



WRITTEN SUBMISSION TO

THE SCHOOL TEACHERS' REVIEW BODY

FEBRUARY 2024

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Introduction

- i. Community Union | Education and Early Years represents members across the whole range of education settings, from early years and nurseries, through primary and secondary education, into further and higher education and beyond. Our members are our strength, and it is their views and opinions that shape our policy work and are reflected here.
- ii. Once again, we are pleased to be able to present evidence to the Review Body on behalf of our members. With this submission we have endeavoured to present a wide range of evidence to enable us to offer a picture of the workforce situation and the wider situation in which schools currently find themselves.
- iii. This is the only mechanism we have to be able to share our evidence and, whilst we are pleased to do so, it is vital that our members, and all constituent parties, have trust in the independence of the Review Body and the recommendations it makes.
- iv. It is vital that the Review Body considers the full range of evidence presented to it, ensuring it has a holistic and balanced view, not one which is partial or idealised, or which places more weight upon one evidence stream. This will be particularly important when recommending pay uplifts, which must recognise the precarious situation that schools are in at the moment.
- v. Ultimately, without solid investment in our teachers, staff, schools and wider support systems, we will continue to see an exodus of staff, and our education system, already on the brink, will collapse.
- vi. Helen Osgood, National Officer for Education and Early Years, said:
"Community is pleased to provide a robust evidence-based response to the School Teachers Review body."

"The profession continues to work in a climate of underfunding, increasingly high workload, and pressure to deliver short-term Government initiatives."

"We urge the STRB to acknowledge the commitment, dedication and determination of our teachers - working and achieving in this very difficult and challenging environment."

"The remit from the Secretary of State doesn't go far enough to mitigate the decade of underfunding that is a very real challenge that some teachers up and down the country face on a daily basis, and are in reality having to take on second jobs to ensure that they can meet basic living requirements."

"We urge the STRB to use their independence to take this opportunity to help teachers up and down the country and address the crisis that is knocking on the door of education."

- vii. Roy Rickhuss, General Secretary of Community, said:
“Community is proud to represent education staff across the country. Our teachers and support staff make a difference to millions of children in classrooms every day.
- “The implication within the remit letter is that any pay award will be limited to 3.5%, this would be a kick in the teeth for thousands of dedicated teachers and leaders who continue to pour their heart and soul into their work whilst having more and more expectations placed on them.*
- “Action is needed now to end the crisis in staff recruitment and retention.*
- Without an above-inflation pay increase, and measures to address workload, the drain of talent and experience from the teaching profession will continue, and schools will be unable to recruit new teachers to fill the ever-increasing number of vacancies.”*

Background

1. The situation that our schools and colleges find themselves in continues to be dire. Sky-high interest rates, exorbitant energy costs and rising food prices have contributed to a cost-of-living crisis that is directly affecting our schools as well as the staff that they employ.
2. Therefore, the evidence which we present covers a wide range of issues that go beyond those identified in the remit from the Secretary of State. It is perhaps more important than ever that the Review Body considers the full range of evidence presented to it, ensuring it has a holistic and balanced view, not one which is partial or idealised.
3. A particular bone of contention for the joint trade unions is the requirement for the Review Body to have regard for the economic picture, usually interpreted as remaining within the financial envelope determined politically by government and not based on the supplied evidence of all stakeholders. Once again, we urge the Review Body to seize its independence and make recommendations to address the fundamental issues which affect the education of children in our schools across the country – namely recruitment and retention, workload and pay.
4. Community Union understands that a key element of the Review Body's remit is to ensure that recommendations are affordable, but the teachers who are now struggling to feed their families, who cannot heat their homes and pay their bills, also have affordability concerns.
5. These problems must be addressed, yet again the remit from the Secretary of State is insufficient to do this. For example, there is no mention of the devastating real-terms pay cuts that have been inflicted on teachers and leaders over the past decade.
6. The figures, in last year's evidence from the Department for Education, revealed that the average salary for teachers had fallen by over £4,000.¹ In the past twelve months, it has worsened and, across the whole teaching workforce, pay has fallen by £4,700 – cuts of over 10%. This figure is around 24% against RPI inflation, but there is no acknowledgement of this, or other difficulties faced by teachers, leaders and schools at this time.
7. Whilst last year's pay uplift was extremely welcome, it continued the trend of below-inflation pay awards and has contributed to the ongoing recruitment and retention crisis in which the sector finds itself.
8. We support the independence of the Review Body. This is the only extant process for sharing the views of teachers who work in the classrooms up and down the country. It is they who will be most affected by any recommendations made. Therefore, it is vital that our members, and all constituent parties, have trust in the independence of the Review Body and the recommendations it makes.

¹ Angela Rayner, "Teachers' pay has been cut" (2019)
<https://labour.org.uk/press/government-admit-teachers-pay-cut-thousands-pounds-year-since-2010/>

9. We urge the Review Body to be bold and make the necessary recommendations as they see fit and not be constrained by a pre-determined political demand, because we fear for the consequences if it does not.

Economic picture

10. Sometimes it is difficult to see the wood for the trees. Since 2010, the Government has been tightly focused on creating a strong economy with stable growth. However, it began this by freezing public sector pay and taking the UK into an extended period of austerity.
11. More than a decade later and, battered by a global pandemic, challenges from leaving the European Union, a war in Ukraine and global economic challenges, our public services are at breaking point. Data quoted by the Review Body shows that “prices in March 2023 were 18% higher than two years earlier”.²
12. As the Review Body has noted: “The relative value of teachers’ earnings fell throughout the early 2010s and has fallen further than earnings across the economy, the public sector and professional occupations.”³ Therefore, it will be key for the sector for pay to be significantly lifted again and again in the next few years in order to restore the value of teacher pay.
13. The high levels of inflation are having a disastrous impact on our schools and their staff with “the costs faced by schools ... growing faster than economy-wide inflation.”⁴ And whilst food inflation has fallen somewhat, those prices are now ‘baked in’.
14. According to the IFS, “in 2022–23, total public spending on education in the UK stood at £116 billion (including the cost of issuing student loans and in 2023–24 prices). In real terms, this represents an 8% or £10 billion fall since 2010–11. Education spending has also fallen as a share of national income, from about 5.6% of national income in 2010–11 down to about 4.4% in 2022–23.”⁵
15. They go on to estimate that in 2024–25 “schools’ costs will grow by 4%, which is just about matched by 4% growth in total funding. After accounting for growth in schools’ costs, we estimate that the purchasing power of school budgets in 2024 will still be about 4% lower than in 2010.”⁶
16. Therefore, even before uplifting the salaries of teaching and non-teaching staff, schools’ budgets are once again being effectively cut. Yes, the headline figures speak of record investment for schools, but “rising levels of inflation and cost pressures have dampened the effects of extra funding.”⁷
17. Despite this additional investment, according to the Institute for Fiscal Studies (IFS), “between 2010 and 2021, the most deprived secondary schools saw real-terms cuts of 12% compared with 5% for the least deprived ones.”⁸

² School Teachers’ Review Body, 33rd Report, (2023). Paragraph 3.9, page 15.

