General Council to:

- i. support the work of affiliates in exposing the hidden costs of education in Scotland;
- ii. highlight to the Scottish Government the impact of the commercialisation of education and the impact on children and young people;
- iii. lobby the Scottish Government to ensure compliance with the United Nations Sustainable Development Goal for education and
- iv. work with ETUC and Education International in campaigning to secure the right to education for all children and young people around the world.'

Hate Crime and Education

'Congress deplores the dramatic rise across the UK in all forms of hate crime.

Conference notes with particular concern increased levels of hate crime motivated by extremism and racial and religious prejudice during and following the 2016 UK referendum on membership of the EU.

Congress further deplores the long-standing failure of local and national government to monitor all hate-related incidents in schools and colleges. Congress supports rigorous monitoring of racist and faith-based incidents in schools and colleges, and use of the data in developing comprehensive anti-racist education approaches, as a means of effectively protecting students and staff facing racial and religious hatred.

Congress welcomes the NASUWT Act for Racial Justice campaign and other work by affiliates in campaigning against racism and religious intolerance in schools, colleges and wider society.

Conference calls upon the STUC to:

- i. support the work of affiliates in challenging racial and religious prejudice, bigotry and hatred in schools, colleges and society at large;
- ii. press the Scottish Government, local authorities and colleges to introduce appropriate measures to record and monitor hate-related incidents in schools and colleges and
- iii. lobby to ensure that schools, colleges and local authorities comply fully with the Public Sector Equality Duty under the Equality Act 2010.'

STUC WOMEN'S CONFERENCE

Managing the Menopause in the Workplace

'Conference is dismayed that many employers have been slow to recognise that women experiencing symptoms of menopause should have access to specific workplace adjustments under health, safety and welfare law provisions.

Conference notes with concern that many women with symptoms of the menopause are unwilling to seek adjustments to their work or working conditions for fear of ridicule, bullying, exclusion or discrimination.

Conference asserts that managing the menopause in the workplace is critical to securing equality for older women workers.

Conference calls of the STUC to work with affiliates to:

- i. expose and challenge the discrimination and inequality experienced by older women at work;
- ii. ensure training and awareness-raising for managers and the workforce about the menopause;
- iii. secure employment policies and procedures that are gender-sensitive, including recognition of the implications of the menopause and
- iv. secure absence management procedures which do not penalise menopause related absence from work.'

Mental Health and Wellbeing of Women Teachers

'Conference is concerned at the increasing numbers of teachers leaving the profession and the impact of this on the education of children and young people.

Conference is further concerned at the escalating level of teacher workload, being further exacerbated by the continued cuts in support staff and resources.

Conference asserts that this workload burden is unsustainable and is having a profoundly damaging impact on the mental health and wellbeing of teachers, particularly women who make up three-quarters of the profession.

Conference is alarmed at the findings of research by the NASUWT, which indicates that workload is the number one concern of teachers, with many women reporting that the pressures of the job are resulting in ill health, stress and poor mental health conditions.

Conference calls on the STUC Women's Committee to work with affiliates to:

- i. raise awareness of the impact of workload pressures on the mental health and wellbeing of women teachers and
- ii. develop resources for addressing the specific symptoms of poor mental health and stress and supporting the wellbeing of women teachers.'

STUC BLACK WORKERS' CONFERENCE

BME Teachers and Headteachers

'Conference notes with extreme concern that the under-representation of black and minority ethnic (BME) teachers, particularly in leadership positions, has remained unchanged for years and shows no sign of improving.

Conference condemns the almost complete absence of BME teachers employed as headteachers in Scotland's schools.

Conference strongly urges the Scottish Government to take action to ensure that the workforce in Scotland's schools, nurseries and colleges reflects the diversity of Scottish society.

Conference calls upon the STUC to support the work of affiliates in lobbying the Scottish Government to:

- i. celebrate the important contribution of the BME teachers and headteachers and commit publicly to securing a diverse workforce in schools;
- ii. investigate the reasons for the under-representation of BME teachers and headteachers in schools and
- iii. develop an appropriate strategy and action plan to recruit, retain, develop and realise the potential of the BME workforce in schools.'

Equalities Training for Schools

'Conference asserts that race equality and cultural diversity training for teachers, headteachers and the education workforce is critical to securing an inclusive, just and fair Scotland for all.

Conference welcomes research by the NASUWT which highlighted that:

- i. only 1 in 5 teachers in Scotland had been offered equalities training from their employer in the past 2 years;
- ii. just 3% of teachers had been offered race equality training in the past 2 years.

