

Pay – Cost of Living Uplift



Lincoln Anglican Academy Trust followed the recommendation of the School Teachers' Review Body (STRB) in paying all teachers *on all points of the pay scales* the 2.75% cost of living uplift. The NASUWT welcomes this decision, but urges the Trust to raise teachers' pay across the board in order to make up for the failure of public sector pay to keep up with inflation over the past ten years.

NASUWT Pay Scales 2019-20 (Including 2.75% on all points of the pay scales)

M1	£24,373	UPS1	£37,654
M2	£26,298	UPS2	£39,050
M3	£28,413	UPS3	£40,490
M4	£30,599		
M5	£33,010		
M6	£35,971		

Allowances pertaining to Unqualified Teachers, Leadership Group, Lead Practitioners, Teaching and Learning Responsibilities and Special Educational Needs, as well as London and Fringe, are available at: www.nasuwt.org.uk/englandpayscales.

Pay Progression

The Public Sector Equality Duty (PSED) requires employers (including academies) to eliminate discrimination and advance equality for all staff, particularly those with a protected characteristic. The NASUWT requested equality data on pay progression at your multi-academy trust (MAT) for the last academic year and will do so again this year.

The overall pay progression across Lincoln Anglican Academy Trust was 78%. Against this, the Trust reported the following:

- male teachers are less likely to receive pay progression (56%) compared to the average level of pay progression for female teachers (83%);
- only 67% of teachers aged 30-34 who were eligible for pay progression received progression;
- only 50% of teachers aged 35-39 who were eligible for pay progression received progression;
- only 58% of those aged 40-44 who were eligible for progression received progression; and

continued overleaf

- part-time teachers are less likely to receive pay progression (79%) compared to the average level of pay progression across the Trust for those teachers working full time (88%).

Have you received your Pay Determination letter?

Each Autumn, you should receive a pay determination letter so that you are aware of the scale point on which you are being paid.

Automatic Pay Progression on the Main Pay Scale

A number of national MATs have chosen to adopt automatic pay progression on the Main Pay Scale. This meets a key aim for the NASUWT of achieving a return to automatic pay progression to replace performance-related pay.

Finances in your MAT

MATs have to publish their accounts at the end of each academic year. The accounts describe the financial position of the Trust and include details of governance and the strategic management of the Trust. The accounts detail the budget of the MAT. Lincoln Anglican Academy Trust's annual total funds for 2018 stood at over £13 million. On 31 August 2018, the Trust held over £1 million of unrestricted reserves.

All MAT accounts can be found on the Companies House website at: <https://www.gov.uk/government/organisations/companies-house>.

Lincoln Anglican Academy Trust News

The NASUWT has met with the Trust and consulted on the Code of Conduct, Equality and Diversity Policy, and ICT Policy, none of which have been agreed with the NASUWT.

Performance Management

A reminder that the NASUWT publication, *Taking Control of your Performance Management*, is a comprehensive guide for members and is available at: www.nasuw.org.uk/performancemanagement.

Teachers' Standards and Career Stage Expectations

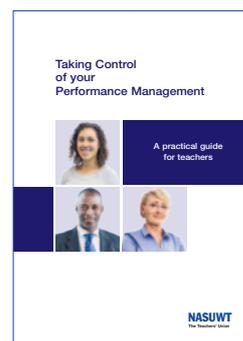
Members are advised not to complete and submit 'self-assessments' against the Teachers' Standards. It should be assumed that you are reaching the standards, unless a concern has been raised in writing during the course of the academic year and meaningful support provided before the end of the review cycle.

Career Stage Expectations

The NASUWT does not agree with the addition of Career Stage Expectations to Performance Management policies or guidance. The NASUWT does not expect these documents to be used as evidence towards the performance management process. These documents add detail to the Teachers' Standards that is not present in your contract; and may lead to an increase in workload. Performance management should be based on achieving your objectives and additional requirements may result in a barrier to pay progression.

Informal Support Plans

If you are offered support in an aspect of your teaching practice, any programme of support should be agreed with you, and the plan put in place should be 'supportive' rather than consist of extra monitoring or an increased workload. This could include coaching, attending a training course or observing other colleagues in your schools or at another school. Do not agree to a plan unless reasonable timescales are put in place, and the plan should not include excessive observations or a requirement to carry out meetings or coaching in your planning, preparation and assessment (PPA) time. Postpone agreement of such a plan until it is amended so that it is supportive and personal to you. The plan for improvement should be clear and achievable, rather than vague and subjective. Keep all paperwork and evidence related to the plan, and if the promised support does not take place, make sure this is recorded. If support is accompanied by a threat of capability, contact the NASUWT immediately for advice.



