



Education &  
Early Years

# **SUPPLEMENTARY EVIDENCE TO THE SCHOOL TEACHERS' REVIEW BODY**

**APRIL 2023**

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## Introduction

1. Teachers and school leaders are struggling.
2. Professor Christopher Day noted that it is the workload expectations that are one of the most significant issues, saying: “Many students continue to be taught by teachers ... who have become worn down, exhausted by the changing attitudes, demands and needs of students, poor school leadership, increases in bureaucratic tasks, or narrow, primarily functionalist external policy directives which cause schools to become fixated with achieving academic performance targets that limit their classroom autonomy to pursue their broader educational agendas.”<sup>1</sup>
3. Roy Rickhuss, General Secretary of Community, said: “Our teachers make a difference to millions of children in classroom all over the UK every single day,” but they are on their knees.
4. He continued: “Despite the challenges schools face as they pick up the pieces from the pandemic, teachers see their real-term pay being cut, with less money in their pocket each month.” And the proposals from the Department do just that, they worsen pay for an average teacher, and put less money into their pockets each month.
5. Helen Osgood, National Officer for Education and Early Years, said: “We want to work with the Government to ensure that the issues that our members are facing are addressed through the pay mechanism, so that we have a profession that feels valued, supported and, above all, young people aspire to be part of in the future.”
6. But in order for this to happen, we have to have a government which listens to the concerns of the profession. We need to have a process which considers all of the evidence presented to it, not one which is heavily skewed by the evidence of one party or restricted by an arbitrary financial envelope, and we call on the Review Body to embody this independent process and to make the necessary recommendations to restore teacher pay, to improve working conditions and to support the recruitment and retention of teachers.
7. But this will be an uphill battle. Morale is rock bottom and “now, more than ever, experienced classroom teachers are feeling abandoned.”<sup>2</sup> And, once again, the submission from the Department does not even seem to acknowledge this. Again, the strategies put forward focus on early career teachers rather than addressing the whole workforce from ECT through to experienced teachers and school leaders.

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<sup>1</sup> Christopher Day “*What is teaching about*” (2019)  
<https://profesorbaker.wordpress.com/2019/07/25/what-is-teaching-about-professionalism-and-the-limitations-of-standards-and-competences/>

<sup>2</sup> Haili Hughes, “Preserving Positivity” (John Catt Educational, 2020). p15

8. “Warm words and clapping will not do, we need action,” said Roy Rickhuss. “We urge the Review Body to recommend an inflation-beating pay increase. Without a proper pay rise, we will fail to recruit the new talent that the sector desperately needs and will also see experienced and skilled teachers leave teaching altogether.”

## **Recruitment & Retention**

9. There are no great schools without great teachers. Community know this and the Department clearly agrees, saying:  
Teachers’ knowledge, experience and dedication are central to their role in shaping the lives of children and young people. One of the Department’s top priorities is to ensure that it continues to attract, retain and develop the high-quality teachers needed to inspire the next generation, and ensure teaching remains an attractive career.<sup>3</sup>
10. We agree that one way to ensure that teaching is seen as an attractive and viable career is to ensure that the starting salary for early career teachers (ECTs) is commensurate with the demands of the role, and able to compete in the employment market. A market where the average starting salary is now £30.921<sup>4</sup> and where teachers in Scotland have just secured an uplift to their salary, meaning probationary teachers will start on £32,217 from January 2024.<sup>5</sup>
11. The submission from the Department claims that “the data therefore continues to support the case that targeting pay towards a higher £30,000 starting salary will position teaching higher within the graduate labour market, improving its attractiveness to future graduates (especially those in high demand such as STEM) and so supporting recruitment”<sup>6</sup> but we are not convinced.
12. In previous written evidence, the Department modelled that targeting awards at early career teachers would, over time, lead to an additional 1,000 teachers retained in the profession per year, with a similar annual boost to recruitment, compared to providing a single uniform award.<sup>7</sup> But where is the evaluation to show that this is effective? How do we know this is not having a detrimental impact on retention longer term? When the data suggests otherwise, is it not time to rethink this decision?