<https://www.gov.uk/government/publications/school-teachers-review-body-33rd-report-2023>

³ Ibid. page 16.

⁴ Elaine Drayton et al., “Annual Report on Education Spending in England: 2023” (December 2023). Institute for Fiscal Studies, Executive Summary

<https://ifs.org.uk/publications/annual-report-education-spending-england-2023>

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

⁸ Ibid.

18. And it is not just direct funding cuts that are affecting schools. The cuts to local authority services and social care provision mean schools have to pick up the pieces when no-one else will, funding these from their existing budgets.⁹ And despite the aforementioned headline figures, the increased number of students in our education system actually means there is less money overall. “Per-pupil funding provided to schools rose by around 4% in real terms between 2009–10 and 2019–20. In contrast, local authority spending on services fell by 57% over the same period.”¹⁰
19. Some of the strategies implemented to help schools have been less than effective. “The introduction of statutory minimum funding levels in 2020 disproportionately benefited less deprived schools and reduced the share of total funding focused on more deprived schools.”¹¹ Demand for SEND provision continues to rise exponentially, yet Pupil Premium funding, for example, has not kept pace with overall inflation. The system is broken.
20. Situations such as these require a response that is at least equal to the challenge, which is why last year we recommended a pay award that was restorative. We were let down.
21. According to the latest ONS data, pay growth in the private sector was 7.8% in the three months May-July 2023.¹² Growth in public sector earnings was up at 6.6%, meaning that the 2023 teacher pay award was below both private sector growth and average public sector pay, again holding teacher pay back.
22. Without restorative pay awards to make teaching more attractive, not only will we fail to recruit the best graduates into the sector, but overall recruitment will further fail to meet demand.
23. According to the Review Body, “thirteen secondary subjects did not achieve their target number of recruits in 2022/23.”¹³ They go on to state, “the shortages we see in some subjects do not appear to be simply temporary but are systemic and require focused remediation with a long-term plan.”¹⁴ With the Review Body summarising that “this deteriorating recruitment position is in our view linked in part to pay levels ... This pre-dates the difficult economic conditions associated with the pandemic and the war in Ukraine.”¹⁵
24. We too have grave fears for the school workforce. Teacher pay continues to lose value relative to whole-economy earnings and to other professional occupations.

⁹ “Annual Report on Education Spending in England: 2023”. Page 43

¹⁰ Ibid.

¹¹ Ibid. Executive Summary

¹² “Average weekly earnings in Great Britain” (December 2023) Office for National Statistics Bulletin <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/averageweeklyearningsingreatbritain/latest>

¹³ School Teachers’ Review Body, 33rd Report, (2023). Paragraph 3.23, Page 18.

<https://www.gov.uk/government/publications/school-teachers-review-body-33rd-report-2023>

¹⁴ Ibid. Paragraph 3.27, Page 19.

¹⁵ Ibid. Paragraph 3.39, Page 21.

25. The latest economic forecasts from the National Foundation for Educational Research (NFER) mean teachers will need a pay rise of more than 3.3 per cent next year, to “improve competitiveness.”¹⁶ Community recommends this uplift should be no less than 6.5% and that schools must be provided with additional funds by the Department to fully fund this.
26. However, Community noted that there was no mention of education in the Autumn Statement, meaning that even 3.3% will be unaffordable for many schools.¹⁷
27. Pay is not enough to recruit, it is not enough to retain, and the recruitment and retention strategy lies in tatters.¹⁸
28. Later in this evidence we will again talk about improvements to teacher terms and conditions, including increasing PPA time as a possible strategy to support retention.
29. Community calls for immediate action to be taken to address this recruitment catastrophe before it begins to more seriously impact our schools.

¹⁶ Matilda Martin, Teacher pay ‘must exceed 3.3% next year’, says expert (11 December 2023). TES <https://www.tes.com/magazine/news/general/teacher-pay-rise-more-funding-needed>

¹⁷ Autumn statement 2023: What we need to see <https://community-tu.org/autumn-statement-2023-what-we-need-to-see/#5264a960>

¹⁸ Sally Weale, “Only half of required number of trainee secondary teachers in England recruited” (2023) in The Guardian <https://www.theguardian.com/education/2023/sep/12/only-half-of-required-number-of-trainee-secondary-teachers-in-england-recruited>

The Graduate Labour Market

30. The last few years have been full of turmoil – physical, mental and financial, affecting individuals, businesses and the whole economy – and the economic picture continues to be volatile.
31. Data from the Institute of Student Employers (ISE) shows graduate vacancies increased by 9% in 2021 and another 17% in 2022.¹⁹ And the 2023 report from *What do Graduates do?* confirms this: “The demand for graduates is strong and apparently increasing. It is quite likely that at present there are more vacancies for workers with degree or equivalent qualifications than there are unemployed graduates.”²⁰
32. The annual *High Fliers* report agrees that, following a significant cut in graduate employment at the start of the COVID-19 pandemic: “The number of graduates recruited in 2022 jumped by 14.5%, compared with graduate recruitment in 2021, the biggest-ever annual increase in graduate vacancies, taking graduate recruitment to its highest level yet.”²¹
33. Put simply, this means that there are more employment opportunities for graduates, making teaching less attractive, and forecasts are that it will worsen for education as “recruitment targets for the country’s leading employers show that the number of graduate jobs available in 2023 is expected to increase by a further 6.3%.”²²
34. This may be further seen in the data showing that recruitment into the public sector fell by 6.5% over 2021, and by the fall in applications per vacancy which, at 21.1, was the lowest of all the industry or business sectors, despite an 11.3% rise in vacancies.²³
35. Due to the uncertain economic picture in the UK, Europe and the wider world, it would be understandable if the domestic labour market weakened, “but at present the UK graduate labour market appears to be bearing up well”.²⁴ This means our salary structure needs to be able to compete with the best graduate employers.
36. “In 2021/2022 the typical (median) salary for a graduate was reported as £30,921.”²⁵ But this is rapidly being eclipsed as, for the second year running, graduate starting salaries at the UK’s leading graduate employers are set to increase to £33,500. According to *High Fliers*, this is an increase of £1,500 over 2022, “and a rise of 11.7% since 2020 when the median starting salaries at the country’s best-known graduate employers was £30,000.”²⁶