Making Data Work

The Department for Education (DfE) and Ofsted support the NASUWT view on the use of data targets for teachers' performance management.

Making Data Work – the recent DfE report – states:

'Trying to hold teachers to account for assessments that they typically administer themselves undermines effective assessment and risks unduly distorting curriculum and classroom practice. The performance of a single exam class should also not be used as a principal measure of teaching quality in a performance management system, not least because it can distort the focus of teachers away from other classes. The exam performance of a class depends on many factors, most of which are outside the control of the person who happens to have them in their final year. This is why pay progression should never be dependent on quantitative assessment metrics, such as test outcomes.'

Please note that the results of more than one class or year group is still a quantitative metric.

This DfE report is in accord with the NASUWT's long-held position that data targets should never be used for the performance management of teachers. The report and the related NASUWT guidance is available at: www.nasuwt.org.uk/workload.

Ofsted 'Mythbusters' – Ofsted has confirmed the DfE position on data, stating:

'Inspectors do not expect school leaders to set teacher performance targets based on commercially produced predictions of pupil achievement, or any other data set, from which they would hold teachers to account.'

The Ofsted 'Mythbusters' can be found at: www.nasuwt.org.uk/ofstedinspectionmyths.

New Ofsted Framework

Changes to the Ofsted Framework from September 2019 highlight the need for school leadership to reduce workload and cut down their dependence on the use of internal data. The NASUWT welcomes the provision in the new Ofsted Framework that no school will be identified as outstanding unless it takes the wellbeing of staff and working conditions of teachers seriously.

You can read about the changes to Ofsted at: www.nasuwt.org.uk/ofstedchanges.

You can also take part in our Ofsted Survey on: www.nasuwt.org.uk/inspectionssurvey.

Equality Consultation Conferences

The NASUWT holds regular consultation conferences, designed for members from under-represented groups, leadership members and supply teachers, in order to inform NASUWT policy and practice. To find out more about our 2020 conferences and how to book a place, see: www.nasuwt.org.uk/consultationconferences.

BME Teachers' Consultation Conference – 18 January;

LGBTI Teachers' Consultation Conference – 22 February;

Supply Teachers' Consultation Conference – 14 March;

Disabled Teachers' Consultation Conference – 13 June.

Leadership Update – 23 May

Sign up for this seminar at: www.nasuwt.org.uk/leadershipbriefings.

Behaviour Management

Chris Keates, NASUWT Acting General Secretary, has spoken out about the culture of 'teacher blaming', which some restorative justice behaviour systems have created. The NASUWT has developed guidance on Behaviour Management, including our *Behaviour Management Statement of Principles* and guidance on developing and reviewing school procedures. This is available at: www.nasuwt.org.uk/behaviour.

In the case of serious violent and abusive behaviour, the NASUWT has produced guidance on risk assessments for members, school representatives and school leaders: www.nasuwt.org.uk/riskassessmentviolence.

Brexit

NASUWT members who are EU, EEA or Swiss citizens will be required to apply for settled status if they wish to continue working in the EU after December 2020. This will also apply to family members of EU/EEA/Swiss citizens, if they are not EU, British or Irish citizens. Find out more about this process, and further general information about how the EU exit will affect teachers and schools, at: www.nasuwat.org.uk/brexit.

Teachers' Pensions

Have you checked that your Teachers' Pensions Record of payments is up to date? It is important that your record of contributions is accurate. The NASUWT advises that you log on to the Teachers' Pensions website and verify that your service record is accurate. It is wise to keep your payslips and any documentation around pay, particularly when you move to a new school: <https://www.teacherspensions.co.uk/>.

The NASUWT negotiates with the DfE in order to maintain the value of the Teachers' Pension. An update on the current issues around pensions can be found at: www.nasuwat.org.uk/englandpensions.

Planning to Retire?

Before you decide to retire, find out more about your entitlements. Advice can be found on the Teachers' Pension Scheme (TPS) website and by contacting our partners, the Wesleyan, on: www.wesleyan.co.uk.

Mental Health

The NASUWT is leading the way on teachers' mental health and wellbeing. We have addressed the issue with the Government and policymakers and supported members across the country. The NASUWT Big Question Survey reports that 85% of teachers say that their job has impacted negatively on their wellbeing in the last 12 months and that 70% believe the job has impacted on their mental health in the last two months. Eighty-three per cent of teachers frequently worry about work problems when not working.

The NASUWT has developed a range of mental health resources and support courses. Find out more at: www.nasuwat.org.uk/mentalhealth.



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