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<sup>3</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p8.8  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1137933/Government\\_evidence\\_to\\_the\\_STRB.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1137933/Government_evidence_to_the_STRB.pdf)

<sup>4</sup> Graduate Salaries in the UK  
<https://luminare.prospects.ac.uk/graduate-salaries-in-the-uk>

<sup>5</sup> A New Pay Deal for Scotland’s Teachers, COSLA (March 2023)  
<https://www.cosla.gov.uk/news/2023/a-new-pay-deal-for-scotlands-teachers-3rd-march-2023>

<sup>6</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p9.15a

<sup>7</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p22.57

13. The Government evidence goes on to state that: “In particular, delivering a starting salary of £30,000 will provide a substantial boost to recruitment and retention with a memorable and competitive starting salary.<sup>8</sup> And yet, as we said in our evidence submission, had it been properly handled and implemented, a £30,000 starting salary for teachers could have had a profound impact on the recruitment of new teachers. It could have raised the status of the profession in the eyes of graduates and increased the competitiveness of the salary had it been implemented in good time.
14. But this did not happen. The delays in achieving a £30,000 starting salary, and the unwillingness of ministers to match salary increases to inflation, mean that by the time this magical starting salary is achieved, it’s real-world value will have diminished such that the process will need to start over.
15. Inflation is a significant part of the problem here and is one affecting the whole of the wider economy. It also affects all education staff, support staff, trainees, teaching staff and school leaders. It is one of the key reasons that teachers are leaving the profession as wages are no longer sufficient to address the issues of workload and accountability. Teacher pay must be considered as a whole because it is the whole that supports recruitment and retention.
16. Indeed, the evidence from the Teacher Workforce Survey<sup>9</sup> clearly shows that retention must be a key focus for this and future pay awards, with evidence from the Review Body showing that they believe that the award for 2022 represents only a first step towards improving the position of the teacher pay framework in the wider labour market, saying that “more will be necessary over the period of the next spending review”.<sup>10</sup>
17. More will be necessary because, between 2010 and 2021, teachers and leaders experienced real-terms pay losses of around a fifth compared to pay levels had they matched inflation. Instead of action to restore the pay lost since 2010, teachers and leaders instead saw their pay frozen again in 2021, and the September 2022 award, though enticing on paper, masked a further pay cut due to rampant inflation.
18. The Government’s evidence agrees that an appropriate pay award for experienced teachers is vital to retention, stating: “Experienced teachers make up the majority of the workforce and are therefore critical to the school system and delivery of high-quality teaching for every child. Their expertise is substantial, and their contributions should be recognised and valued. These teachers also play a vital role in supporting and mentoring their early career peers and providing a pipeline for progression into future leadership.”<sup>11</sup>

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<sup>8</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p22.58

<sup>9</sup> Teacher Workload Survey 2019 p16

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/855933/teacher\\_workload\\_survey\\_2019\\_main\\_report\\_amended.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/855933/teacher_workload_survey_2019_main_report_amended.pdf)

<sup>10</sup> STRB 29<sup>th</sup> Report, (2019) pxi

<sup>11</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p23.61

19. But this sits at odds with the Department's view that an award of 3.5% (3% awards for experienced teachers, plus awards to raise starting salaries to £30,000) will be sufficient. And we are further alarmed that this view goes on to state that this will be "manageable within schools' budgets next year, on average, following the additional funding provided at Autumn Statement."<sup>12</sup>
20. We are clear that any recommendation that is not fully funded by the Department would be hugely irresponsible at such a time and would force schools to make decisions which would further affect staffing, subject choice, and cause disruption to the education of children.
21. Already school governors are reporting that cuts are being made in a range of areas to tackle the budget squeeze. The most common measures are reducing the number of teaching and classroom assistants, cutting back on school trips and other enrichment activities and reducing hours of support staff.<sup>13</sup>
22. Schools, leaders, and teachers are being expected to do more and more, with less funding, fewer resources and fewer support staff, on top of suppressed pay. And the Government's own evidence clearly states that "providing a higher award to experienced teachers and leaders and ensuring pay remains competitive would of course have recruitment and retention benefits".<sup>14</sup>
23. According to the school workforce census;
- 10% of all teachers are newly qualified (ECTs);
  - at least 8% of teachers leave the sector every year; and
  - more than 3 in every 10 teachers leave within 5 years of qualifying.
- And, in 2021, of the 44,000 teachers that joined the sector, 5,000 had quit by the end of the year, that's at least 10% leaving within a year. Additionally, 5% decrease their working hours leading to a further decrease of around 2160 FTE<sup>15</sup>. Meaning we are at risk of not recruiting enough even to maintain the status quo.
24. Whilst we currently have one of the largest FTE and headcount numbers of teachers since the school workforce census began in 2010/11, we also have one of the youngest and most inexperienced education workforces in the whole of the OECD, with 22.8% of primary and secondary teachers under 30.<sup>16</sup>