¹⁹ Nicola Thomas, “5 biggest trends in student recruitment in 2022” (31 October 2022), Institute of Student Employers <https://insights.ise.org.uk/policy/blog-5-biggest-trends-in-student-recruitment-in-2022/>

²⁰ “What Do Graduates Do?” (2023/24), Prospects/AGCAS. Page 9

<https://luminare.prospects.ac.uk/what-do-graduates-do>

²¹ High Fliers Research Centre, The Graduate Labour Market in 2023 (2023) Page 17

<https://www.highfliers.co.uk/>

²² Ibid. Page 16

²³ Ibid. pp11-15

²⁴ “What Do Graduates Do?” (2023/24), Page 9

²⁵ “5 biggest trends in student recruitment in 2022” (31 October 2022)

²⁶ High Fliers Page 18

37. Once again, Aldi has reported one of the highest starting salaries, with the starting salary for graduates joining its popular trainee area manager programme now at £50,000 in 2023.²⁷ This contrasts starkly with the starting salary for qualified teachers remaining at £30,000.
38. A rough estimate suggests that had the teacher salary kept up with the rate of inflation over the past 20 years, it would now be worth almost £36,000²⁸, similar to the current median salary.
39. Data from the Institute for Social & Economic Research (ISER) agrees that when “comparing the earnings of teachers to non-teaching graduates we find that from 1993 to 2019, the average teacher earns around 13% less than the average graduate.”²⁹
40. Furthermore, “if the median starting salary of £29,000 paid by employers a decade ago had kept pace with inflation over the past ten years, it would now be worth approximately £39,000 – some £5,500 more than this year’s median pay for new graduates.”³⁰
41. And, as we have already mentioned, it is not just about pay either: “only 5% of employers expected their graduate hires to be fully office based and nearly a quarter expect them to work from home for at least three days per week.”³¹
42. Whilst making teaching a hybrid employment option is unlikely, at least in the short-term, we must begin to consider flexible working options in order to attract candidates into education and retain them beyond the first few years. “While making teaching among the highest paid graduate occupations is likely to improve the quality of graduates entering the profession ... raising the salaries of existing teachers”³² will also have significant benefits.

²⁷ High Fliers Page 18

²⁸ Teacher starting salary in 2001 was £17,001

<https://www.in2013dollars.com/uk/inflation/2000?amount=17001>

²⁹ Joshua Fullard, “*Relative Wages and Pupil Performance, evidence from TIMSS*” (2021). Institute for Social & Economic Research. Page 9

<https://www.iser.essex.ac.uk/research/publications/working-papers/iser/2021-07>

³⁰ High Fliers Page 18

³¹ “*What Do Graduates Do?*” Page 16

³² “*Relative Wages and Pupil Performance, evidence from TIMSS*” (2021). Page 4

Demand for Teachers

43. Once again, the data from the Department's workforce survey paints a healthy and encouraging picture, with total teacher numbers up by 2,800 over 2021 and the largest number since 2010.³³
44. But it is important to point out how meagre this is, representing a less than 1% increase in the past twelve months, and likely to account for why there has been a vast increase in the number of teaching and leadership vacancies in the past twelve months.
45. The number of pupils in England's schools has also continued to rise to nearly 9.1 million pupils – an increase of 73,800 over the previous year, with a notable bulge moving through into secondary and tertiary education at the moment.³⁴ This means that pupil:teacher ratios are worsening, averaging around 20.7 pupils per teacher in primary and nursery schools, and 16.8 pupils per secondary teacher.
46. According to a report by *Teacher Tapp* and *SchoolDash*, job adverts have increased by 12% compared to last year, and a record-breaking 13% of secondary teachers report currently unfilled vacancies.³⁵
47. In addition to the shortage of teachers, the number of deputy and assistant heads aspiring to become headteachers has fallen, down to just 43%.
48. Not only is there an increase in vacancies, but there is a shortage of applicants, too. The same analysis by *Teacher Tapp* and *SchoolDash* reports that in the primary sector, "59% of senior leaders indicate a decrease in the number of applicants compared to the usual, slightly higher than the 54% reported last year. In the secondary sector, the recruitment cycle appears to be even more challenging, with over 80% of leaders stating a decrease in applicants compared to the norm, a notable increase from 65% reporting the same last year."³⁶
49. The number of teaching vacancies being posted by schools has now reached a record annual high and there has been a 24% reduction in applications to public sector employers. This confirms what we noted in our evidence last year and in 2022, that "the nominal security offered by public sector employment is insufficient to attract graduates in more normal times".³⁷
50. Put bluntly, there are better jobs elsewhere. And comments published by the Department in the *Working Lives of Teachers and Leaders* stating that 57% of respondents did not think that "teaching offers a good salary compared to other careers I could follow if I leave," confirm this.³⁸

³³ The School workforce in England (2022 reporting year)

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

³⁴ Schools, pupils and their characteristics (Academic year 2022/23)

<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

³⁵ Becky Allen et al., "Teacher Recruitment and Retention in 2023" (2023). Page 4

<https://www.gatsby.org.uk/uploads/education/teacher-recruitment-and-retention-in-2023-tt-schooldash-final.pdf>

³⁶ "Teacher Recruitment and Retention in 2023" Page 8

³⁷ High Fliers. Page 25

³⁸ Lorna Adams et al. "Working Lives of Teachers and Leaders – wave 1: Research report" (2023) Department for Education. Page 92

<https://www.workinglivesofteachers.com/>

51. And this will only worsen the budgetary pressures on schools, since they will be forced to fill vacancies with temporary and supply cover, which is likely to result in higher salaries, poorer quality teaching and worse outcomes for the children.³⁹

³⁹ Academies Benchmark Report (Kreston Global, 2022). Page 12
<https://www.jamescowperkreston.co.uk/downloads/kreston-academies-benchmark-report-2022---final.pdf>

