

# Independent review of school teachers' pay and conditions in Wales: call for views

## Respondent information form

Please note that the respondent information form must be completed to ensure that we handle your response appropriately.

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Responses should be returned by **1 March 2018** to:

Nathan Huish  
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The Education Directorate  
Welsh Government  
Cathays Park  
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or completed electronically and sent to:

e-mail: [TeachersPayandConditionsReview@gov.wales](mailto:TeachersPayandConditionsReview@gov.wales)

## Section A: Pay structure

Questions under section A seek to identify how we create a pay and conditions structure that contributes to a highly motivated teaching profession and underpins the delivery of a high-quality education system.

The School Teachers Pay and Conditions (STPCD) ('the Document') sets out three main pay grades:

- i) Qualified teacher (the main pay range; upper pay range; leading practitioner; unqualified teacher)
- ii) Leadership (assistant and deputy heads)
- iii) Headteacher (headteacher group; maintained school; special school).

**Question 1** – To what extent do you agree that the current pay structure is suitable for schools and learners, and will help us to deliver our aims as set out in *Education in Wales: Our national mission?* (Please select one option on each row.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a) Qualified teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Leadership?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Headteacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give reasons

While the EWC does not have a remit for pay, as the independent professional body for teachers and other education professionals in Wales, we feel that we have some useful intelligence we would like to offer to the panel.

We think any pay structure should be as fair, clear, and transparent as possible to ensure that all staff, including headteachers as well as local authorities, understand the structure and find it easy to administer.

The independent review has not asked for views on the future mechanism for setting teachers' pay and conditions. As such, we infer that this will be managed centrally by Welsh Government. If this is indeed the case, we would point out that, looking across a range of jurisdictions and professions, it is most unusual for the pay setting authority to also establish and own professional standards.

Guidance for Local Authorities, School Leaders, School Teachers and Governing Bodies of Maintained Schools – Progression (paragraph 27), states that the relevant body should ensure that it reviews the performance of members of the leadership group, having regard to the criteria for leadership group progression.

**Question 2** – The Document sets out the determination of leadership group pay. Are such measures resulting in the development of leadership capacity and ability within our schools?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Don't know

Please give reasons

The EWC published the results of the first national workforce survey in April 2017. The Council also held a successful policy briefing on leadership in December 2017. It was clear from the information gathered that pay is not the sole or even main motivator for teachers to become senior leaders or indeed headteachers. It was also apparent that a number of schools are experiencing problems in recruiting headteachers.

Our further research into leadership indicated that a key factor influencing potential and current headteachers and leaders was that the changing role of headteacher as a result of the erosion of local authority services and support.

**Question 3a** – Do you think the current statutory national pay and conditions structure reflects well on the professional status of teachers working in the public sector?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

Please provide supporting comments

The pay and conditions structure for teachers compares well with other roles in the public and other sectors **in Wales**.

We would like to suggest that any consideration of pay for school teachers must be informed by the current arrangements for lecturers in further education. We would not like to see pay structures diverge too dramatically. Pay parity between the sectors was hard won and we think it is important for reasons related to status and career pathways that this is not lost.

We would urge the panel to consider wider economic, linguistic, and demographic factors which are relevant to Wales, for example, the relative lack of competition for graduates in Wales, average earnings, rurality etc. We provide more information in our answer to question 11.

**Question 3b** – Is the current structure of a minimum and maximum pay point for each pay grade appropriate?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input checked="" type="checkbox"/>	Don't know

Please provide supporting comments

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**Question 3c** – Is there sufficient opportunity to progress through the relevant pay grade?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input checked="" type="checkbox"/>	Don't know

Please provide supporting comments

In most cases, we believe that there is sufficient opportunity for this to happen.  However, we must point out that some 5000 teachers work on a supply basis and are not afforded an opportunity to progress through the pay grades.
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**Question 3d** – Is the mechanism for teachers to progress to the upper pay scale effective?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input checked="" type="checkbox"/>	Don't know

Please provide supporting comments

As question 3(c).
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## **Section B: Career structure**

Questions under section B seek to identify how we ensure a fair and open system that secures and maintains appropriate levels of remuneration for the teaching profession and enhances the status of the profession, enabling us to better attract, develop and retain teachers focused on our specified aims to raise standards in schools in Wales.