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<sup>12</sup> Government Evidence to the School Teachers' Review Body, February 2023. p22.52

<sup>13</sup> The true impact of recession on children and families, February 2023.

<https://www.strictlyeducation.co.uk/news/school-governor-survey-reveals-true-impact-of-recession-on-children-and-families>

<sup>14</sup> Government Evidence to the School Teachers' Review Body, February 2023. p25.71

<sup>15</sup> School workforce in England: Reporting Year 2021, January 2023

<https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england#releaseHeadlines-dataBlock-1>

<sup>16</sup> Government Evidence to the School Teachers' Review Body, February 2023. p36.16

25. Is it any wonder that the number of graduates training to be teachers in England has slumped to “catastrophic” levels, with the Government missing its own recruitment targets by more than 80% in key subjects such as physics?<sup>17</sup>
26. We also currently have pupil numbers at their highest for many years, and although the ratio remains steady in primary schools (20.6 pupils per teacher) there has been a considerable upward trend in secondary schools over the past decade (14.8 pupils per teacher in 2010/11, rising to 16.7 in 2021/22).<sup>18</sup>
27. And it is interesting to note that if the median graduate starting salary of £29,000 paid by the UK’s top employers a decade ago had kept pace with inflation, it would now be worth over £37,200 – some £8,000 more than the much vaunted £30,000 starting salary.<sup>19</sup>
28. Therefore, we reiterate our belief that the current recruitment and retention strategy has failed and basing a national pay uplift on this failed strategy would doom the sector further. What is needed is a comprehensive pay uplift which restores teacher pay across all salary points to address both recruitment and retention as a first step in improving the working conditions for all education workers.

## **Workload & Wellbeing**

29. Community agree with the statement that, “teaching should be recognised as the important, highly qualified and essential profession that it is, and teachers’ pay should reflect that”.<sup>20</sup> This should be a reflection on their highly-qualified status, as the Government evidence goes on to say, “the pay system should also reflect the significant contribution of experienced teachers and leaders to education.”<sup>21</sup>
30. For us this means ensuring that the pay differentials are reviewed to ensure that experience is rewarded, and the pay scales do not become even more skewed toward early career teachers at the expense of those with a wealth of experience.

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<sup>17</sup> Richard Adams, “Number of graduates in teacher training in England at ‘catastrophic’ level” (2022) <https://www.theguardian.com/education/2022/dec/01/number-graduates-teacher-training-england-catastrophic-level>

<sup>18</sup> School workforce in England: Reporting Year 2021, January 2023

<sup>19</sup> Office for National Statistics, Labour market overview, UK: January 2022