Teacher Recruitment and Retention

53. It has long been noticed and highlighted that the exodus of experience is storing up problems. Long before the creation of the Core Content Framework, before the bonfire of university-based training, we needed experience to nurture and guide new teachers. But high levels of teacher vacancies suggest that the mentors for initial teacher training (ITT) and early career teachers (ECT) will become more difficult to source.
54. *The Guardian* newspaper's *Secret Teacher* noted: "Newly qualified teachers have many strengths, such as energy and adaptability, but they're not experts in the art of teaching – and nor should they be expected to be. I fear that by losing our top tier of experienced professionals, overall quality will drop, generation on generation."⁴⁰
55. In addition, the average age of teachers is falling. In 2013, the OECD *Teaching and Learning International Survey* found the average age of teachers in secondary schools in England was 39 – almost four years younger than the global average. Government figures show that the number of older teachers has dropped significantly since 2010.⁴¹
56. Again, *The Guardian's Secret Teacher* says: "The only way to reverse the declining average age of teachers is by changing the culture of the profession and giving people incentives to stay in the job. But any real shift will come too late for teachers like me, who have enjoyed only a handful of years in the presence of colleagues with decades of experience. Without their guidance, confidence and expertise, we've got a knowledge gap about what works in teaching – and that's a problem."⁴²
57. And despite Government evidence to the Review Body last year unequivocally stating that, "experienced teachers should be awarded uplifts to their pay, given the value they add in the classroom and beyond,"⁴³ last year 44,000 teachers, representing almost 10% of the teaching workforce, left the profession – 8.8% of those for reasons other than retirement.⁴⁴
58. This could be because the evidence from previous pay awards suggests that "the government is committed to increasing less experienced teachers' salaries by significantly more than their more experienced colleagues,"⁴⁵ and this could actually be leading to a greater exodus of experience.
59. We are failing to recruit graduates into ITT. There are increasing levels of vacancies in our schools and where we do recruit, we do not have the experienced and mature teachers to nurture our ECTs.

⁴⁰ Secret Teacher, "The exodus of older teachers is draining schools of expertise" (2018) *The Guardian* <https://www.theguardian.com/teacher-network/2018/may/12/secret-teacher-the-exodus-of-older-teachers-is-draining-schools-of-expertise>

⁴¹ Ibid.

⁴² Ibid.

⁴³ DfE, Government Evidence to the STRB (21 February 2023) paragraph 43, Page 18

<https://www.gov.uk/government/publications/evidence-to-the-strb-2023-pay-award-for-teachers-and-leaders>

⁴⁴ Pete Henshaw, "Backlash over DfE spin as record 40,000 teachers quit the chalkface" (2023)

<https://www.sec-ed.co.uk/content/news/backlash-over-dfe-spin-as-record-40-000-teachers-quit-the-chalkface>

⁴⁵ "Relative Wages and Pupil Performance, evidence from TIMSS" (2021). Page 24

60. “Various surveys of schools and head teachers suggest the recruitment and retention problems facing schools have got worse this year”, according to Luke Sibieta from the IFS. “We also know that schools in more deprived areas face more significant problems in recruiting and retaining teachers”.⁴⁶
61. The Department’s own figures from December lay bare the recruitment struggles for trainees into initial teacher education. Just 50% of the target for secondary subject trainees was reached in 2023/24, down from 59% in 2022-23, and 79% in 2021-22. A fall of 30% in two years is an unmitigated disaster.⁴⁷
62. It is very clear from these figures that we are not recruiting enough trainees. With rising pupil numbers, and a booming graduate employment market, it is perhaps unsurprising that key subjects such as maths and science are suffering from significant under recruitment, with a broader failure to recruit across a wide range of subjects, including primary education.
63. Teaching has become less attractive as pay is eroded, workload increases and there are limited opportunities for home working, meaning, in comparison to other graduate careers, the profession is not as “family-friendly as it once was”. And it is clear that the Government needs to take urgent and radical action to improve the attractiveness of teaching as a profession to enter and remain in.
64. According to Jack Worth from the National Foundation for Education Research (NFER): “Policymakers should be aiming to put teaching in a position where it is attractive enough to persuade graduates to enter regardless of what is happening more widely... improving the attractiveness of the teaching profession is an essential and urgent need now to ensure the quality of pupils’ education is not further compromised by growing staff shortages.”⁴⁸
65. And yet, the previously mentioned vacancy figures strongly implies that pupils’ education is beginning to be compromised, despite the best efforts of teachers and leaders.
66. Starting salaries for teachers fell by around 5% in real-terms in 2022–23.⁴⁹ Salaries for more experienced and senior teachers have fallen by 13% in real-terms since 2010. Teachers in the middle of the salary scale have experienced cuts of 9-10% since 2010. Even new and inexperienced teachers saw their real-terms salary cut by 1-3% in 2022–23.⁵⁰

⁴⁶ Luke Sibieta, “What has happened to teacher pay in England?” (11 January 2023). Institute for Fiscal Studies <https://ifs.org.uk/articles/what-has-happened-teacher-pay-england>

⁴⁷ DfE, Initial Teacher Training Census (2023/24) <https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census/2023-24>

⁴⁸ Jack Worth, “Dire teacher recruitment data should concern policymakers” (2023) Schools Week <https://schoolsweek.co.uk/dire-teacher-recruitment-data-should-concern-policymakers/>

⁴⁹ “What has happened to teacher pay in England?” (11 January 2023).

⁵⁰ Ibid.

67. Ministers appearing before the Education Select Committee were told that “Recruitment into teacher training is at “crisis levels” and teacher retention is “poor.”⁵¹ And it is not just teaching. *The Independent* reports that Robin Walker, chair of the Education Committee, said he had heard anecdotally of supermarkets “offering term-time only” and school hours jobs. He said: “(It) seems to be relatively new and creating a lot of tension, particularly for teaching assistants – for the people below the teacher level in schools – but actually that seems to be a big competitive pressure which people are really feeling.”⁵²
68. “Increasing teachers’ pay would also likely improve both recruitment and retention and is a key lever within the Government’s direct and timely control,” states Jack Worth of *NFER*. “However, pay needs to be rising faster than average earnings to increase competitiveness.”⁵³
69. Morale is very low. According to *Teacher Tapp* and *SchoolDash*, despite the teachers’ intentions to remain in the job staying constant since 2017, including throughout COVID-19, this year has marked a significant decline, with teachers in their first five years of employment typically more susceptible to leaving the profession. This group has seen their intention to remain in education plummet to 55% in 12 months.⁵⁴
70. As we noted last year, having a competitive starting salary is only important when you embark on a new career. It does nothing to support or sustain experienced teachers. This is made abundantly clear by the statistics from the Government’s own workforce survey, which showed that teacher departures were up 12.4%. Over 36,000 teachers – 4,000 more than in 2020-21 – chose to leave, and among those most recently qualified the figures rose to 12.5%. One in eight of those who qualified in 2020 have left the profession after just one year.⁵⁵
71. The 2023 statistics are just as stark. In 2021/22, 12.8% of new teachers chose to leave after just one year. A quarter of teachers (23.9%) had quit after three years in the classroom. After five years, almost a third (31.3%) had walked away.⁵⁶
72. Data from the *Trends in International Mathematics and Science Study* (TIMSS) identifies that “teachers’ wages do grow at a significantly slower rate than non-teaching graduates’ wages over the age distribution – teachers in their 30s, 40s and 50s earn around 20%, 23% and 15% less than the average graduate in their respective cohorts”⁵⁷ Again, this is in spite of evidence from the Department arguing that pay “awards should rightly be more in line with expected earnings growth across the wider economy.”⁵⁸