Conference asserts that race equality training for teachers, headteachers and the education workforce should be a core part of an employee's induction and ongoing professional development.

Conference calls upon the STUC to press the Scottish Government and COSLA to:

- a. develop and implement an appropriate programme of race equality training for the school workforce;
- b. ensure that equality training is a contractual right of all teachers and headteachers;
- c. require that all employees with line management responsibilities in schools are trained and understand fully their equalities duties and responsibilities and
- d. provide training on racial equality for all governors and decision makers.'

STUC DISABLED WORKERS' CONFERENCE

'Hidden' Disability Rights

'Conference deplores the divisive and disgraceful rhetoric around welfare reform which is fuelling hostility and a culture of intolerance towards disabled people.

Conference further deplores the prevailing climate of anti-disability prejudice and hostility which results in many disabled workers feeling vulnerable and unsafe at work.

Conference notes with deep concern that too many disabled workers are:

- i. not safe to declare their disability to their employer for fear of discrimination, harassment and victimisation;
- ii. confronted with disbelief and lack of support from employers when they have declared that they have a disability and when seeking reasonable adjustments.

Conference calls upon the STUC to support the work of affiliates in:

- a. lobbying the Scottish Government about the impact of discrimination, harassment and victimisation of disabled workers;
- b. defending disabled workers' rights and
- c. campaigning to promote disability rights and justice for disabled people in the workplace.'

Absence Management and Health and Wellbeing

'Conference is concerned that many employers have developed absence management policies and procedures in order to cut staffing costs and penalise the workforce rather than support employees to improve and sustain their attendance.

Conference asserts that absence management policies that ignore the legal duty on employers to make reasonable adjustments are contributing significantly to distress and unfair treatment experienced by disabled workers.

Conference calls on the STUC Disabled Workers' Committee to support affiliates in:

- i. identifying and sharing models of good practice in implementation of absence management procedures and
- ii. naming and shaming employers that demonstrate bad practice in the design and implementation of absence management policies and procedures.'

STUC LGBT CONFERENCE

Tackling Homophobia

'Conference asserts that all children and young people have a right to be educated free from all forms of bigotry, prejudice and hatred, including lesbian, gay, bisexual and trans hatred.

Conference welcomes research by NASUWT and other affiliates in highlighting the nature, extent and impact of homophobia, biphobia and transphobia in schools and colleges.

Conference, however, is appalled by evidence that continues to show that homophobic, biphobic and transphobic harassment, bullying and victimisation are widespread in schools, colleges and communities across Scotland.

Conference notes with particular concern the failure to challenge the use of homophobic, biphobic and transphobic language and the portrayal of such language merely as "banter".

Conference calls on the STUC to challenge homophobic, biphobic and transphobic language, attitudes and behaviours by:

- i. recognising that these behaviours constitute 'hate crime';
- ii. raising awareness of the damaging impact that derogatory homophobic, biphobic and transphobic language has on the educational progress and attachment, careers and future life chances of children and young people;
- iii. lobbying the Scottish Government to record and monitor all hate-related incidents in schools and colleges;
- iv. pressing the Scottish Government to take the steps necessary to ensure that schools, colleges and other public sector employers comply fully with the Public Sector Equality Duties under the Equality Act 2010 and
- v. supporting the work of affiliates in campaigning against homophobic, biphobic and transphobic prejudice and hatred in schools and colleges.'

APPENDIX 4

GENERAL TEACHING COUNCILS

NORTHERN IRELAND

General Teaching Council for Northern Ireland (GTCNI)

The General Teaching Council for Northern Ireland (GTCNI) began the year in Special Measures but by September had exited the process and was in the process of appointing a new Registrar.

The NASUWT remained the largest union representation on the GTCNI. The NASUWT was represented on all committees within the GTCNI. NASUWT members held the majority of the committee chair and vice-chair positions. Members elected on an NASUWT ticket were Susan Parlour, NASUWT NI Ex-President and NEM, Delma Boggs, NASUWT NI President, Clive Bowles, NASUWT NI Junior Vice-President, Paul Fitzpatrick and Caitriona Mullan.

Former NASUWT NI Ex-President Louise O'Prey resigned from GTCNI in August. The NASUWT nominated National Executive Member Eamonn McDowell as her replacement.

The NASUWT continued to campaign for a fit-for-purpose GTCNI, highlighting the democratic deficit that existed in the old body, and remained vigilant to any attempt to impose new competences on teachers that do not carry the support of the majority of Northern Ireland's teachers.