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/january2022>

<sup>20</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p8.9

<sup>21</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p12.19

31. Workload must also be addressed. Together with pay, workload is the issue most frequently cited as the reason teachers leave the profession. The Teacher Workload Survey reported that 21% of primary respondents and 37% of secondary respondents felt that workload was “a very serious problem”.<sup>22</sup>
32. As we noted in our evidence last year, Noel-Baker Academy in Derby gives staff 20% of time for PPA and has seen huge benefits, not least in the areas of recruitment and retention. And Headteacher Ann Donaghy commented that investment in staff has led to, “improved pupil outcomes, bettering our teaching staff recruitment and retention, and giving us time to invest in really well-thought-out extracurricular provisions”.<sup>23</sup>
33. Community calls on the Review Body to look again at the School Teacher Pay and Conditions Document and to consider increasing the basic amount of PPA time for classroom teachers to 20%. This does not have to be a wholesale jump but could be increased incrementally over the next few years as the availability of teachers increases.
34. Experience, knowledge and skill needs to be recognised and rewarded. This means that additional duties, mentoring, subject leadership and management responsibilities must be properly funded and appropriately resourced through the pay system.
35. It is clear that the system of teaching and learning responsibility points (TLRs) is not as effective as it could be. Expectations placed upon middle leaders – with or without a TLR – have increased to the point where 34% of middle leaders are more likely to state workload is a “very” serious problem when compared with 29% of teachers and 20% of senior leaders.<sup>24</sup>
36. And the way that TLRs are allocated and distributed is uneven across settings – especially between primary and secondary schools – with staff ostensibly responsible for similar subject areas on widely different salary points, and many without financial recognition for the additional leadership duties they hold. Even when they are awarded, some TLR holders report that the payment levels are insufficient for the additional workload.
37. We have regularly mentioned that there has, for a long time, been widespread misunderstanding of the roles and responsibilities of those on the upper pay scale. When this is married with a failure to adequately remunerate middle leaders through the aforementioned TLRs, especially in some primary schools, this leads to unreasonable demands being placed on experience, such that some staff deliberately choose not to progress.

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<sup>22</sup> Teacher Workload Survey 2019 Page 12

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/855933/teacher\\_workload\\_survey\\_2019\\_main\\_report\\_amended.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/855933/teacher_workload_survey_2019_main_report_amended.pdf)

<sup>23</sup> Grainne Hallahan in TES, “*Why doubling PPA could help tackle the attainment gap*” (2021)

<sup>24</sup> Teacher Workload Survey (2019) p12



38. And the additional burdens of new initiatives and ever-changing curriculum expectations continue to take their toll. In particular, the core content framework, and early career framework, has proven to be excessively workload-heavy. The Department's own summary review found two key areas of concern and potential for improvement: perceived heavy workload and time commitment, and perceived lack of flexibility.
39. According to the Government Evidence to the Review Body: "Insights from lead providers (and their delivery partners) have suggested ... mentors too may be struggling, finding it difficult to fit their ECF based induction programme responsibilities around other commitments. Additionally, the majority of those involved in the ECF provider-led training also feel the workload expected of ECTs and particularly mentors is too much."<sup>25</sup>
40. Education is no longer as simple as running a school. The demands placed upon teachers, support staff and leaders are immense and are exacerbated by the steady decline in local support services, and schools have stepped up to play a much wider community role. Kreston Academies Benchmark Report notes that: "The recovery from the pandemic is much wider than simply getting children's education back to pre-pandemic levels. Schools are now grappling with major issues such as mental health for older pupils and poor communication skills for younger pupils, to name just two. If schools are unable to fully address these issues, and they are not picked up by any other public service, then we are storing up problems for the future."<sup>26</sup>
41. Since 2021, Ofsted has been reviewing wellbeing in schools and yet the situation continues to spiral out of control. The wellbeing of pupils seems to no longer be considered a priority for Health and Social Care services with the bar to access support being set ever higher.
42. The situation for staff is equally dire and despite the implementation of the Education Staff Well-being Charter, little has been done to change this situation. The distressing reports of a teacher taking her own life due to the pressure of Ofsted gives an indication of how severe the situation has become for staff<sup>27</sup> Teachers have little choice but to change the things they can. In order to make their working lives more palatable they are demanding increased pay.
43. Funding, workload and wellbeing issues. All of this distracts from teachers' and leaders' core duties of educating children. Furthermore, it encourages an unhealthy workforce culture and contributes to the difficulties in recruiting and retaining quality staff.

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<sup>25</sup> Government Evidence to the School Teachers' Review Body, February 2023. p40

<sup>26</sup> Kreston Academies Benchmark Report 2023, p7

<https://www.krestonreeves.com/news/academies-benchmark-report-2023/>

<sup>27</sup> Branwen Jeffreys, Indy Almroth-Wright & Stephen Stafford, "Ofsted: Head teacher's family blames death on school inspection pressure", BBC. (March 2023)  
<https://www.bbc.co.uk/news/uk-england-berkshire-65021154>



44. Therefore, we reiterate our claim that school funding needs to meet the needs of all users. Teacher pay must be fully funded so that the additional money which has been already allocated to education can be spent on supporting children through appropriate support staffing, resourcing and support services.