**Question 4a** – How far do you agree that the eligibility requirements for current allowances and other payments detailed within the Document sufficiently reflect teachers’ roles, responsibilities and recruitment and retention purposes?

<input type="checkbox"/>	Strongly agree
<input type="checkbox"/>	Agree
<input checked="" type="checkbox"/>	Neither agree nor disagree
<input type="checkbox"/>	Disagree
<input type="checkbox"/>	Strongly disagree

Please provide supporting comments

We often receive anecdotal evidence of teachers taking on additional responsibilities in their school without payment.

**Question 4b** – Are any new categories of allowances required to deliver our aims as set out in *Education in Wales: Our national mission*?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input checked="" type="checkbox"/>	Don't know

Please provide supporting comments

The panel might consider incentivising the areas we have identified as more difficult to recruit, namely, Welsh language, STEM, small / rural schools. We feel these considerations are also relevant to question 7.

**Question 5** – To what extent do you agree that the current pay and conditions structure:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a) provides opportunities for teachers to advance their careers in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) provides opportunities for teachers to improve and develop their professionalism?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) provides opportunities for teachers to advance their careers through promotion to management roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

d) provides an appropriate number of skilled teachers able to undertake management roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Please provide supporting comments

As stated in our response to question 2, this question implies that pay and conditions are the main motivator for professional development.

In practice, the scope for a teacher to develop professionally is related to a range of other factors unrelated to pay, for example, the availability of national and local professional development, available vacancies in one's locality, the size of the school, the support of one's line manager and funding.

### Section C: Contractual framework for teachers

Questions under section C seek to identify opportunities to look again at the prescribed duties of teachers and propose new ways to build recognition and incentives into working conditions to encourage teachers to be contributing and developing professionals in the spirit of *Education in Wales: Our national mission*.

The Document outlines the professional roles, responsibilities and rights conferred on:

- a) deputy headteachers and assistant headteachers
- b) teachers on the leading practitioner pay range
- c) teachers other than a headteacher.

**Question 6** – Do you think these prescribed sets of duties are suitable for a profession that will deliver the Welsh Government's aims, set out in *Education in Wales: Our national mission*?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	In part

Please provide supporting comments

Amongst professions, teaching in Wales is unusual in that there is no formal contractual requirement for teachers to undertake professional learning. Indeed, this has been incorporated into the common contract for FE lecturers in Wales. This review is a good opportunity to consider introducing an explicit entitlement to professional development. This could strengthen the expectation within the new professional standards for teachers which identifies professional learning as one of the five 'essential elements of every teacher's work'. It would also align teachers in school with those in further education, whose contracts already include a requirement for a minimum of 30 hours professional learning per year.

**Question 7** – Aspects of the current conditions of service reflect a teaching profession that takes account of issues such as large cities and high deprivation areas. What other conditions of service priorities could we reflect on in Wales?

Please provide supporting comments

In addition to factors identified in your question, our research suggests that there are emerging recruitment and supply issues around rural schools, Welsh language, and STEM subjects. We think a framework that allows for differentiated pay and / or ‘golden handcuff’ type contracts might be a partial solution to these issues.

**Question 8a** – The current document provides flexibility for payments for continuing professional development (CPD), allowing teachers in the school to access advice, training and development opportunities appropriate to their needs, including the current arrangements for specified time for professional development (i.e. inset days). To what extent does this:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a) help to ensure improved quality of learning and teaching?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) develop leadership capacity and ability within all levels of the teaching profession?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Question 8b** – Should the current arrangements for access to continuing professional learning be changed?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

Please provide supporting comments

From 2005-2008, the GTCW was asked by Welsh Government to explore a professional development framework for teachers, and, evolving from that, to pilot a Chartered Teacher programme. In the course of that work, we found that there was a need for a clear career pathway for teachers, including those who are not looking for formal leadership roles. We recommended that there be quality assured, accredited, and funded national programmes to support teachers throughout their careers, especially for those who wish to remain in their classrooms.