The GTCNI carried out a public consultation on its regulatory role from January to March. In its response the NASUWT expressed its concerns that GTCNI was not yet ready to carry out its regulatory function and DE should not have conferred these powers while the status of GTCNI remained uncertain.

GTCNI began to exercise its regulatory powers.

GTCNI becomes involved when employer processes have been completed and a teacher has been dismissed on the grounds of misconduct, resigned prior to dismissal, or if they are convicted of a relevant criminal offence.

SCOTLAND

General Teaching Council for Scotland (GTCS)

Richard Bell (National Executive) served as a member of the General Teaching Council for Scotland (GTCS).

The roll-out of Professional Update continued to dominate work with the GTCS. This was the third year of Professional Update across Scotland. The Professional Update Follow-on Group continued to monitor the Scheme.

Another main focus was the review of all the GTCS standards including mandatory standards for leadership and management. The NASUWT was represented on the Strategic Steering Group and the working groups for Standards for registration, Standards for Leadership and Management, and Career Long Professional Learning (CLPL).

The GTCS annual registration fee increased to £65 in April. The NASUWT maintained that the most recent pay award for teachers was in fact a pay cut and there was no appropriate basis to justify a rise in subscription.

The NASUWT met with the Chief Executive of the GTCS in April to raise issues including Career-Long Professional Learning (CLPL) opportunities.

The NASUWT attended a briefing on the 2017 Fitness to Teach Rules to discuss best practice in implementation moving forwards.

WALES

Education Workforce Council (EWC)

The NASUWT continued to engage with the EWC through a regular pattern of meetings during the year.

Jane Setchfield (National Executive) served on the EWC as the NASUWT nominee.

The NASUWT engaged in consultation with the EWC on the construction of the Welsh Government's National Education Workforce Survey (NEWS) and was fully involved in subsequent meetings to discuss the outcome and implication of the survey and at various meetings, particularly in relation to teacher workload, covered elsewhere in this report.

The £33 reimbursement to teachers for the EWC fee came to an end in March as it had been removed from the 2016 STPCD, despite the strong protestations of the NASUWT.

The extension of the EWC remit to cover the accreditation of initial teacher education (ITE) programmes, which the NASUWT opposed, is covered elsewhere in this report.

The NASUWT continued to be represented at the regular meetings with the EWC.

STANDING JOINT COMMITTEES

The NASUWT continued to support members nominated to serve on the Standing Joint Committees (SJs) for the principal awarding bodies for general qualifications in England. The SJs continued their work in collating teachers' comments on the Summer examination series and sharing the outcomes of its analysis with relevant awarding bodies. The SJs also explored ways in which their work could take account of changes to the general qualifications landscape and enhancing levels of participation in its work.

The following members represented the NASUWT on the SJs: Keith Bury, Paul Ellison, Bill Howell, Ernie Williams, Peter York, Colin Mills, Tim Scott, John Cater, Trevor Desmoyers-Davis, Douglas Morgan, Dan McCarthy and Terry McGee.

APPENDIX 5

AFFILIATIONS, DONATIONS AND SPONSORSHIPS (over £500)

AFFILIATIONS

The Union is affiliated to the following organisations:

Action for South Africa
Education and Solidarity Network
English Speaking Unions Research Project
Jubilee Debt Campaign
Liberty
Prospect
Think Global
WISE (Women in Science, Technology and Engineering)

Donations

The Union made the following donations:

Education International World Women's Conference
Egitim Sen
International Employment Rights
Justice for Colombia
Mechanics Centre Trust – 150th Anniversary Play
Robin Hood Tax Campaign
Scottish Poetry Library
Zimbabwean Trade Union Appeal

Sponsorship

The Union sponsored a number of events to enhance its work and to maintain its high profile:

Blush Magazine
Centre for Studies on Inclusive Education
Council for Disabled Children (SEC membership)
Durham Miners Gala
English Schools' Golf Association
Gibraltar Literary Festival
Global Campaign Education UK Coalition
Hazards
National Youth Choir of Scotland
Riverside Brass Band
Scottish National Primary Festival (Hockey)
Tolpuddle Martyrs
UK Black Pride
VSO Christmas Concert
Welsh Schools' Golf Association
Youth Music Theatre

APPENDIX 6

ANNUAL CONFERENCES – DEVOLVED NATIONS/ADMINISTRATIONS

NASUWT Northern Ireland Annual Conference, March

The NASUWT Northern Ireland Annual Conference was held in Belfast. Northern Ireland President Susan Parlour chaired the Conference at which resolutions were passed on a range of issues relevant to teachers and school leaders, including:

- Pay and Conditions of Service
- Mental Health and Wellbeing of Teachers
- Schools Budget
- Education and Training Inspectorate
- Education Policy Making
- Special Educational Needs (composite motion)
- Dickson Plan
- Workload
- Planning, Preparation and Assessment Time
- Class Sizes in practical subjects

Throughout the year, the resolutions adopted at the Conference were tracked and monitored by the National Union through its monthly Standing Committees to ensure that the issues raised were progressed in the context of national policy and campaigns. Actions on the motions by the National Executive are contained in the relevant sections of the Annual Report.