⁵¹ Eleanor Busby, “MPs told why people don’t want to be teachers anymore” (2023) *The Independent* <https://www.independent.co.uk/news/education/teacher-recruitment-levels-pay-working-b2447630.html>

⁵² *Ibid*

⁵³ “Dire teacher recruitment data should concern policymakers”

⁵⁴ “Teacher Recruitment and Retention in 2023”. Page 15

⁵⁵ Tom Belger in *Schools Week*, “Jump in teachers leaving, plus 6 more school workforce findings” (2022)

<https://schoolsweek.co.uk/dfe-teacher-vacancy-pay-jobs-recruitment-data/>

⁵⁶ DfE, School workforce in England

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

⁵⁷ “Relative Wages and Pupil Performance, evidence from TIMSS” (2021). Page 10

⁵⁸ DfE, Government Evidence to the STRB (21 February 2023) paragraph 43, Page 18

73. Given that recent awards have been below the levels of inflation, and below the median rises in the private sector, it is clear that the Department needs to put its money where its mouth is.
74. Haili Hughes, analysing research from the Policy Exchange, found that “teaching does not follow a predictable linear pattern; from the 50,000 entrants into state teaching every year, roughly a third of these are experienced teachers returning to the profession. Therefore, much of the work that the DfE is doing in thinking up incentives that focus on attracting new people to the profession is somewhat missing the point.”⁵⁹
75. Again and again, evidence to the Review Body from trade unions and from the Department itself states that the “expertise [of experienced teachers] is substantial and their contributions should be recognised and valued,”⁶⁰ but the personal experience of too many teachers is that this is just not so.
76. Therefore, it is critical that in order to maintain and grow our teaching workforce, sufficient to meet the Government’s ambitions – particularly around initiatives such as the Advanced British Standard – we need to be more effective in recruiting appropriate candidates into teaching, doing more to support them and grow them, rewarding and retaining the experience we already have.

⁵⁹ Haili Hughes, “*Preserving Positivity*” (2020), John Catt Educational. Page 16

⁶⁰ DfE, Government Evidence to the STRB (21 February 2023) paragraph 61, Page 23

Pay and Conditions

77. We have set out some of the economic and labour market conditions that have led to the current position affecting teachers and the schools they work in. It is important to reflect that, due to the cost-of-living crisis, pay is very much a determining factor for many teachers, leaders and support staff, and that schools are insufficiently resourced to afford any uplift without it being directly funded by Government.
78. The lack of capacity in local authorities and health services to support mental health and wellbeing, social care and special educational needs, has meant an increased diversion of funds by schools to cover the shortfall, such that more and more councils are signing off on deficit budgets, without which they would be unable to meet the basic needs of their pupils. Schools are struggling and have cut staffing to the bone, leading to increased workload for those left behind.
79. External pressures and demands on the system are having a disproportionate impact on the culture within schools. Whilst college, school and MAT leadership teams hold responsibility for some of the cultural issues, the lack of capacity in wider public services, the increase in children and young people experiencing destitution,⁶¹ ongoing post-pandemic scarring, challenging pupil behaviour and the inadequacy of SEND provision are driving negativity in workplace culture across the sector. Schools are insufficiently funded to meet the extent of demand they now face from their communities.⁶²
80. The Teacher Wellbeing Index report, *Teaching: the new reality*, calls on the Government to provide clarity on the role of schools. What and who are they for? Is it all about teaching and learning, or are they now expected to be the front line of children's services?
81. Schools must always be accessible to parents and carers who struggle the most to educate and support their children. "Q3 Academy Tipton in the Black Country is no different to the many schools providing free and subsidised uniform, lunches for those not quite meeting the threshold for free school meals, school equipment, bus fares, and now Christmas food hampers and presents for children likely to go without."⁶³
82. Schools have too many, often conflicting responsibilities, and underfunded children's services mean that teachers and support staff are unsupported. This is having a demonstrable effect on the job satisfaction and wellbeing of educators, which will have a knock-on effect on children and young people.⁶⁴
83. Whatever the answer is, it is clear that the wider ecosystem of public services is failing our schools and must be restored if efforts to improve teacher pay and conditions are to have any impact at all.

⁶¹ Suzanne Fitzpatrick et al. "Destitution in the UK" (2023) Joesph Rowntree Foundation, <https://www.jrf.org.uk/report/destitution-uk-2023>

⁶² "Teacher Wellbeing Index" (2023) Education Support. Page 56
https://www.educationsupport.org.uk/media/0h4jd5pt/twix_2023.pdf

⁶³ Keziah Featherstone, "2023 in review: How much more of a kicking can we take?" (2023), Schools Week
<https://schoolsweek.co.uk/2023-in-review-how-much-more-of-a-kicking-can-we-take/>

⁶⁴ "Teacher Wellbeing Index" (2023). Page 59

84. We need a funding settlement that matches current levels of demand on schools and colleges. We need more support for our struggling local services. We must ensure there is sufficient financial resource for schools to provide high quality education and support to children and young people.⁶⁵
85. Schools will continue to struggle to recruit and retain support staff and teachers, and will fail to be able to pass on any pay award when they are propping up the social care and health services.
86. In its remit to the Review Body, the Government notes: “In 2023/24, pay review bodies across government recommended historically high pay awards for their respective workforces ... Accepting these recommendations, whilst not increasing borrowing, required tough decisions. It is vital that the STRB consider the historic nature of the 2023/24 award and the Government’s affordability position that will be set out further in written evidence.”⁶⁶
87. We agree, it *is* vital that the Department and the Review body consider the historic nature of the 2023/24 award, such that despite it being the highest single award offered to teachers since the 1990s, it was still significantly below the historic high levels of inflation we saw last year, it was below average private sector pay awards, and did not restore the value of teacher pay following the erosion of the past decade.
88. And feedback from the *Working Lives of Teachers and Leaders* report shows that 77% of teachers feel dissatisfaction with the overall national-level changes to teachers' pay in the last year.⁶⁷
89. Public sector pay has been reduced so much compared to the private sector that the Institute for Fiscal Studies claims not only that “public sector pay will fail to keep pace with inflation this year ... [but] ... this comes after more than a decade in which public sector pay has already been falling relative to the private sector.” The IFS concludes that “the public–private pay differential is now less favourable to the public sector than at any point in the past 30 years”.⁶⁸
90. And let us not forget that, since 2010, teacher pay did not rise on at least three occasions and was capped at 1% for five consecutive years, therefore there is still significant ground to be made up in order for teacher pay to be the recruitment and retention tool that it once was.
91. According to Jack Worth, school workforce lead at the National Foundation for Educational Research, in *TES*,⁶⁹ the latest economic forecasts mean teachers will need a pay rise of more than 3.3% next year to “improve competitiveness.”