We think there is still a need for national, high quality provision for teachers who are seeking a formal leadership role and also those that wish to remain in the classroom.

We would be happy to explore the work of the GTCW on a professional development framework for teachers with the panel if that would be of value. Relevant publications can be found on our website,  
<https://www.ewc.wales/site/index.php/en/research-statistics/gtcw-archive>

The panel might also find it useful to consider the findings of the first national workforce survey which included a section on CPD, the report can be found on our website,

<https://www.ewc.wales/site/index.php/en/research-statistics/national-education-workforce-survey>

**Question 9** – To what extent do you agree that the conditions of service set out in the Document (please select one option on each row):

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a) enable teachers to deliver the best outcomes for learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) need adjustment to reflect actual workloads and practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) help to nurture an attitude of professionalism among teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) will enable teachers to successfully implement <i>Education Wales: Our national mission</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please provide supporting comments

The results from the first national workforce survey undertaken by the EWC highlight that workload and administration are considerable issues for teachers, with 88% saying that they struggled with their workload.

The Council believes that this must be addressed. Without this change, teachers will be seriously hamstrung in achieving (a), (c) and (d) above.

## Section D: Continuing to aspire and develop teachers to be the best they can

Questions under section D seek to provide you with the chance to think afresh about how the work of teachers is seen and how our teachers can aspire to be the best that they can be.

**Question 10** – Does the current career structure (as set out in the Document) promote teaching as an attractive and rewarding career?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

Don't know

Please provide supporting comments

The Council reiterates its comments from question 8 and 9. We currently have a teaching profession in Wales where there is no national structured profession development between Induction and Headship.

We would invite the Welsh Government to revisit the GTCW's advice to it from 2005 to 2008 on a Professional Development Framework for teachers in Wales.

**Question 11** – The panel would be pleased to consider any further points respondents wish to make about school teachers' pay and conditions in Wales.

### **1. Composition of the Education Workforce in Wales**

The EWC maintains one of the most comprehensive registers of the education workforce in both the UK and beyond, and regularly supplies Welsh Government and others with valuable data from the Register to support workforce planning. This ensures that policy can be responsive to changes in supply and demand. Based on primary category of registration, at 14 February 2018, total registrant number was 79,893, comprising, (school teachers - 35,495, school learning support staff - 32,462, FE lecturers - 5,801, FE learning support staff - 2,556, work-based learning practitioners - 2,582, youth workers - 361, and youth support workers- 636).

Information on our Register includes, the gender and age profile of the workforce, and their Welsh language abilities, teachers trained outside of Wales. We think that this information will be of interest to the group.

We believe that the EWC's workforce intelligence will be essential to the future success in developing a framework and mechanism for setting school teachers' pay in Wales. As such, we look forward to working closely with Welsh Government and others in this important task.

In addition to the provision of data, the Council also wishes to make a number of observations.

### **2. The picture in Wales**

Historically pay for school teachers has been devised at an England / Wales level. In moving to "Wales" specific pay and conditions, there are a number of contextual matters that government needs to bear in mind.

#### Demographics

The population of Wales represents only a small proportion of the overall population of the UK. On 30 June 2015 there were estimated to be 3,099,086 people living in Wales. The population of England currently stands at 54,786,300 and accounts for 84% of the UK's population.

The population of Wales has remained relatively stable - a similar number of births and deaths resulted in no natural change to the population of Wales.

Whilst English is the main spoken language in Wales, it is important to acknowledge that there is a significant Welsh language speaking community and an active policy in Wales to increase the number of Welsh speakers. According to the Welsh Language Use Survey 2013, 24% of people aged three and over were able to speak Welsh.

### Geography

Financial challenges have meant many rural schools in Wales have had to merge or close as low pupil numbers have rendered some schools unsustainable. Wales still has a considerable number of small rural schools. In addition, transport infrastructure is also a confounding factor in connecting towns and regions. There is evidence from local authorities that schools in rural areas find it harder to recruit staff, particularly headteachers. Wales also has a porous border with England.