The Conference was addressed by a number of high-profile speakers, including Stephen Farry MLA, Gerry Carroll MLA, Owen Reidy Assistant General Secretary ICTU, Jim Quigley NASUWT Assistant General Secretary and the Deputy Lord Mayor of Belfast, Councillor Mary Ellen Campbell.

NASUWT Scotland Conference, May

The NASUWT Scotland Conference was held in Glasgow. Scottish Executive Council Ex-President Richard Bell chaired the meeting in the absence of the President, at which resolutions were passed on a range of issues relevant to teachers and school leaders, including:

- August 2017 Statutory Guidance for schools (Urgency motion);
- Break the SPPA Teachers Pension & State Pension retirement age link;
- Statutory Terms and Conditions;
- GTCS Membership Fees;
- Recognition of Teacher Professionalism;
- Extra workload associated with changes to National Qualifications;
- Mathematics Exam Results;
- National Standardised Assessment Data;
- National 4;
- ICT;
- Education Regions;
- Professional Leadership;
- Class Support for Children with Identified Additional Support Needs;
- Evidence Concerning the Presumption of Mainstream; and
- Pupil Equity Funding.

Throughout the year, the resolutions adopted at the Conference were tracked and monitored by the National Union through its monthly Standing Committees to ensure that the issues raised were progressed in the context of national policy and campaigns.

Actions on the motions by the National Executive are contained in the relevant sections of the Annual Report.

The Conference was addressed by a number of high-profile speakers, including: Chris Keates, General Secretary; Fred Brown, National President and Jack O'Neill from the Better than Zero Campaign.

NASUWT Cymru Conference, October

The NASUWT Cymru Conference was held in Cardiff at the end of October. The Conference was addressed by Chris Keates, General Secretary, and Kirsty Williams AM, Cabinet Secretary for Education. The Conference, under the Presidency of Sheila Furniss, Pembrokeshire Association, but presided over by the Senior Vice-President, Owain Morgan-Lee, Flintshire Association Secretary, debated and passed motions on:

- pay award;
- funding;
- workload, mental health and wellbeing of teachers;
- malicious allegations;
- upper pay range;
- the Donaldson review;
- verbal abuse of teachers by pupils;
- mental health and wellbeing;
- further education contract;
- public sector pay cap;
- Equality Act – public sector equality duty;
- school budgets;
- 'hidden' disability rights;
- school security;
- small rural schools; and
- school security.

The National President, Fred Brown, attended the Conference and spoke at the President's Dinner

The resolutions adopted at the Conference were tracked and monitored by the National Union through its monthly Standing Committees to ensure that the issues raised are progressed in the context of national policy and campaigns.

Actions on the motions by the National Executive are contained in the relevant sections of this Report.

APPENDIX 7

CONSULTATION RESPONSES

ENGLAND

A major aspect of the work of the Union continued to be formulating formal responses to a number of significant consultation documents from Government across the UK and a wide range of organisations, including:

Department for Communities and Local Government

- Fixing our broken housing market (Question 15) (*May*)

Department for Business, Energy and Industrial Strategy (BEIS)

- Independent Review of Employment Practices in the Modern Economy (*February*)
- Building our Industrial Strategy (*April*)
- Electronic balloting for industrial action: Knight review – call for evidence (*July*)
- Informing Labour Market Enforcement Strategy 2018/19: Summary of Issues (*October*)

Department for Education (DfE)

- Capital Efficiencies Consultation (*March*)
- Residential special schools and colleges: the experiences and outcomes of children and young people – Independent call for evidence (*March*)
- Teacher Apprenticeship Trailblazer Group – Draft Teacher Apprenticeship Standard (*March*)
- National Funding Formulae for schools, high needs and central school services (*March*)
- Changes in criteria for agreeing school loan schemes (*April*)
- Primary school pupil assessment: Rochford Review recommendations (*June*)
- Primary Assessment in England (*June*)
- Analysing family circumstances and education (*July*)
- STRB's 27th report and draft STPCD 2017 (*July*)
- School Teachers' Pay and Conditions Document (*July*)
- Returning to work after time out for caring (*October*)