⁶⁵ “*Teacher Wellbeing Index*” (2023) Education Support. Page 59

⁶⁶ Secretary of State for Education, School Teachers’ Review Body remit letter for 2024 <https://www.gov.uk/government/publications/school-teachers-review-body-remit-letter-for-2024>

⁶⁷ “*Working Lives of Teachers and Leaders – wave 1*”. Page 93

⁶⁸ Bee Boileau, Laurence O'Brien and Ben Zaranko, “*Even if real pay is cut by 5%, public sector workforce may need to be cut by more than 200,000 by 2024 to stay within current spending plans*” (2022) <https://ifs.org.uk/news/even-if-real-pay-cut-5-public-sector-workforce-may-need-be-cut-more-200000-2024-stay-within>

⁶⁹ Matilda Martin, Teacher pay ‘must exceed 3.3% next year’, says expert (11 December 2023), *TES* <https://www.tes.com/magazine/news/general/teacher-pay-rise-more-funding-needed>

92. Ben Zaranko, of the Institute for Fiscal Studies, said last year that it would cost the Treasury around £13bn to increase public sector pay to the then inflation rate of 11.1%. But significantly, he went on to point out that “putting up public sector wages isn’t like putting up the price of bread: it doesn’t raise the rate of inflation.”⁷⁰
93. Research by Joshua Fullard from the *Trends in International Mathematics and Science Study* shows that “workers respond to an increase in relative wages by improving their productivity due to a fall in perceptions of inequity (Akerlof 1982). According to this hypothesis, when workers feel they are more valued, through a higher relative wage, they work harder. There is suggestive empirical evidence that concerns about fairness and equity do influence effort, see Fehr et al., (2009) for a review of this literature. Therefore, teachers’ higher relative wages could drive the productivity of teachers, and thus pupil outcomes, through the mechanism of feeling more valued.”⁷¹
94. As previously noted, the Education Select Committee was told that “Recruitment into teacher training is at “crisis levels” and teacher retention is “poor.”⁷² And yet there was no mention of education in the Autumn Spending Review and little new activity to address the issue.
95. “Sainsbury’s has announced ... it will increase minimum pay for employees outside London to £12 an hour, with wages for staff in the capital increasing to £13.15 an hour.”⁷³ For comparison, an early career teacher working an average of 50 hours each week would be paid just £15.38 per hour.⁷⁴
96. Schools must receive additional funds from the Department to cover the costs of any recommendation. Failure to provide this will exacerbate the funding crisis in our schools and will lead to further restructuring and redundancies. Most importantly, it will not improve conditions for staff and will harm the outcomes for pupils.
97. In order to address the recruitment and retention issues, we recommend a fully-funded pay uplift of not less than 6.5%.
98. As in previous years, we urge the Review Body to cast its net wider than the pay award. We agree that “the Department must consider factors separate to pay that will ensure teachers remain in the profession.”⁷⁵ Factors such as flexible working, increased PPA time and the reduction of workload would be good places to start.

⁷⁰ Polly Toynbee, “If it’s unions against these infantile ministers, I know who will win” (2022), The Guardian <https://www.theguardian.com/commentisfree/2022/dec/06/unions-tory-militants-sit-down-strikes>

⁷¹ “Relative Wages and Pupil Performance, evidence from TIMSS” (2021). Page 2

⁷² <https://www.independent.co.uk/news/education/teacher-recruitment-levels-pay-working-b2447630.html>

⁷³ “Sainsbury’s increases pay as supermarkets battle for staff” (2024), BBC News <https://www.bbc.co.uk/news/business-67883985>

⁷⁴ £30,000 starting salary – 50 hours of work per week – 39 weeks of term

⁷⁵ DfE, Government Evidence to the STRB (21 February 2023) paragraph 23, Page 13

Workload and Wellbeing

99. Prior to the COVID-19 pandemic, the issue which most regularly topped the list of issues for teachers was workload and the fact they did not feel they had any control over it. High workload (92%), government initiatives or policy changes (76%), and other pressures relating to pupil outcomes or inspection (69%) are the top factors affecting teachers.⁷⁶ And it is only really in the past couple of years that pay has risen to the top of the list. Workload affects teacher retention, therefore it is important to seek to address this perennial issue, as well as uplifting pay.
100. Community noted in our *The Future of Education*⁷⁷ report that “international comparisons show that teachers in the UK spend more time working than in many other high-performing countries, with some estimates suggesting teachers work an average of 50 or more hours each week.
101. The *Working Lives of Teachers and Leaders* report goes further, recording that leaders reported working more hours on average (56.8) than teachers, with full-time teachers working 51.9 hours and 37.3 hours for part-time teachers.⁷⁸
102. Additionally, four in ten leaders (43%) reported working at least 60 hours in the reference week⁷⁹, with four in five (78%) teachers working between 40 and 69 hours and 4% who reported working over 70 hours.⁸⁰ Between 20 and 29 of those hours are spent on classroom teaching⁸¹ and over half of their working time is spent on “general administrative (75% of teachers reported this) ... data recording, inputting, and analysis, behaviour and incident follow up, individual lesson planning, and marking.”⁸²
103. Not only do UK teachers spend more time directly working with pupils, but research from “Thomas et al. (University of Birmingham, 2003) found that teachers’ working weeks were much more intensive than those of other professions and that despite teachers seemingly having so many holidays, a large proportion of these are used to complete work that they didn’t manage to cram into the previous term or to undertake preparation for the next term.”⁸³

⁷⁶ “Working Lives of Teachers and Leaders – wave 1”. Page 46

⁷⁷ The Future of Education Report (Voice Community, 2021) Page 16
<https://community-tu.org/campaigns/sector-campaigns/the-future-of-education/>