### Policy context in Wales

There are currently extensive reforms ongoing in Wales which will impact upon the wider profession. Education policy is emphasising a 'self-improving school system' intending to develop capacity and skills from within Wales. This has the potential to create conditions which make it more difficult for those outside of Wales to enter the employment market. For example:

- The Welsh Government has developed a clear policy in relation to the Welsh Language following publication of Cymraeg 2050: A million Welsh Speakers. This is likely to stimulate a demand for more Welsh speaking educators therefore candidates with Welsh language ability are in demand and may find it easier to secure employment. It must also be noted that some areas of Wales have predominantly Welsh-speaking communities.
- The Welsh Government has recently published new professional standards for the teaching profession. Welsh language skills feature as part of the professional learning standard, and there is an expectation that educators develop their Welsh language ability. At Qualified Teacher Status (QTS) level, this means 'there is a commitment to incremental development of personal skills in the use of the Welsh language'. The descriptor for sustained highly effective practice is 'the teacher actively seeks opportunities to apply and extend their understanding and skill in the use of the Welsh language'.
- The Welsh Government is undertaking extensive reforms in relation to the Welsh national curriculum which will have a significant impact upon the education workforce charged with designing and working with the new model.

- The Additional Learning Needs Bill is another area where there will be significant changes to the current arrangements. The Education Workforce Council has recently undertaken a piece of work on behalf of Welsh Government to identify registrants currently working as a Special Educational Needs Coordinators within maintained schools and Further Education Institutions with a view to assessing the current state of play in terms of numbers.
- A new Leadership Academy for Wales has been announced which aims to strengthen school leadership.

### Teacher Supply in Wales

Historically, there has been an oversupply of teachers in Wales and in broad terms, there are not the same issues relating to teacher shortages that have been experienced in other parts of the UK. However, evidence shows that there are recruitment challenges in Wales in the following areas:

- Headteacher recruitment
- Ability to teach through the medium of Welsh
- New teachers (Higher Education Institutions have failed to recruit to their ITE targets in recent years)
- STEM subjects

### **3. Overseas Applications**

The EWC is the competent authority in Wales for recognising applicants for the award of QTS under the European Council 2005/36/EC directive. As such the EWC can provide some valuable insight into current trends, if the panel would find it useful.

## Permissions

I am responding as (please select one option only):

<input type="checkbox"/>	an individual
<input checked="" type="checkbox"/>	a group/organisation

Responses to the call for views are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

(Please answer if you are responding as an individual) – A number of people may have an interest in this call for views. Which of the following best describes your role in completing the questionnaire?

(Please select one option only.)

<input type="checkbox"/>	Consortia representative
<input type="checkbox"/>	Employer outside of education sector
<input type="checkbox"/>	Governor
<input type="checkbox"/>	Headteacher/principal
<input type="checkbox"/>	Local authority representative
<input type="checkbox"/>	Parent/carer
<input type="checkbox"/>	School pupil
<input type="checkbox"/>	School teacher
<input type="checkbox"/>	Student teacher in training
<input type="checkbox"/>	Supply/recruitment agency representative
<input type="checkbox"/>	Teacher trainer
<input type="checkbox"/>	Trade union representative
If other, please specify:	

(Please answer if you are one of the teachers in question) – If you are a teacher, headteacher or student in training can you please tell us what type?

(Please select all that are relevant)

<input type="checkbox"/>	Preparatory/nursery
<input type="checkbox"/>	Primary
<input type="checkbox"/>	Secondary
<input type="checkbox"/>	Special
<input type="checkbox"/>	Supply/agency
<input type="checkbox"/>	Support
<input type="checkbox"/>	Welsh medium
If other, please specify:	

(Please answer if you are responding as a group/organisation) – A number of different groups may have an interest in this call for views. Which of the following best describes your organisation?

(Please select one option only)

<input type="checkbox"/>	Government agency
<input type="checkbox"/>	Local authority
<input checked="" type="checkbox"/>	Other public sector
<input type="checkbox"/>	Parent/carer's organisation
<input type="checkbox"/>	Professional body
<input type="checkbox"/>	School
<input type="checkbox"/>	Union
<input type="checkbox"/>	Other, please specify
If other, please specify:	

The review group may wish to contact you as part of the wider Review of Teachers' Pay and Conditions. Would you be willing for them to do this?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No