## **Funding**

45. Community agree with the statement that, “teaching should be recognised as the important, highly qualified and essential profession that it is, and teachers’ pay should reflect that”.<sup>28</sup>
46. We also agree that there has been considerable instability across the economy and that the Review Body will need to be mindful of the impact of energy costs for schools, given the significant increases in energy prices. The Department notes: “These costs are currently particularly difficult to forecast with confidence at both a national and school level – at an individual school level they will vary considerably based on usage ... The current market volatility also means they are likely to vary over the course of the year.”<sup>29</sup>
47. However, with the same view as affordability, we believe it is the role of the Review Body to assess the available evidence and to make a recommendation to the Department, and it is for the Government to determine the affordability of any recommendation. Therefore, once again, we urge the Review Body to exert its independence.
48. The Government evidence states that, “an award of 3.5% (3% awards for experienced teachers, plus awards to raise starting salaries to £30,000) will be manageable within schools’ budgets next year, on average, following the additional funding provided at Autumn Statement”.<sup>30</sup>
49. So, does this mean the Department is not proposing to fund any pay uplift at all? This would be hugely irresponsible at such a time and would force schools to make decisions which would further affect staffing, subject choice and cause disruption to the education of children.
50. The surprising and potentially undermining offer made by the Secretary of State to avert further strike action promised to increase this award to 4.5% on average, and yet only committed to funding 0.5% of this award. Community members found this proposal unbelievable given the financial circumstances many schools find themselves in.
51. Our recent survey evidence (appendix 1) shows the strength of feeling of some of our members in regards to the proposals made by the Secretary of State.

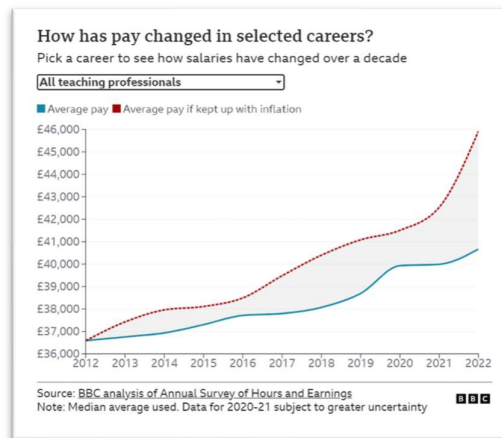
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<sup>28</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p8.9

<sup>29</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p20.50

<sup>30</sup> Government Evidence to the School Teachers’ Review Body, February 2023. p21.52

52. Our case workers are attending an increasing number of restructures and redundancies, especially amongst the support staff workforce, as schools struggle to balance their books.
53. Therefore we are disgusted by the proposals to not directly and fully fund teacher pay recommendations, and further concerned that the uplift being offered to support staff may also not be funded. What message does this send to schools, to their staff, to our children?
54. The differential between public and private sector wages is at its widest for a decade. Indeed, according to recent research by the BBC, wages have failed to keep up with the rising cost of living for many UK workers, with teachers and nurses seeing more pay lost to inflation than workers in other sectors.<sup>31</sup>



55. Evidence shows that “private sector regular pay growth increased to 6.9% in the three months to October, and currently exceeds regular pay growth in the public sector”.<sup>32</sup>
56. And the evidence from the Treasury concurs: “Recognising the continued need to recruit, retain and motivate suitably able and qualified people across the public sector, PRBs should consider 2023-24 pay awards in relation to those in the private sector.”<sup>33</sup>
57. The evidence is clear. We need to address the years of underfunding and salary deflation for teachers and leaders, we need to address the excessive workload and redress the wellbeing of our workforce, and we need to eliminate unnecessary pressures from the system.

<sup>31</sup> Rob England, “What has happened to Pay in the UK?” BBC. (2023)

<https://www.bbc.co.uk/news/business-64944262>

<sup>32</sup> HM Treasury, Economic Evidence to Pay Review Bodies: 2023-24 Pay Round (January 2023), 3.7 p14

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1127720/Economic\\_Evidence\\_January\\_2023\\_-\\_final\\_version\\_PUBLISHED.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127720/Economic_Evidence_January_2023_-_final_version_PUBLISHED.pdf)

<sup>33</sup> HM Treasury, Economic Evidence to Pay Review Bodies: 2023-24 Pay Round (January 2023), 5.2 p27

58. We need fully funded pay increases that restore the pay lost over the past decade. Pay that is sufficient to recruit, retain and value our teachers and leaders and meet the needs of our children.