Department for Work and Pensions

- Improving Lives – The Work, Health and Disability Green Paper (*February*)

Equality and Human Rights Commission (EHRC)

- Single Measurement Framework for Equality and Human Rights (*February*)

Education International

- Consultation on EI Structures (*March*)

Future of Work Commission

- Have Your Say on the Future of Work (*May*)

HM Treasury

- Indexation and equalisation of GMP in public service pension schemes (*February*)

House of Commons Education Committee

- Education Committee – Education Committee launches inquiry into Alternative Provision (*October*)

House of Commons Women’s and Equalities Committee

- Inquiry into Fathers and the Workplace (*February*)

Isle of Man Treasury

- Ending Contracting Out of the State Second Pension (*September*)

Isle of Man Tynwald Social Affairs Policy Review Committee

- Scale of Mental Health Issues Inquiry (*April*)

Isle of Man Department for Education and Children

- Education Bill (*November*)

Office of Qualifications and Examinations Regulation (Ofqual)

- Call for evidence: Teachers’ involvement in developing exam papers (*October*)
- Regulating national assessments: Consultation on changes to Ofqual’s regulatory framework for national assessments (*December*)

Ofsted

- Short Inspections of Good Schools (*August*)
- Future changes to short inspections (*October*)
- Short inspections of good schools: maintained schools and academies (*November*)

Labour Market Enforcement Strategy 2018/19

- Labour Market Enforcement Strategy 2018/19 Summary of Issues (*October*)

Labour Research Department

- Women in Unions Survey (*December*)

Migration Advisory Committee (MAC)

- The economic and social impacts of the UK’s exit from the European Union (*October*)

Ministry of Justice

- Reforming the soft tissue injury (whiplash) claims process (*January*)

National Audit Office

- Supporting and Improving the Teaching Workforce (*March*)

OME: School Teachers’ Review Body:

- School Teachers’ Review Body 27th Remit Additional Commentary on: NIESR (2017) ‘Use of Agency Workers in the Public Sector’ and IFS ‘The Changing Educational Attainment of Graduate Recruits to Major Public Sector Occupations’ (*March*)

Tynwald Social Affairs Policy Review Committee

- Scale of Mental Health Issues Inquiry (*April*)

GUERNSEY

Guernsey Committee for Employment and Social Security

- Longer Working Lives consultation (*July*)

Guernsey Committee for Education, Sport and Culture

- Secondary School Reorganisation (*September*)

JERSEY

States of Jersey Employment Forum

- Review of Family Friendly Rights (*March*)

DEVOLVED GOVERNMENTS/ADMINISTRATIONS

Northern Ireland

There were no formal consultations.

Scotland

Scottish Government

- Empowering Teachers, Parents and Communities to achieve Excellence and Equity in Education (*January*)
- Education and Skills Committee on the recruitment and retention of teachers for Scotland's schools (*June*)
- Education and Skills Committee on Children and Young People (Information Sharing) (Scotland) Bill (*September*)
- Scottish Government: Supporting Children's Learning Draft Code of Practice (Third Edition) 2017 (*September*)
- Updating the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 (*October*)
- Schools Fair Funding Consultation (*October*)
- Extending Children's Rights – Guidance for education authorities and school staff on assessment of capacity and consideration of wellbeing of children (*November*)
- Measuring the attainment gap and milestones towards closing it (*November*)
- Education and Skills Committee Draft Budget 2018/19 (*December*)

Wales

Welsh Government

February

- Reform of school governance: regulatory framework – Proposals to revise and consolidate the school governance regulatory framework

March

- Harmonising school term dates for 2018/19
- School workforce data collection in Wales

April

- White Paper – Reforming Local Government: Resilient and Renewed
- Changing the current Estyn inspection regime

May

- Engagement Survey – draft professional standards for the further education and work-based learning sectors in Wales
- Consistent measures for post-16 learning in Wales

June

- Options for implementing the Additional Learning Needs and Education Tribunal (Wales) Bill

July

- Draft EOTAS Framework for Action: improving outcomes for learners accessing education otherwise than at school provision