⁷⁸ “Working Lives of Teachers and Leaders” – wave 1”. Page 14

⁷⁹ Ibid. Page 15

⁸⁰ Ibid. Page 36

⁸¹ Ibid. Page 39

⁸² Ibid. Page 15

⁸³ Haili Hughes, “Preserving Positivity” Page 40

104. The World Health Organization reported⁸⁴ that long working hours are a significant contributor to deaths from heart disease and stroke. Between 2000 and 2016, the number of deaths from heart disease due to working long hours increased by 42%, and from stroke by 19%. And yet, the number of people working long hours continues to increase.⁸⁵ “Working 55 hours or more per week is a serious health hazard... It’s time that we all, governments, employers, and employees, wake up to the fact that long working hours can lead to premature death.”⁸⁶
105. The *Teacher Wellbeing Index* and the Department’s own *The Working Lives of Teachers and Leaders* report both agree that there are major issues with workload leading to stress, exhaustion and burnout.
106. *The Working Lives of Teachers and Leaders* report says: “A large majority of teachers said that they experienced stress in their work (86%), around three-fifths felt their job did not give them sufficient time for their personal life (65%), and around half (56%) said their job negatively affected their mental health (45% said it negatively affected their physical health).⁸⁷
107. The *Teacher Wellbeing Index* notes that 78% of all staff are stressed.⁸⁸ This is an overall increase of 3% over 2022, with class teachers seeing a 6% rise and leaders a 5% rise.
108. 34% of staff felt, or it was suggested to them, that they were exhausted – a 4% increase on 2022. And 35% were experiencing signs of burnout – a 7% increase over last year.⁸⁹
109. Staff reported large increases in the levels of irritability (8% increase), difficulty concentrating (9% increase) and tearfulness (11% increase)⁹⁰ with over 50% regularly experiencing insomnia or difficulty sleeping.
110. There has been a 6% increase in teachers reporting exhaustion and a huge nine per cent increase in teachers reporting signs of burnout. The proportion of teachers and lecturers reporting mental health issues due to work has risen, as has the number describing themselves as stressed and acutely stressed.
111. The proportion of all staff (78%) and senior leaders (89%) reporting stress is the highest that have been recorded by the *Teacher Wellbeing Index*. And the level of staff who experienced mental health issues due to their work is the highest ever seen (39%).

⁸⁴ World Health Organization / International Labour Organization (2021)

<https://www.who.int/news/item/17-05-2021-long-working-hours-increasing-deaths-from-heart-disease-and-stroke-who-ilo>

⁸⁵ Frank Pega et al, “Global, regional, and national burdens of ischemic heart disease and stroke attributable to exposure to long working hours for 194 countries, 2000–2016: A systematic analysis from the WHO/ILO”

<https://www.sciencedirect.com/science/article/pii/S0160412021002208>

⁸⁶ World Health Organization / International Labour Organization (2021)

⁸⁷ “Working Lives of Teachers and Leaders” – wave 1”. Page 18

⁸⁸ “*Teacher Wellbeing Index*” (2023) Education Support, 1. The Challenges, Page 7

⁸⁹ Ibid. Page 22

⁹⁰ Ibid. Page 20

112. They conclude that it is likely that “this population will experience negative physical and mental health outcomes as a consequence of these working norms.”⁹¹
113. These combined data suggest a significant worsening of teacher wellbeing. With the most recent comparable scores for the wider UK population (up to September 2021) indicating that teachers and leaders were experiencing lower levels of wellbeing than the adult population as a whole.⁹²
114. And it is hard not to conclude that this will have a major impact on teacher recruitment and retention. *Teacher Workload Index* notes, “importantly, we would expect teachers who are stressed, tired and unhappy at work to – quite understandably – work less well than they otherwise could, with a range of knock-on effects for children and young people.”⁹³
115. Finally, the staff wellbeing score of 43.65 is well-below the national averages for England (51.40), Scotland (48.60) and Wales (48.20) and is the lowest recorded within the past five years.⁹⁴ According to Taggart et al⁹⁵, scores between 41 and 45 should be considered at high risk of psychological distress and increased risk of depression, and those individuals scoring below 40 should seek help.

⁹¹ “*Teacher Wellbeing Index*” (2023) Education Support, Our conclusions. Page 54

⁹² “Working Lives of Teachers and Leaders – wave 1”. Page 76

⁹³ “*Teacher Wellbeing Index*” (2023) Education Support, Our conclusions. Page 54

⁹⁴ Ibid. Page 8

⁹⁵ “*Warwick–Edinburgh Mental Wellbeing Scale (WEMWBS)*” (2006) NHS Health Scotland, University of Warwick and University of Edinburgh

<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/howto/>

PPA

116. As we have stated in our submissions to the Review Body over the last two years, of all the mechanisms put in place for early career teachers, for Community members, the one which warranted the most attention was the additional planning, preparation and assessment (PPA) time afforded.
117. We noted in our *The Future of Education*⁹⁶ report that “international comparisons show that teachers in England spend more time working than in many other high-performing countries, with some estimates suggesting teachers work an average of 50 hours each week. Much of this work is undertaken in the evenings and at weekends, having a detrimental impact on a teacher’s homelife.” And teacher and head teacher members went on to state that it was workload, followed by pressures of the role, that were the key drivers causing staff to want to leave the sector.
118. The *Teacher Workload Survey* reported that 21% of primary respondents and 37% of secondary respondents felt that workload was “a very serious problem”.⁹⁷
119. And the Review Body noted in their 31st Report that “wellbeing and workload issues were frequently raised in our discussions of teacher retention ... [and] workload was exacerbated by cuts to social services, lack of classroom support and increased time managing safeguarding concerns.”⁹⁸
120. The benefits of reducing teacher contact time through the increase of PPA go far beyond supporting mental wellbeing and reducing stress. As we reported last year, The World Health Organization reported⁹⁹ that long working hours are a significant contributor to deaths from heart disease and stroke. Between 2000 and 2016, the number of deaths from heart disease due to working long hours increased by 42%, and from stroke by 19%. And yet, the number of people working long hours is increasing.¹⁰⁰
121. The *Teacher Wellbeing Index* and the Department’s own *The Working Lives of Teachers and Leaders* report both note that teachers and leaders in the UK often work in excess of 50 hours each week. “Working 55 hours or more per week is a serious health hazard... It’s time that we all, governments, employers, and employees, wake up to the fact that long working hours can lead to premature death.”¹⁰¹

⁹⁶ The Future of Education Report. Page 16

⁹⁷ 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

⁹⁸ STRB 31st Report, (2021) 6.13. Page 81

⁹⁹ World Health Organization / International Labour Organization (2021)

¹⁰⁰ “Global, regional, and national burdens of ischemic heart disease and stroke attributable to exposure to long working hours for 194 countries, 2000–2016: A systematic analysis from the WHO/ILO”

¹⁰¹ World Health Organization / International Labour Organization (2021)