## Summary

59. Teaching is an important and essential profession, which employs highly qualified and dedicated professionals, working long hours, but currently teachers' pay does not reflect nor reward that.
60. The funding for schools, for the vital services that support them, and the specialist services that pupils and staff rely on has been slashed to such a level that in some areas it is no longer capable of fulfilling its role. We need renewed funding for our schools so they do not have to rely on cut-price or substandard options but can call upon specialist services from their local area, allowing teachers and classroom staff to educate.
61. Only when teacher workload is recognised and addressed will retention improve. The Department needs to ensure that current and future strategy do not negatively impact on teacher workload and take steps to improve the current situation. This is why we have once again called for an increase in the amount of PPA time in order to support teachers to better help their pupils and for additional duties to be properly funded through TLRs.
62. We need an attractive starting salary. "Statutory starting salaries in England are comparatively low internationally ... Improving starting salaries would bring the teaching profession in England more in line with international counterparts".<sup>34</sup>
63. It is too late for £30,000 to be the beacon it once was, when starting salaries in Scotland have already surpassed this by some margin.
64. We also need to reward experience. The Government evidence goes on to say: "The pay system should also reflect the significant contribution of experienced teachers and leaders to education."<sup>35</sup> Therefore, any pay uplift should be fairly implemented to incentive teachers to remain in the classroom, maintaining the pay differentials so that there is real value in progression through the pay system.
65. What we need are:
- fully-funded pay increases that restore the pay lost over the past decade;
  - workload that is fair and manageable; and
  - pay that is sufficient to recruit, retain and value our teachers and leaders and meet the needs of our children.

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<sup>34</sup> Government Evidence to the School Teachers' Review Body, February 2023. p11.16d

<sup>35</sup> Government Evidence to the School Teachers' Review Body, February 2023. p12.19

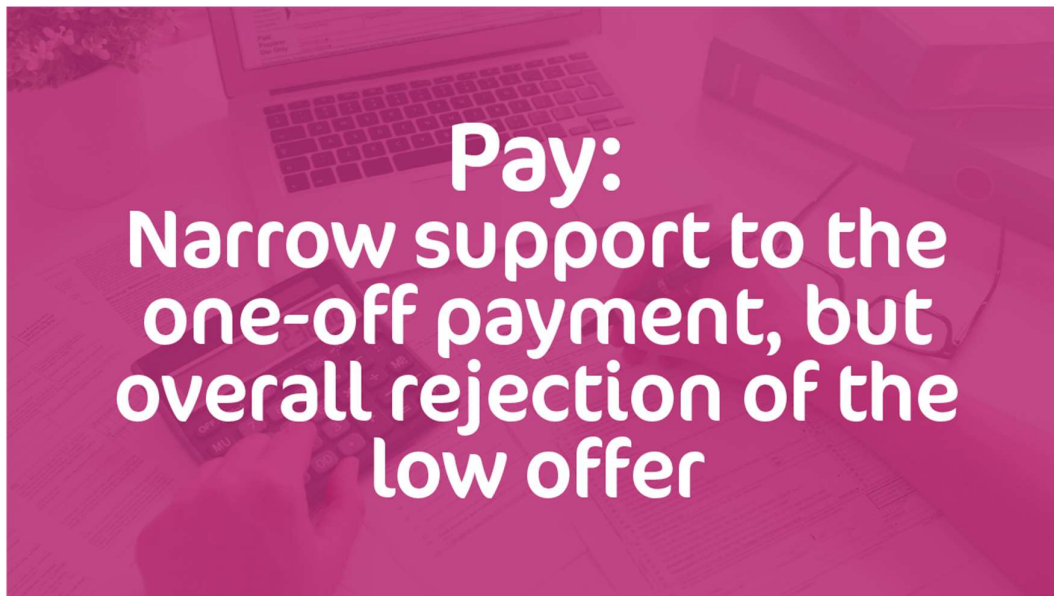
## Appendix 1

### Report on a member survey on Teacher Pay proposals<sup>36</sup>

#### You spoke and we listened: results from our latest survey on the pay offer to teachers in England

Over 400 of you, our members, completed our recent survey to express your view on the proposed one-off payment of £1,000 to all teachers and leaders, as well as a 4.5% pay increase to all pay points.