September

- School Re-organisation Code

October

- Public Good and a Prosperous Wales – Building a reformed PCET system

National Assembly for Wales

Children, Young People and Education Committee

- Inquiry into Teachers' Professional Learning and Education (*January*)
- Consultation on Additional Learning Needs and Education (Wales) Bill (*February*)
- Inquiry into Additional Learning Needs and Education (Wales) Bill (*March*)
- 2nd Inquiry into Teachers' Professional Learning and Education (*September*)

Public Services Staff Commissions

- Principles and guidance to support joint workforce planning in public services in Wales (*May*)

The Public Accounts Committee

- Inquiry into Regional Education Consortia (*March*)

APPENDIX 8

NASUWT MAJOR PROJECTS, RESEARCH AND SURVEYS

MAJOR PROJECTS

Arts & Minds

The annual Arts and Minds competition, which marks Black History Month by celebrating cultural diversity and promoting racial equality in schools, continued to go from strength to strength. The competition provided a basis for supporting creative writing and art in schools and the winner was chosen by Gok Wan.

Over 1,200 entries were received and a high-profile awards ceremony was held in the Amba Hotel, London.

RESEARCH AND SURVEYS

The NASUWT commissioned external research on a number of key issues including pay comparators with other graduate professions, the experiences of NQTs, analysis of the School Workforce Census for England and Wales and a survey of teachers perceptions of their role and experiences in Scotland.

The Annual Big Question

In February, the NASUWT launched its seventh annual UK-wide survey of teachers and school leaders – The Big Question.

The Big Question examined the views and experiences of teachers and school leaders in England, Northern Ireland, Scotland and Wales on a range of key issues, including: behaviour and discipline in schools; national policies for education; teachers' pay and pensions; and teacher morale, motivation and job satisfaction. New sections were included on the impact of their jobs on their work/life balance.

Over 12,000 teachers and school leaders participated. The findings confirmed a further decline in teacher morale and job satisfaction following UK-wide assaults on the professionalism of teachers, one that could be clearly tracked over the last six years.

Teachers again reported that their number one concern was an increase in excessive workload, primarily as a result of the impact of punitive accountability regimes, constant changes from within the system and school leaders' reactions to these pressures, including structures created to monitor this.

The results of the survey were used extensively throughout the year, serving as a powerful message to deliver to governments across the UK, in meetings, within consultations and when presenting formal evidence.

Survey of Special Educational Needs (SEN), Additional Learning Needs (ALN) and Additional Support Needs (ASN)

The NASUWT undertook a survey of teacher and school leader members in England, Northern Ireland, Scotland and Wales during September and October 2017. The survey explored issues including: identification and support for SEN/ALN/ASN; SEN/ALN/ASN-related training and continuing professional development (CPD) for teachers; how SEN/ALN/ASN are addressed through performance management and professional reviews; the experiences of special educational needs co-ordinators (SENCOs), Additional Learning Needs Co-ordinators (ALNCOs),

Additional Support Needs (ASN) Co-ordinators and their equivalents; and the experiences of SEN teachers and teachers working in special schools and alternative provision.

The survey responses were analysed through to the close of the year, but initial results identified concerns regarding support for SEN learners; cuts to specialist teaching and support staffing posts; and vastly increased pressures and workloads for staff in schools, including those arising from cuts to external services and education reforms.

NASUWT Pay and Pay Progression Survey

In November, the NASUWT conducted its annual Pay and Pay Progression Survey.

The Survey, designed to analyse whether pay progression is continuing in schools in England and Wales, found that the situation was varied for teachers in schools of all types.

The survey in England received over 5,000 responses and found that:

- more than half (52%) of teachers were set objectives in the performance management process last year that they felt were unrealistic and unachievable;
- almost half (47%) of teachers said that the performance management process last year added to their workload;
- three fifths (60%) of teachers had not yet received pay progression;
- half (50%) of teachers did not discuss CPD at all within the setting of performance management objectives;
- over half (56%) of teachers had been set performance management objectives for this year that they believe are unachievable;
- a fifth (20%) of teachers at the bottom of the main pay range reported that they were not going to receive any pay award at all.

The Survey in Wales received over 500 responses and found that:

- almost a third (29%) of teachers were set objectives in the performance management process last year that they felt were unrealistic and unachievable;
- over a third (34%) of teachers said that the performance management process last year added to their workload;
- almost three fifths (59%) of teachers had not yet received pay progression;
- over half (51%) of teachers did not discuss CPD at all within the setting of performance management objectives;
- over two fifths (41%) of teachers had been set performance management objectives for this year that they believe are unachievable;
- over a fifth (23%) of teachers at the bottom of the main pay range reported that they were not going to receive any pay award at all.