122. Teach First have also put forward the proposal for an increase in PPA, arguing that: "The ECF has set the precedent that ringfenced PPA time is important for professional development. We are simply arguing that this rationale should be extended across a teacher's career, so all teachers can keep improving, as well as avoid getting burned out in the process."¹⁰² This fits comfortably with the detail we set out in our previous submissions to the Review Body.
123. We want to see an increase to PPA time for all teachers and staff who are delivering lessons.
124. Increasing PPA to 20% would mean teachers delivering fewer lessons each week. Teach First argues that this would give teachers more time to spend on planning and professional development, ensuring that lessons were properly outlined for their pupils. They go on to say that this will lead to improved teacher wellbeing and teacher retention, which will lead to greater classroom stability as teachers are likely to be present more of the time and to remain in post for longer.
125. It is clear that the benefits of reducing teacher contact time through the increase of PPA goes far beyond supporting mental wellbeing and reducing stress. There are also benefits for the pupils and for the schools and academies where they work.
126. As we have cited in previous submissions, evidence from schools that have already implemented an approach to increased PPA, such as Noel-Baker Academy in Derby, show the benefits that can be achieved by giving staff 20% of time for PPA. Headteacher Ann Donaghy commented: "In 2018, we were able to reduce our teachers' timetables by investing in more full-time teachers rather than supply teachers." This investment meant the school attracted applicants into permanent employment, vastly reducing the reliance on supply staff. She notes: "Permanent staff [are] much cheaper and better for the children in terms of stability and quality of provision." And in turn, this leads to "improved pupil outcomes, bettering our teaching staff recruitment and retention, and giving us time to invest in really well-thought-out extracurricular provisions".¹⁰³
127. As we have called for in previous submissions, Community continues the clarion call for an increase to the basic amount of PPA time for classroom teachers from 10% 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.

¹⁰² Grainne Hallahan in TES, "Why doubling PPA could help tackle the attainment gap" (2021)

<https://www.tes.com/magazine/teaching-learning/general/why-doubling-ppa-could-help-tackle-attainment-gap>

¹⁰³ Ibid.

CPD

128. Another issue which we feel could be addressed through teachers' terms and conditions is the right to professional development.
129. "Comparing the situation in England with other high-performing nations demonstrates the thinness of the state's commitment to its teacher development. In Singapore, teachers have a right to 100 hours a year of professional development (Parliament, 2014), yet England is failing to even meet the 35 hours a year commitment that has been recommended by multiple institutions. This must change if we want a genuinely world-class schooling system."¹⁰⁴
130. According to the Government's evidence to the Review Body last year, "The Department recognises that high quality training and development is key to improving teacher retention and quality, and therefore has implemented reforms to ITT frameworks, is providing enhanced induction through the ECF, and is delivering a reformed suite of NPQs informed by the best available research and evidence."¹⁰⁵
131. But not everyone wants to do a National Professional Qualification, and in some instances they do not provide the breadth of development that the individual requires, nor the specific subject enhancement.
132. Anecdotally, we have heard of schools that will not release teachers to undertake NPQs unless it is already a part of their role, due to staffing shortages, and there have been comments of too much work for people to undertake in their own time and little time available in the busy school day for study time.
133. According to *TES*, schools spend around £3,000 per teacher per year on CPD, but too much CPD is poor quality, poorly delivered and not suitable for all staff.¹⁰⁶ Feedback from the *Working Lives of Teachers and Leaders* report agrees, with 16% stating that the CPD they had undertaken had little or no impact.¹⁰⁷
134. What Community would like to see is a system that provides individualised and meaningful development opportunities, as well as the necessary institutional training, such as safeguarding, that is annually mandated.
135. According to EPI,¹⁰⁸ a formal entitlement for teachers in England to 35 hours of high quality CPD a year would boost pupil attainment by an extra two-thirds of a GCSE grade – which in turn translates to extra lifetime earnings of over £6,000 per pupil.

¹⁰⁴ Harry Quilter-Pinner et al., "Out of Kilter – How to rebalance our school system to work for people, economy and society" (September 2023). Institute for Public Policy Research, Page 30

<https://www.ippr.org/research/publications/out-of-kilter>

¹⁰⁵ DfE, Government Evidence to the STRB (21 February 2023) paragraph 117, Page 36

<https://www.gov.uk/government/publications/evidence-to-the-strb-2023-pay-award-for-teachers-and-leaders>

¹⁰⁶ Matilda Martin, "Just 4 in 10 teachers found their last Inset day useful" (2024) *TES*

<https://www.tes.com/magazine/news/general/just-4-10-teachers-found-last-inset-day-useful-cpd>

¹⁰⁷ "Working Lives of Teachers and Leaders" – wave 1. Page 22

¹⁰⁸ Jens Van Den Brande, "The effects of high-quality professional development on teachers and students: A cost-benefit analysis"
<https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/>

136. Furthermore, a policy of CPD entitlement could also significantly improve retention, leading to up to an estimated 12,000 extra teachers remaining in the profession a year.

Summary and Conclusion

137. As in previous years, Community continues to make the case that any form of pay restraint is failing to incentivise the right kind of high calibre professionals to enter the profession. The graduate labour market is such that pay needs to be significantly lifted in order to be attractive and must remain attractive to retain qualified teachers into experience.
138. The failure to address factors impacting on teacher wellbeing continues to cause teachers to leave the profession. Excessive workload, high levels of stress and unreasonable levels of accountability all must be addressed, without which they will continue to have a direct impact on the ability of schools to recruit the necessary staff to ensure high-quality education for all learners.
139. Community Union refutes the recommendation from The Review Body that “in future, targeting remuneration to address particular workforce challenges”¹⁰⁹ may be necessary. We believe that the time is right for there to be a fully funded, profession-wide increase.
140. Now is not the time to target small portions of the workforce. When 13 secondary subjects and primary education are failing to recruit trainees, there is a system problem. And pay restoration should be coupled with a return to nationally recognised pay scales, not just advisory points, which would ensure pay parity for all teachers across England.
141. We are calling for a minimum 6.5% increase to each salary point and allowance, reminding the Review Body, that the Department’s own evidence states that experienced teachers should be rewarded.
142. In addition to pay, we call on the Review Body 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.
143. Finally, it is time to address the entitlement to high-quality, personalised, professional development, to ensure that each teacher is skilled in the areas they personally want to be, as well as the areas the school needs them to be.
144. The time is nigh. By improving conditions as well as pay, we may be able to staunch the flow of people out of the education system and increase recruitment before it is too late.

¹⁰⁹ STRB 33rd Report Page1.