Here is what our survey has found.



**Just over half (52.58%) of survey respondents would accept the proposed one-off payment of £1,000.** This is mainly due to the fact that this payment would be fully funded by the Government and would not come out of existing school budgets.

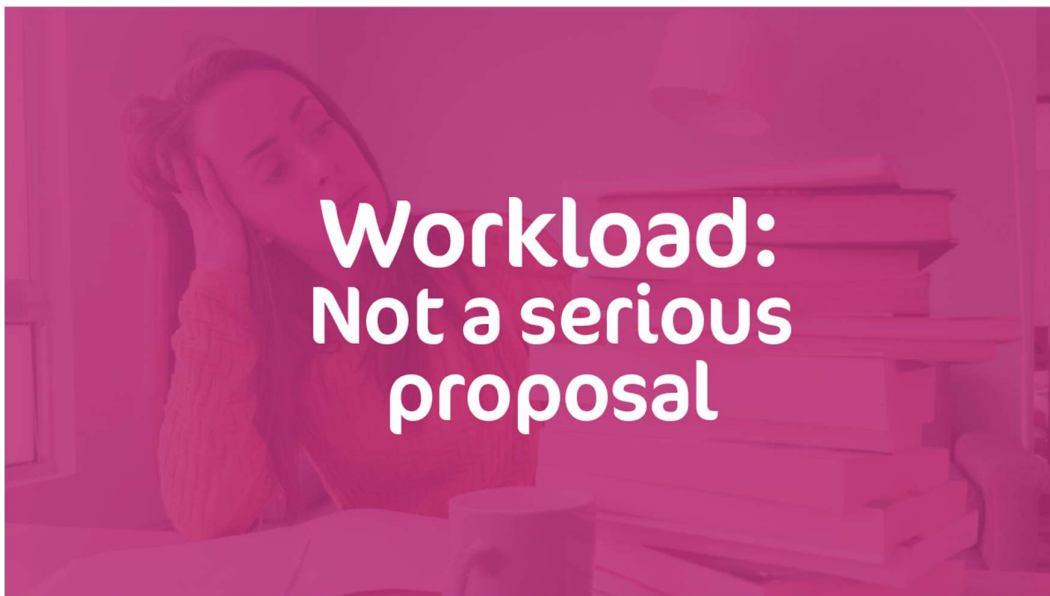
You made it clear to us that you would reject this offer if it was a single vote for all of the recommendations. **Indeed, the survey showed an overwhelming rejection of the 4.5% pay increase, with four out of five members voting against the offer.** The primary reason for rejecting this offer was that it was not funded by the Government.

Many members said they are insulted by the amount offered, which is less than the rise in the cost of energy for most households, leaving teachers worse off than they were a year ago.

Additionally, the offer was considerably less than those made in Wales and Scotland, which made many of you feel undervalued by the Government in England.

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<sup>36</sup> This survey of teacher members of Community, living and working in England was conducted between 27 March 2023 and 3 April 2023. 411 responses were received during this time.



**You told us that the workload proposal will only bring the education sector back to where we were 13 years ago - before performance-related pay was introduced.**

However, schools today have fewer support and admin staff to undertake the duties compared to 13 years ago, which begs the question of who will undertake the administration duties instead of teachers? Especially as funding cuts leave schools less able to afford the support staff they need.



**We were not surprised to see in this survey that our members are almost universally in favour of reforming Ofsted.** Many of you stressed that instead of being a useful tool for

assessment and improvement, Ofsted has become a 'monster' that causes unnecessary stress and anxiety.

We thank again all of our members who shared their views with us, as they will shape our campaign and lobbying work as we continue to pressure the Government on teachers' pay, workload, as well as an urgent need to reform Ofsted.

Warm regards

**Helen Osgood**

**National Officer for Education and Early Years**