The results of the survey were extensively used in the NASUWT's response to the School Teachers' Review Body (STRB) call for evidence on pay.

NASUWT Survey into Children and Young People's Mental Health in Schools

The NASUWT's survey of teachers' experiences and perceptions of children and young people's mental health in schools was carried out in March. Over 2,000 teachers across the UK responded.

Teachers reported the following in the survey:

- 98% stated that they came into contact with pupils who were experiencing mental health issues;
- 91% said they knew of pupils experiencing anxiety or panic attacks; 79% knew of pupils experiencing depression; 64% knew of pupils experiencing self-harm; 49% knew of pupils with

eating disorders; and 47% of teachers knew of pupils experiencing Obsessive Compulsive Disorder (OCD);

- 89% said that pupils had an inability to concentrate in class; 85% said that they were unable to participate fully in lessons or activities; 77% said that they had problems making friends or were isolated; 70% said that they exhibited poor behaviour; 68% said they had increased time off sick or absent from school; and 39% of teachers said they had experienced bullying or abuse from other students;
- 84% cited the pressure of the exam/testing system; the pressure to be academically successful (71%); bullying from other pupils (36%); and concerns about future career or study options (32%).
- 70% were fairly or very confident that they would recognise the signs of a possible mental health problem in their pupils;
- 40% were fairly or very confident that they had the access they needed to appropriate support if they had concerns about a pupil's mental health;
- 24% were fairly or very confident that they would be able to get timely support from expert services such as children and adolescent mental health services (CAMHS); 57% were not confident or not at all confident that they would be able to access such support;
- 46% had never received any training on children and young people's mental health and/or on recognising the signs of possible mental health problems in pupils.

The results of the survey were used extensively in communications with policy-makers about the impact of mental provisions upon children and young people.

NASUWT Social Media Abuse Survey

The NASUWT's survey of teachers' and pupils' experiences of social media and online abuse was carried out in February. Over 1,500 teachers across the UK responded.

Teachers reported the following:

- 31% reported being abused online over the last year; of those, 60% had been abused by pupils and 50% by parents;
- of those abused by pupils, the three most recurring types were: insulting comments regarding character/appearance (52%); insulting comments about professionalism/teaching (45%); and pictures/video taken without consent (38%);
- of those abused by parents, the three most recurring types were: insulting comments about professionalism/teaching (85%); insulting comments about character/appearance (26%); and threats (20%);
- 29% of cases of abuse goes unreported, with the majority of these cases (61%) being because teachers do not think their complaints will be taken seriously. Of those who did complain, 92% reported abuse to school leadership, but only 23% felt their complaint was dealt with adequately – with no action taken at all in 45% of cases;
- 18% have had uninvited comments posted by pupils/parents to their personal social media accounts;
- 38% have chosen to stop using social media for reasons linked to their profession – mainly to ensure details of their private life remain confidential.

The second section was on the abuse of pupils on social media and via online activities by parents and pupils. Teachers reported the following:

- 35% have experienced pupils citing 'Fake News' or clearly false information sourced online as fact in lessons/work;
- 35% reported incidences of pupils sharing/viewing inappropriate content or messages;
- the activity most commonly involved content that was: related to body image/size (68%); sexist (59%); homophobic (52%); racist (49%); related to disability (17%); related to faith/religion (15%); and radical/extremist (13%);

- 62% reported pupils using social media to share content of a sexual nature – with 16% of cases (one in six) being among primary-aged children.

The survey evidence was used extensively in the media and in a variety of reports about the extent of social media abuse, as well as submissions to official organisations.

NASUWT Cost of Education Survey

The NASUWT's survey of parents' experiences regarding costs related to education was carried out in December 2016 and January 2017. Almost 4,000 parents across the UK responded.

Parents reported on the following issues:

- Uniform and equipment – 69% said they were required to purchase uniform items directly from the school or particular suppliers, with 12% saying they were required to purchase all of their children's items this way; 18% said they were required by their child's school to purchase computer equipment such as a tablet or laptop, and 5% said that the cost of equipment affected what subjects their child chose to study.
- School meals – 44% said their child always or sometimes takes a packed lunch to school, with 44% of these saying this was because school meals are not good value for money.
- Financial donations – 18% have been requested to make a regular financial donation to their child's school via direct debit or a standing order and 61% said these donations cost them up to £50 per year, with a fifth saying they paid between £51 and £100 annually; 6% said they paid £400 or more a year.
- Electronic payment systems – 63% said their child's school uses an electronic cashless payment system to pay for things such as lunches or items from a tuck shop; 19% said they had been in arrears or debt to the school, with 23% saying that the situation was not dealt with sensitively by the school, including 11% who said a sanction was applied to their child as a result of the debt.
- Trips and visits – 15% said they were unable to allow their child to participate in an educational trip or visit in the last year due to the cost.
- Extracurricular activities – 38% said they had to make a financial contribution to enable their child to participate in extracurricular activities.
- School choice – 24% said the potential costs associated with attending a particular school affected where they chose to send their child; 11% said that, on the basis of costs, they would not recommend their child's school to other parents and 23% said they had been put off a school completely because of the potential costs associated with sending their child there.

The survey evidence was used in discussions with policy-makers and organisations related to these issues, including at party conferences. The evidence was used to demonstrate that greater support was needed for teachers and schools in support of the critical issues.

APPENDIX 9

ADVISORY COMMITTEE MEMBERS

Black and Minority Ethnic Members' Advisory Committee

Ajaz Aslam	Andrea Stevens
Michelle Codrington-Rogers	Ava Verrier
Patricia Earle Andrews	Karen Williams-Kassaei
Mussarat Rehman	

Disabled Members' Advisory Committee

Kathryn Downs	Helen O'Neill
Colin Jackson	Patrick Ryan
Lara Morris	Stephen Witherden
Bernadetta Omondi	

Leadership Group Advisory Committee

Pushpalata Chaure	Shanaz Hussain
Lindsay Hanger	Deborah James
Jo Hopkins	Simon Roberts
Wendy Horden	

Lesbian, Gay, Bisexual and Trans Members' Advisory Committee

Sophie Anderson	Claire Taylor
Simon Haskew	Peter Taylor
Debbie Hayton	

Post-16 Advisory Committee

David Morton

Primary Advisory Committee

Beverley Alderson	Catriona Mullan
Caroline Clode	Alistair Parker
Claire Colling	Mike Parsons
Alison Higginbotham	

Young Members' Advisory Committee

Javay Welter

Sixth-form Colleges Advisory Committee

Kevin Ayre	Anne Thompson
Stuart Cliff	Paul Wearmouth
Adam Fowler	

Special Education Advisory Committee

Carmen Drysdale	Kieran Moss
Martin Edmonds	Gerwyn Pugh
Paul Fitzpatrick	Marita Sanders

Women Members' Advisory Committee

Karen Ditzel	Claudette Mindley
Cynthia Harding	Annelies Taylor
Mary McMellon	Deborah White

APPENDIX 10

STANDING COMMITTEES

Education – 11 Members

Richard Bell	Alison Morgan
Wayne Broom	Paul Nesbitt
Kathy Duggan	Neil Richards
Chris Head	Jane Setchfield
Eamonn McDowell	Colin Surrey
Damien McNulty	Tim Toepritz

Legal Aid, Services and Central Benevolent Committee – 6 Members

Rosemary Carabine	Adrian Joice
Harold Gurden	Mark Morris
Chris Holland	Tim Wasdell

Recruitment – 9 Members

Siôn Amlyn	Phil Kemp
Kathy Duggan	Susan Parlour
Ruth Duncan	Nick Trier
Claudia Glasgow	David Whitworth
Alan Hackett	

Salaries, Pensions and Conditions of Service – 9 Members

Anne Brimacombe	Harold Gurden
Angela Butler	Dave Kitchen
Neil Butler	Rachel Knight
Mike Corbett	Ngaire McCann
Colin Collis	John McGill
John Crofts	Esther Thirkettle
Wendy Exton	

Training – 8 Members

Chris Allen	John Hall
Rob Barratt	Bevanie Robinson
Mark Dickinson	Kathryn Salt
John Girdley	Russ Walters

Equal Opportunities Committee – 7 Members

Angela Butler	Mark Morris
Mark Dickinson	Jane Setchfield
Wendy Exton	Timothy Toepritz
Ngaire McCann	Nick Trier
John McGill	Tim Wasdell

Health and Safety Committee – 8 Members

Wayne Broom
John Girdley
Harold Gurden
Adrian Joice
Phil Kemp
Dave Kitchen
Rachel Knight

Dan McCarthy
John McGill
Mark Morris
Paul Nesbitt
Bevanie Robinson
Esther Thirkettle
Russ Walters

TASK AND FINISH GROUPS

National Executive Districts

Wayne Broom
Neil Butler
Claudia Glasgow
Dave Kitchen

Damien McNulty
Paul Nesbitt
Nick Trier



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